

Alachua County Public Schools

Archer Elementary



2018-19 Schoolwide Improvement Plan

Archer Elementary

14533 SW 170TH ST, Archer, FL 32618

<https://www.sbac.edu/archer>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

**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 10/16/2018.

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.

2018-19 DA Category and Statuses for Archer Elementary

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.

The mission of Archer Elementary is to establish an educational setting where students have an opportunity to develop into well rounded individuals. Through strong academics and a focus on the whole student, we strongly believe every child can reach their potential. Archer will provide each student with the necessary skills to become life long learners.

b. Provide the school's vision statement.

The vision at Archer Elementary is to have every student:

Develop leadership qualities to help them in life.

Build a strong academic foundation in the areas of language arts, math, science, writing.

Be compassionate and caring of others.

Develop an understanding of community and relationships.

2. School Environment

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

Archer Elementary builds a strong understanding of culture by respecting and celebrating the diversity of students. Classrooms are created with diversity to give students the opportunity to build relationships with others. Teachers and students engage in academic lessons that allow for conversation to understand the diversity between students and teachers.

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

Archer Elementary creates an environment where students, parents, and staff respect each other. Administrators are highly visible and maintain an open door policy to both students and parents. Teachers and parents work together to solve problems and plan for success. Teachers and administrators lead by example and demonstrate the leadership qualities we like to see in our students.

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.

Archer Elementary uses Positive Behavior Intervention and Supports (PBIS) as a school wide discipline plan. The PBIS system allows for school wide rules that are posted across classrooms and campus. The staff uses positive reinforcement throughout the day to help support PBIS. Teachers also use a referral system to document student behavior. The principal, assistant principal, behavior resource teacher and school counselor manage student behavior and trains staff on strategies to positively affect behavior across campus. Teachers and administrators also work along side parents to openly communicate behavior concerns. They work together to develop strategies and follow through with interventions put into place.

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.

Archer Elementary students are provided services that focus on the social emotional well being of all students. The principal, assistant principal, behavior resource teacher and school counselor provide support to students that have behavior goals. They meet with these students to proactively help with concerns. The school counselor creates student groups to mentor and discuss both school and non school related topics. A team approach has allowed for open communication between students and staff.

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.

Attendance - Archer Elementary school teams with the district truancy officer to review attendance records. The school's database, principal, and assistant principal discuss targeted students regularly.

Suspensions - The Assistant Principal, Principal and Behavior Resource Teacher documents and records behavior data using the RTI/ MTSS system. This system allows for administration to track and monitor student behavior and pin points different interventions.

ELA/ Math Level 1 - Tier 3 interventions are implemented using the RTI/ MTSS process. Students at risk of level 1 are identified and targeted through data chats, leadership council, and EPT meetings.

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	4	0	3	3	5	0	0	0	0	0	0	0	15
One or more suspensions	0	2	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8

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	4	4	0	0	0	0	0	0	0	8

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

Tier 3 interventions for students identified through RTI and Title 1
Small group instruction with a focus on areas of concern
Differentiation in lesson planning with focus by principal
EPT meetings
Positive Behavior Systems using RTI/ MTSS data
Achieve 3000

Florida Ready

TopScore Writing

Monthly Student Services meetings with leadership team, school psychologist, staffing specialist, and other district supports

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/658091>.

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.

Archer Elementary works closely with the Community of Archer, Alachua County Sheriff's Department and Santa Fe College Davis Center to help promote the school and extend opportunities to the students and parents. The City of Archer invites the school to participate in the Junior City Commission. This program engages our students in the local government. The Davis Center invites the current 4th and 5th grade students to tour the building and sit in college level classes. This opportunity gives students a first hand look at a college campus. The Alachua County Sheriff's Department helps plan, and is strongly represented; at our annual Career Day. Providing students with career options. The Alachua County Sheriff's Department also participants in our annual Family Fun Night on campus. Families come together for a meal and educational materials (and coaching) are provided for families based on needs assessments throughout the school year.

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
Arduser, Stella	Principal
Karas, Casey	Assistant Principal
Ferris , Barbara	School Counselor
Liebach, Tracy	Instructional Coach
Whiddon , Daniel	Dean

b. Duties

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

The RTI/ MTSS team (minus classroom teachers) meets weekly as the Leadership Team to discuss student progress and review student data. These meetings are led by the principal. Meetings are held regularly with the teachers and CIMS Facilitator (with others joining as needed) to review student data and progress in interventions. Student data is reviewed to identify if students are making progress in the intervention group or if the intervention needs to be revised. The team also identifies professional development needs and 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.

Principal: Provides a common vision for data-based instructional decision making, provides RTI/ MTSS training for staff to support the RTI/ MTSS process, ensures implementation of intervention support and documentation, communicates with parents regarding the RTI/ MTSS process, regularly meets with the leadership council to review student data of students in the RTI/ MTSS process.

Assistant Principal: Provides a common vision for data-based instructional decision making, provides RTI/ MTSS training for staff to support the RTI/ MTSS process, ensures implementation of intervention support and documentation, communicates with parents regarding the RTI/ MTSS process, regularly meets with the leadership team to review student data of students in the RTI/ MTSS process.

School Counselor: Organizes Educational Planning Team meetings that include members of the RTI/ MTSS Team (leadership team members, teachers, and parents), conducts observations, participates in and leads professional development in the RTI/ MTSS process, has on-going conversations with the school psychologist regarding students in the RTI/ MTSS process, works with teachers to chart student data.

Behavior Resource Teacher (Dean): Provides positive discipline support to teachers and students. The BRT uses research based strategies to help students. The BRT is in charge of our PBS Positive Behavior Support and RTIB/ MTSS data collection.

School Psychologist: Participates in Education Planning Team meetings, when possible; assists teachers in charting student data; assists with collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention, as needed.

CIMS Facilitator: Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RTI/ MTSS Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions.

Title I Teachers: Provide information about supplemental instruction; collect data based on interventions; meets with classroom teachers to review student progress; keep data based on interventions; charts data.

Classroom Teachers: Provide information about core curriculum; collect data based on interventions; meets with CIM Facilitator to review student progress; keeps data based on interventions; charts data.

Title I, Part A

We hire certified, highly-qualified intervention teachers to provide pull-out and push-in instruction in reading and/or math. The pull-out services provide students a double-dose of instruction in reading or math during the regular school day. We have a highly-qualified FCIM Facilitator to work with teachers on disaggregation of data and differentiation within the classroom. Funds are also used for professional development for all teachers and staff in Kagan strategies, educational technology, Webb's Depth of Knowledge, Literacy Work Stations and other topics based on student data. After-school tutoring may be funded for students in reading and/or math.

Title I, Part C- Migrant

Work with the district migrant coordinator. Coordination of Student Educational Planning Team meetings with the district, as needed.

Title II

Mentor/ instructional coach for beginning teachers, on-going technology training through the district's digital educators.

Title III

Work with the district coordinator to supply dictionaries, translators for parent conferences. Coordination of supplementary materials and instructional services to improve the education of English Language Learners, as needed.

Title X- Homeless

Work with district Homeless Education Coordinator, Nadia Shields, to provide resources for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

We are including Top Score Writing curriculum into our 4th and 5th grade levels to provide academic support for students who are preparing for the FSA writing assessment.

Violence Prevention Programs

Continuation of Positive Behavior Intervention and Support system school-wide, additional programs being implemented by school counselor, principal, assistant principal, or behavior resource teacher.

Archer Elementary participates in the USDA Food and Nutrition Community Eligibility Provision (CEP) which allows high poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

Food Programs

The school also participates in the district's nutrition program for summer meals, of which, Archer Elementary is a site. A large percentage of our students qualify for free and reduced meals. The school also participates in the Food4Kids program sending backpacks of food home for all school aged children in a home of qualifying families.

Head Start

Archer Elementary has one Head Start classroom on campus.

Adult Education

One of the school business partners is the Santa Fe College - Davis Center. This center provides

adult education courses. We partner with them and share information with our families.

Career and Technical Education

The students in fourth grade will go to the Santa Fe College - Davis Center for a career education field trip to learn about educational opportunities to assist them in making career and technical decisions in their future.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stella Arduser	Principal
Lisa Lauger	Teacher
Casey Karas	Principal
Matthew Davenport	Parent
Elaine Colon	Parent
Donna Lovvorn	Business/Community
Carrie Howard	Parent
Mary Ferris Hyde	Teacher

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

The 2018-2019 SAC committee reviewed the school improvement plan and offered input on the goals set for the current school year. The committee also was involved in budget decisions that impacted the purchases of items needed in the implementation of the plan.

b. Development of this school improvement plan

The SAC committee meets on a regular basis to discuss the goals for the upcoming school year. Throughout the year, assessment data is shared at meetings and decisions are made based on information discussed. The SIP is reviewed and signed off on by the committee before final approval.

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

The SAC committee members helped in the development of the budget plan. At the beginning of the year, when LOT and SRP monies are allocated, the committee meets to discuss items of interest. The SAC members discussed providing more professional development opportunities for teachers as well as providing fiscal support for academic events that enrich the learning environment in our community (ex: Academic Bowl/ Back to School Bash).

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

The projected use of LOT and SRP funds for the 2018-2019 school year is \$5,000. This amount will be used as mentioned above.

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
Arduser, Stella	Principal
Karas, Casey	Assistant Principal
Liebach, Tracy	Instructional Coach

b. Duties

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

Major initiatives include implementation literacy workstations, increasing text complexity and informational text students are exposed to, Response to Intervention, testing fidelity followed by data driven decision making based on assessment outcomes, on-going data review.

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 at Archer Elementary are provided with common teacher planning time. This allows for teachers to plan together and create calendars that align with the district. Teachers also meet once a month with their team leader to discuss topics relative to the team.

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

1. All teachers new to Archer Elementary are partnered with a Team Leader to answer any questions and assist in general orientation to the school. Team Leaders also assist new teachers in planning.
2. Beginning teachers have a mentor coach assigned by the district.
3. District hosted job fair annually to recruit highly qualified teachers.
4. New teacher orientation held at school during pre-planning
5. Teachers are encouraged and given opportunities to participate in professional development created by the district. There is also job-embedded PD opportunities organized by the leadership council.

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

Each grade level meets as a team on a consistent basis to review grade level curriculum and procedures. New teachers to the building are paired up with the grade level's team leader for support if needed. This year, we have an on site instructional coach that provides assistance if and when needed.

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.

The schools instructional programs are aligned to the Florida Standards by following the district curriculum guides. The principal may also request and checks lesson plans to ensure that all teachers are following district and state guidelines. The curriculum that is purchased (in addition to what is provided by the district) and used by teachers are aligned with the Florida standards and come with proven results of student achievement.

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.

Archer Elementary uses school wide student data to provide differentiated instruction to all students. Teachers administer district assessments throughout the year and submit data into a computer based system. The data is used during data chats once a month to determine specific strategies for students. With this data, teachers use the Tier 3 intervention model to document areas of concern. This allows for data collection which is then used in EPT and IEP meetings to make decisions for student needs.

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:

The Ready Florida program will be used in conjunction with Achieve 3000. Ready Florida utilizes a problem solving-based approach that strengthens students' learning muscles and builds conceptual understanding through reasoning, practice, and productive discussion using real-world scenarios. Achieve 3000 is a computer based learning program that provides differentiated instruction with adaptive lexile leveled ongoing assessments through engaging nonfiction content, as well as scaffolding and linguistic supports for struggling students. SmartyAnts is also used for students in the 2nd grade.

Strategy Rationale

Ready Florida will be provided at the appropriate grade level for both 3rd and 4th graders. Due to the varying range of student abilities and needs, every student in class reads the same grade-appropriate content at their individual differentiated reading level. This provides all students the opportunity to fully participate in whole-class instruction and discussions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Liebach, Tracy, liebacht1@gm.sbac.edu

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

The data that is collected is used in data chat meetings to discuss student progress.

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.

The school district and school advertises (through local media, school newsletters, school marquee, posters, website, phone homes) and the school hosts a Kindergarten Round-Up in May of each year for families to register their incoming kindergarten students. Local churches and businesses also support this through advertisement and distribution of fliers. Students spend time in the kindergarten classrooms while parents learn about the school, procedures, routines, curriculum and fill out registration paperwork for their child. In addition, we do have a Head Start classroom on campus and many of those students come to Archer Elementary for kindergarten, so the Head Start teacher and kindergarten teachers communicate about incoming kindergarten students in the Spring. For students with disabilities, kindergarten transition meetings are held with representatives from Archer in attendance to learn about the student and update the IEP for the student to start kindergarten.

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.

Does not apply.

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

Does not apply.

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

Does not apply.

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.

Does not apply.

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.** 70% of students in grades 3-5 will achieve at a Level 3 or higher in English Language Arts as measured by the 2019 FSA.
- G2.** 50% or more of students in the lowest quartile will make learning gains as measured by the reading portion of the 2019 FSA.

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. 70% of students in grades 3-5 will achieve at a Level 3 or higher in English Language Arts as measured by the 2019 FSA. 1a

G100639

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Parental Involvement
- Range of instructional levels in classrooms

Resources Available to Help Reduce or Eliminate the Barriers 2

- Balanced literacy FSA standards taught through Pearson reading series, Florida Ready, Achieve 3000, iStation, small group work, differentiated instruction, and text complexity implementation focusing on student Lexile levels. Title I parent involvement workshops for parents/guardians focused on instructional strategies for parents/guardians to use at home.

Plan to Monitor Progress Toward G1. 8

Using the parental involvement documents, we will plan future events to educate parents and provide opportunities for them utilize and keep the educational materials used.

Person Responsible

Tracy Liebach

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Analyzing Title 1 documents that show parental involvement opportunities

G2. 50% or more of students in the lowest quartile will make learning gains as measured by the reading portion of the 2019 FSA. **1a**

 G100640

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal **3**

- Students with identified academic deficiencies
- Lack of prior knowledge

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

- Florida Standards balanced literacy taught through Pearson reading series, small group differentiated instruction, text complexity implementation focusing on student lexile levels, CPALMS, Top Score Writing, Florida Ready, Achieve 3000, and iStation.

Plan to Monitor Progress Toward G2. **8**

Individual student, grade level data, and district level data from AIMS quarterly assessments will be referenced on the PCG dashboard and reviewed during grade level data chats with teachers. Achieve 3000 gains will also be monitored on a weekly basis for our lowest quartile in grades 3-5.

Person Responsible

Tracy Liebach

Schedule

Monthly, from 10/2/2018 to 5/31/2019

Evidence of Completion

AIMS quarterly assessments and Achieve 3000 weekly gains

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. 70% of students in grades 3-5 will achieve at a Level 3 or higher in English Language Arts as measured by the 2019 FSA. **1**

 **G100639**

G1.B1 Parental Involvement **2**

 **B271538**

G1.B1.S1 Host parent workshops to help parents work with their students, provide access to educational materials through our Title 1 resource room. **4**

 **S287426**

Strategy Rationale

Through guidance and assistance, parents will feel more comfortable with how to use the academic resources to assist their children.

Action Step 1 **5**

We will host family picnic days and family nights to provide educational materials and model for parents/guardians ways to provide educational support at home.

Person Responsible

Tracy Liebach

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Parental involvement activities and Title 1 parent sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Analyzing Title 1 documents that show parental involvement opportunities

Person Responsible

Tracy Liebach

Schedule

Monthly, from 8/13/2018 to 6/4/2019

Evidence of Completion

Title 1 parental involvement documents

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyzing Title 1 documents that show parental involvement opportunities

Person Responsible

Tracy Liebach

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Title 1 parental involvement documents

G1.B1.S2 Extended Day Intervention Program Florida Ready. Achieve 3000 and Istation for students in 3rd - 5th grades. 4

S287427

Strategy Rationale

Additional differentiated support provided through lexile leveled intervention program to specifically target individual student needs.

Action Step 1 5

Extended Day Florida Ready/ Achieve3000 Intervention Program

Person Responsible

Tracy Liebach

Schedule

Weekly, from 10/30/2018 to 3/28/2019

Evidence of Completion

Quarterly district ELA AIMS assessments, grade level curriculum assessments, Florida Ready reading assessments, Level set from Achieve3000

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Reports of 3rd graders and their progression with Achieve3000, scheduling designated computer lab time, lesson plans, assessment data, snap shots (classroom), observations

Person Responsible

Casey Karas

Schedule

Biweekly, from 9/25/2018 to 5/31/2019

Evidence of Completion

Student Lexile levels, program assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lexile levels, Achieve3000 assessments

Person Responsible

Casey Karas

Schedule

Monthly, from 9/25/2018 to 5/31/2019

Evidence of Completion

Lexile levels from Achieve3000 reports, lesson plans

G1.B2 Range of instructional levels in classrooms 2

 B271539

G1.B2.S1 Implement the state standards/ district scope and sequence at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support balanced literacy tests and AIMS district assessments in preparation for the FSA. 4

 S287428

Strategy Rationale

Exposing and teaching students all state standards, ensures that students will have the information needed to succeed on the ELA FSA.

Action Step 1 5

Teachers will use Achieve 3000/Istation for additional ELA support in grades 3-5 and Smarty Ants/Istation in grades K-2.

Person Responsible

Stella Arduser

Schedule

Weekly, from 10/2/2018 to 5/31/2019

Evidence of Completion

Scores on district AIMS assessments and curriculum assessments will increase.

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

Reviewing PCG/SchoolSpire assessment dashboard, lesson plans to see differentiation - classroom snapshots focusing on reading instruction and how the programs are being used in the classroom.

Person Responsible

Stella Arduser

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Evidence of use and differentiation in lesson plans and through classroom observations

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

Review balanced literacy test, AIMS assessments, Florida Ready, Achieve 3000 data, Istation ISIP data

Person Responsible

Stella Arduser

Schedule

Monthly, from 10/2/2018 to 5/31/2019

Evidence of Completion

Assessment scores

G2. 50% or more of students in the lowest quartile will make learning gains as measured by the reading portion of the 2019 FSA. **1**

 G100640

G2.B1 Students with identified academic deficiencies **2**

 B271540

G2.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats bi-monthly. **4**

 S287429

Strategy Rationale

The purpose of the EPT is to gather information about students who are struggling and determine with the planning team the specific interventions the teacher will use with the student.

Action Step 1 **5**

Top Score Writing, Florida Ready, Achieve 3000 and Smarty Ants will be used to assist students needing interventions.

Person Responsible

Tracy Liebach

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Level set for Achieve 3000 compared to student level at the end of the program and Smarty Ants. FSA Writing Score for 4th and 5th grade

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

Implementation will be monitored by reviewing the grade level data chats. During the data chats, specific student data will be shared by teachers and the administrative team to outline students that are at the most risk.

Person Responsible

Tracy Liebach

Schedule

Monthly, from 10/4/2018 to 5/31/2019

Evidence of Completion

On going progress monitoring of student data (individual, grade level, and district level) on all quarterly AIMS assessments through the use of the PCG assessment dashboard.

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

Individual student, grade level data, and district level data from AIMS quarterly assessments will be referenced on the PCG dashboard and reviewed during grade level data chats with teachers. Achieve 3000 gains will also be monitored on a weekly basis for the lowest quartile for grades 3-5.

Person Responsible

Casey Karas

Schedule

Monthly, from 10/2/2018 to 5/31/2019

Evidence of Completion

AIMS quarterly assessments and Achieve 3000 weekly gains

G2.B2 Lack of prior knowledge 2

 B271541

G2.B2.S1 Students who received a Level 1 or 2 on 2018 FSA and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instructional support. 4

 S287430

Strategy Rationale

Close the achievement gap due to disparities between subgroups

Action Step 1 5

Students will receive Tier 2 and/ or Tier 3 instruction through classroom teachers.

Person Responsible

Stella Arduser

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats

Person Responsible

Tracy Liebach

Schedule

On 5/31/2019

Evidence of Completion

Achieve 3000 data, balanced literacy data, AIMS assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. AIMS assessments, balanced literacy assessments, and Achieve 3000 data.

Person Responsible

Tracy Liebach

Schedule

Monthly, from 8/28/2018 to 5/31/2019

Evidence of Completion

AIMS assessments, balanced literacy assessments, weekly Achieve 3000 data

V. Professional Development Opportunities

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

G1. 70% of students in grades 3-5 will achieve at a Level 3 or higher in English Language Arts as measured by the 2019 FSA.

G1.B1 Parental Involvement

G1.B1.S2 Extended Day Intervention Program Florida Ready. Achieve 3000 and Istation for students in 3rd - 5th grades.

PD Opportunity 1

Extended Day Florida Ready/ Achieve3000 Intervention Program

Facilitator

Lisa Lauger

Participants

All 3rd grade classroom teachers and extended day teacher tutors

Schedule

Weekly, from 10/30/2018 to 3/28/2019

G1.B2 Range of instructional levels in classrooms

G1.B2.S1 Implement the state standards/ district scope and sequence at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support balanced literacy tests and AIMS district assessments in preparation for the FSA.

PD Opportunity 1

Teachers will use Achieve 3000/Istation for additional ELA support in grades 3-5 and Smarty Ants/Istation in grades K-2.

Facilitator

Principal, CIMS coordinator, assistant principal

Participants

School wide classroom teachers

Schedule

Weekly, from 10/2/2018 to 5/31/2019

G2. 50% or more of students in the lowest quartile will make learning gains as measured by the reading portion of the 2019 FSA.

G2.B1 Students with identified academic deficiencies

G2.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats bi-monthly.

PD Opportunity 1

Top Score Writing, Florida Ready, Achieve 3000 and Smarty Ants will be used to assist students needing interventions.

Facilitator

CIMS Facilitator

Participants

Florida Ready and Achieve 3000 for grades 3-5 and Smarty Ants for grades K-2. Top Score Writing for 3rd, 4th and 5th grade

Schedule

Weekly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	We will host family picnic days and family nights to provide educational materials and model for parents/guardians ways to provide educational support at home.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Title I, Part A		\$1,000.00
2	G1.B1.S2.A1	Extended Day Florida Ready/ Achieve3000 Intervention Program				\$0.00
3	G1.B2.S1.A1	Teachers will use Achieve 3000/Istation for additional ELA support in grades 3-5 and Smarty Ants/Istation in grades K-2.				\$0.00
4	G2.B1.S1.A1	Top Score Writing, Florida Ready, Achieve 3000 and Smarty Ants will be used to assist students needing interventions.				\$5,280.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0171 - Archer Elementary	General Fund		\$2,000.00
			Notes: Top Score Writing			
			0171 - Archer Elementary	Title I, Part A		\$3,280.00
			Notes: Achieve 3000			
5	G2.B2.S1.A1	Students will receive Tier 2 and/ or Tier 3 instruction through classroom teachers.				\$0.00
Total:						\$6,280.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.A1 A389910	Extended Day Florida Ready/ Achieve3000 Intervention Program	Liebach, Tracy	10/30/2018	Quarterly district ELA AIMS assessments, grade level curriculum assessments, Florida Ready reading assessments, Level set from Achieve3000	3/28/2019 weekly
G1.MA1 M426014	Using the parental involvement documents, we will plan future events to educate parents and provide...	Liebach, Tracy	8/13/2018	Analyzing Title 1 documents that show parental involvement opportunities	5/31/2019 quarterly
G2.MA1 M426019	Individual student, grade level data, and district level data from AIMS quarterly assessments will...	Liebach, Tracy	10/2/2018	AIMS quarterly assessments and Achieve 3000 weekly gains	5/31/2019 monthly
G1.B1.S1.MA1 M426008	Analyzing Title 1 documents that show parental involvement opportunities	Liebach, Tracy	8/13/2018	Title 1 parental involvement documents	5/31/2019 quarterly
G1.B1.S1.A1 A389909	We will host family picnic days and family nights to provide educational materials and model for...	Liebach, Tracy	8/13/2018	Parental involvement activities and Title 1 parent sign in sheets	5/31/2019 quarterly
G1.B2.S1.MA1 M426012	Review balanced literacy test, AIMS assessments, Florida Ready, Achieve 3000 data, Istation ISIP...	Arduser, Stella	10/2/2018	Assessment scores	5/31/2019 monthly
G1.B2.S1.MA1 M426013	Reviewing PCG/SchoolSpire assessment dashboard, lesson plans to see differentiation - classroom...	Arduser, Stella	8/13/2018	Evidence of use and differentiation in lesson plans and through classroom observations	5/31/2019 biweekly
G1.B2.S1.A1 A389911	Teachers will use Achieve 3000/Istation for additional ELA support in grades 3-5 and Smarty...	Arduser, Stella	10/2/2018	Scores on district AIMS assessments and curriculum assessments will increase.	5/31/2019 weekly
G2.B1.S1.MA1 M426015	Individual student, grade level data, and district level data from AIMS quarterly assessments will...	Karas, Casey	10/2/2018	AIMS quarterly assessments and Achieve 3000 weekly gains	5/31/2019 monthly
G2.B1.S1.MA1 M426016	Implementation will be monitored by reviewing the grade level data chats. During the data chats,...	Liebach, Tracy	10/4/2018	On going progress monitoring of student data (individual, grade level, and district level) on all quarterly AIMS assessments through the use of the PCG assessment dashboard.	5/31/2019 monthly
G2.B1.S1.A1 A389912	Top Score Writing, Florida Ready, Achieve 3000 and Smarty Ants will be used to assist students...	Liebach, Tracy	8/13/2018	Level set for Achieve 3000 compared to student level at the end of the program and Smarty Ants. FSA Writing Score for 4th and 5th grade	5/31/2019 weekly
G2.B2.S1.MA1 M426017	Specific baseline data from curriculum assessments will be used to create google documents that...	Liebach, Tracy	8/28/2018	AIMS assessments, balanced literacy assessments, weekly Achieve 3000 data	5/31/2019 monthly
G2.B2.S1.MA1 M426018	Identify students in the economically disadvantage sub group to ensure progress monitoring to...	Liebach, Tracy	8/13/2018	Achieve 3000 data, balanced literacy data, AIMS assessments	5/31/2019 one-time
G2.B2.S1.A1 A389913	Students will receive Tier 2 and/ or Tier 3 instruction through classroom teachers.	Arduser, Stella	8/13/2018	data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring	5/31/2019 weekly
G1.B1.S2.MA1 M426010	Lexile levels, Achieve3000 assessments	Karas, Casey	9/25/2018	Lexile levels from Achieve3000 reports, lesson plans	5/31/2019 monthly
G1.B1.S2.MA1 M426011	Reports of 3rd graders and their progression with Achieve3000, scheduling designated computer lab...	Karas, Casey	9/25/2018	Student Lexile levels, program assessments	5/31/2019 biweekly
G1.B1.S1.MA1 M426009	Analyzing Title 1 documents that show parental involvement opportunities	Liebach, Tracy	8/13/2018	Title 1 parental involvement documents	6/4/2019 monthly