

Alachua County Public Schools

Alachua Elementary School



2018-19 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)	2017-18 Title I School	2017-18 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	62%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	38
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 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.

Alachua Elementary will be continuing a mentoring program for for students who are in need of additional support. This program utilizes community mentors who work with 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.

Lowest quartile and bubble students are tracked and discussed at Leadership meetings. Teachers discuss these students during data chats and review 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 third 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	2	13	19	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	3	11	5	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	16	15	8	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	33	85	49	0	0	0	0	0	0	0	167
	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	2	11	9	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 additional 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/628530>.

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	Assistant Principal
Baughtman, Jennifer	Instructional Coach
Harrell, Jazzlyn	School Counselor
Davis, Candace	Dean

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.

Assistant Principal: 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.

Instructional Coach: 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.

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

Dean (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.

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
Tammy Lindsey	Business/Community
Heather Harbour	Principal
Maria Ruopoli	Teacher
Lella Josey	Parent
Kim Nicholson	Parent
Timothy Hernacki	Parent
Cheryl Sisson	Teacher
Felicia Decoursey	Business/Community
Dietra Sherman	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.

2017-18 Lottery Budget: \$655 allocated; \$6100 carried over from 16-17, for a total of \$6,655
Projects that were approved and funded through SAC were disbursements for curriculum planning, classroom resources, and positive behavior materials.

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
Bing, Bonnie	Assistant Principal
Harbour, Heather	Principal

b. Duties

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

Alachua Elementary provides numerous opportunities to increase literacy within the school and community. The media center hosts "Morning Media" each morning before school to allow students opportunities to explore a variety of literature. Our media specialist plans events for guest authors to speak to students. Each year, the school hosts an annual "Literacy Night" and invites all families to participate in a variety of research-based literacy activities.

In addition, the Literacy Leadership Team ensures that all resources are research-based and focus on improving reading and literacy skills. The team defines and implements a comprehensive differentiated school-wide 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 literacy assessments.

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/professional development meetings are scheduled for the first Wednesday of each month. Team Leader meetings are held monthly on Tuesdays 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 former statewide assessment scores, beginning of the year baseline assessments, grade level bimonthly common assessments for ELA, quarterly district AIMS assessments, and the ISIP. Following an assessment, student scores are organized into Google Docs, reviewed by the leadership team and discussed with teachers during individual monthly data chats. Through these data reviews, the school is able to target students who are performing below, at, or above proficiency of the Florida Standards. Student scores are compared to class averages of their grade level peers for the RtI process.

For ESE students as well as struggling learners, instruction is modified by adapting the core curriculum to best meet their needs. All students are instructed at their current grade level with a spiraled approach to remediating reading foundational skills that need scaffolding.

Students performing above grade level also receive enrichment and opportunities to extend their learning, such as through AIMS activities, novel studies, and online technology programs designed to challenge thinking.

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: 26,400

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: Extended School Day

Minutes added to school year: 10,800

Additional hour of ELA instruction added to school day.

Strategy Rationale

Increase learning gains for all students to promote mastery of standards.

Strategy Purpose(s)

- Core Academic Instruction

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

FSA scores

Strategy: After School Program

Minutes added to school year: 1,500

Math Olympiad 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 performance as assessed by the Florida Standards Assessment.
- G2.** Increase science proficiency as assessed by the NGSSS Science assessment.
- G3.** Increase ELA performance 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 performance as assessed by the Florida Standards Assessment. 1a

G100811

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of Florida Standards aligned curriculum resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District developed pacing guides
- District AIMS assessments
- 60 Minute Math Block
- Every Day Counts Math
- Math & Science Night
- My Math Curriculum (McGraw/Hill)
- Kagan Cooperative Learning
- IXL Math
- Florida Everglades
- Math Triumphs
- Common planning time for teachers

Plan to Monitor Progress Toward G1. 8

Math data for each classroom will be reviewed to determine whether progress toward this goal is being met.

Person Responsible

Jennifer Boughtman


Schedule

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

Evidence of Completion

Google Docs with math assessment scores.

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

 G100812

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 Instructional Coach
- CPalms
- Math & Science Night

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Bonnie Bing

Schedule

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

Evidence of Completion

Data chat meeting agendas, notes, and sign in sheets

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

G100813

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	55.0
ELA/Reading Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with reading foundational skills.
- Lack of student engagement during the ELA block.
- Lack of rigor in classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- District-developed pacing guides
- CPALMS
- AIMS Assessments
- ELA Florida Standards
- Thinking Maps
- 21st Century Tutoring
- District mentor coach for new teachers
- District professional development coach
- Kagan Cooperative Learning
- IRLA Reading Curriculum
- Being a Writer Writing Curriculum
- Extra Hour of Literacy Instruction
- FCIM Instructional Coach

Plan to Monitor Progress Toward G3. 8

Student data on ISIP will be closely monitored for learning gains.

Person Responsible

Bonnie Bing

Schedule

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

Evidence of Completion

ISIP scores will be monitored for an increase in mastery of reading foundational skills.

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. Increase math performance as assessed by the Florida Standards Assessment. **1**

 G100811

G1.B2 Lack of Florida Standards aligned curriculum resources. **2**

 B271896

G1.B2.S1 Utilize IXL as a component of mathematics curriculum. **4**

 S287872

Strategy Rationale

IXL is a research-based online program aligned to the FL Standards that provides rigorous, individualized tasks to assess, reteach and remediate comprehension of mathematical content.

Action Step 1 **5**

IXL Program & Professional Development

Person Responsible

Jennifer Baughtman

Schedule

On 10/31/2018

Evidence of Completion

Training sign in sheets

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

Classroom snapshots and observations

Person Responsible

Heather Harbour

Schedule

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

Evidence of Completion

Evidence entered in ACIIS

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

Review of lesson plans

Person Responsible

Heather Harbour

Schedule

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

Evidence of Completion

Lesson plans demonstrate alignment to the FL Standards

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

Ongoing math assessment scores will be monitored for effectiveness of mathematics instruction.

Person Responsible

Jennifer Boughtman

Schedule

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

Evidence of Completion

Agendas and meeting notes from data chats

G1.B2.S2 Utilize FL Everglades math curriculum 4

 S287873

Strategy Rationale

FL Everglades is specifically aligned to the FL Standards and provides students with daily opportunities to tackle rigorous mathematical problems.

Action Step 1 5

Utilize FL Everglades curriculum to increase rigor of instruction

Person Responsible

Jennifer Boughtman

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Principal and AP will review lesson plans

Person Responsible

Heather Harbour

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson plans for math will align to the FL Standards.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Math assessment scores will be monitored using Google docs

Person Responsible

Jennifer Boughtman

Schedule

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

Evidence of Completion

Student assessment scores will provide evidence of mastery of the FL Math Standards.


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

 G100812

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

 B271897

G2.B1.S1 Fifth grade science teachers will engage in collaborative team planning focused on standards-based science lessons. 4

 S287875

Strategy Rationale

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

Action Step 1 5

Teachers will participate in collaborative team planning to develop inquiry-based science lessons with cognitive complexity levels that align to state standards.

Person Responsible

Heather Harbour

Schedule

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

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 8/13/2018 to 5/31/2019

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

Bonnie Bing

Schedule

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

Evidence of Completion

Increase in achievement AIMS science assessments.

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

 G100813

G3.B1 Students struggle with reading foundational skills. 2

 B271898

G3.B1.S1 Implement IRLA Reading Curriculum 4

 S287876

Strategy Rationale

IRLA is a diagnostic and formative assessment tool that enables teachers to utilize the Florida Standards to establish a baseline reading level and provide remediation, acceleration, or maintenance for each child and his/her family.

Action Step 1 5

Collaborative team planning focused on ELA FL Standards

Person Responsible

Heather Harbour

Schedule

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

Evidence of Completion

Team meeting notes, ELA lesson plans

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

Students in the lowest quartile will be monitored closely for learning gains.

Person Responsible

Heather Harbour

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Student assessment scores from AIMS, common ELA assessments, and Istation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations and snapshots

Person Responsible

Bonnie Bing

Schedule

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

Evidence of Completion

Evidence from classroom visits

G3.B1.S2 Target phonemic awareness deficits by utilizing the Wilson Kit with lowest quartile and ESE students. 4

 S287877

Strategy Rationale

The Wilson system is specifically targeted to assist students with dyslexia and other reading difficulties by providing intensive instruction in a focused way.

Action Step 1 5

Utilize Speech Language Pathologist as reading intervention teacher during extra hour.

Person Responsible

Nancy Delgado

Schedule

Daily, from 9/3/2018 to 5/31/2019

Evidence of Completion

Student mastery on phonemic awareness screenings and assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Principal and AP will review lesson plans of ESE teachers.

Person Responsible

Bonnie Bing

Schedule

Biweekly, from 9/17/2018 to 5/31/2019

Evidence of Completion

Lesson plans will demonstrate targeted instruction on phonemic awareness through use of the Wilson kit.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Principal and AP will observe SLP and ESE teachers.

Person Responsible

Heather Harbour

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Evidence from classroom visits will be reviewed for remediation strategies that target reading foundational skills.

G3.B1.S3 Additional personnel 4

 S287878

Strategy Rationale

FCIM Instructional coach and reading intervention teacher will target students who need small group reading intervention

Action Step 1 5

Additional personnel will be utilized to monitor student performance in ELA and provide reading interventions.

Person Responsible

Jennifer Baughtman

Schedule

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

Evidence of Completion

Reading intervention lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Principal and AP will conduct classroom observations and snapshots of additional personnel.

Person Responsible

Heather Harbour

Schedule

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

Evidence of Completion

Evidence collected during classroom visits.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Review of reading intervention lesson plans

Person Responsible

Heather Harbour

Schedule

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

Evidence of Completion

Lesson plans will be reviewed monthly for remediation and reteaching of reading foundational skills.

G3.B2 Lack of student engagement during the ELA block. 2

 B271899

G3.B2.S1 Teachers will implement cooperative learning strategies to help students engage in content area Florida standards during classroom instruction. 4

 S287879

Strategy Rationale

By using cooperative learning, student engagement and accountability will dramatically increase.

Action Step 1 5

Teachers will participate in a professional learning community focused on cooperative learning strategies.

Person Responsible

Heather Harbour

Schedule

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

Evidence of Completion

Training agendas and sign in sheets

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

Cooperative learning coaching in classrooms.

Person Responsible

Dana Rudzitis

Schedule

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

Evidence of Completion

Coaching logs

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

Classroom coaching with cooperative learning expert.

Person Responsible

Dana Rudzitis

Schedule

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

Evidence of Completion

Coaching logs, classroom snapshots, review of teacher lesson plans

G3.B3 Lack of rigor in classroom 2

 B271900

G3.B3.S1 Establish writing curriculum aligned to the FL Standards 4

 S287880

Strategy Rationale

Data from FSA scores shows a lack of mastery of writing standards. Writing must be strategically planned and allow for a longitudinal approach across grade levels.

Action Step 1 5

Establish a specific writing curriculum aligned to the FL Standards.

Person Responsible

Bonnie Bing

Schedule

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

Evidence of Completion

Student writing samples

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers utilize Being a Writer curriculum during writing block

Person Responsible

Bonnie Bing

Schedule

Daily, from 9/17/2018 to 5/31/2019

Evidence of Completion

Teacher lesson plans show evidence of rigorous, standards-based writing tasks

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Principal and AP conduct classroom observations and snapshots to monitor writing instruction.

Person Responsible

Heather Harbour

Schedule

Weekly, from 9/17/2018 to 5/31/2019

Evidence of Completion

Student writing samples, teacher lesson plans, evidence collected from classroom visits

G3.B3.S2 Use Ready Florida as a supplemental curriculum to teach students how to read and understand grade level text. 4

 S287881

Strategy Rationale

State assessment scores show a lack of mastery of grade level content.

Action Step 1 5

Utilize FL Ready, Thinking Maps and anchor charts to guide students through the thinking process.

Person Responsible

Heather Harbour

Schedule

On 5/31/2019

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Teachers will utilize FL Ready, Thinking Maps, and anchor charts during ELA block

Person Responsible

Heather Harbour

Schedule

On 5/31/2019

Evidence of Completion

Review of lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Principal and AP will conduct classroom observations and snapshots to monitor implementation.

Person Responsible

Bonnie Bing

Schedule

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

Evidence of Completion

Evidence collected during classroom visits.

G3.B3.S3 ELA teachers will utilize Achieve 3000 to expose students to rigorous passages and texts. 4

 S287882

Strategy Rationale

Achieve 3000 is a computer-based, differentiated instruction program that exposes students to a variety of texts aligned to the FL Standards. Nonfiction passages are tailored to each student's Lexile reading level.

Action Step 1 5

Teachers will participate in formal training on Achieve 3000 in order to implement the program with fidelity and utilize data reports to meet students' needs.

Person Responsible

Jennifer Baughtman

Schedule

On 9/28/2018

Evidence of Completion

Achieve usage reports

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Review of Achieve 3000 data.

Person Responsible

Jennifer Baughtman

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Achieve 3000 usage reports and student data reports.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

ELA Common Assessment data will be closely monitored

Person Responsible

Jennifer Baughtman

Schedule

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

Evidence of Completion

Student assessment scores, student scores on comprehension questions within Achieve 3000 program

V. Professional Development Opportunities

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

G1. Increase math performance as assessed by the Florida Standards Assessment.

G1.B2 Lack of Florida Standards aligned curriculum resources.

G1.B2.S1 Utilize IXL as a component of mathematics curriculum.

PD Opportunity 1

IXL Program & Professional Development

Facilitator

Courtney Brock

Participants

Math Teachers

Schedule

On 10/31/2018

G2. Increase science proficiency as assessed by the NGSSS Science assessment.

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

G2.B1.S1 Fifth grade science teachers will engage in collaborative team planning focused on standards-based science lessons.

PD Opportunity 1

Teachers will participate in collaborative team planning to develop inquiry-based science lessons with cognitive complexity levels that align to state standards.

Facilitator

Participants

Fifth Grade Teachers

Schedule

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

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

G3.B1 Students struggle with reading foundational skills.

G3.B1.S1 Implement IRLA Reading Curriculum

PD Opportunity 1

Collaborative team planning focused on ELA FL Standards

Facilitator

Leslie MacNeill

Participants

ELA Teachers

Schedule

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

G3.B1.S2 Target phonemic awareness deficits by utilizing the Wilson Kit with lowest quartile and ESE students.

PD Opportunity 1

Utilize Speech Language Pathologist as reading intervention teacher during extra hour.

Facilitator

Participants

Speech/Language Pathologist, ESE Teachers

Schedule

Daily, from 9/3/2018 to 5/31/2019

G3.B2 Lack of student engagement during the ELA block.

G3.B2.S1 Teachers will implement cooperative learning strategies to help students engage in content area Florida standards during classroom instruction.

PD Opportunity 1

Teachers will participate in a professional learning community focused on cooperative learning strategies.

Facilitator

Dana Rudzitis

Participants

Teachers

Schedule

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

G3.B3 Lack of rigor in classroom

G3.B3.S1 Establish writing curriculum aligned to the FL Standards

PD Opportunity 1

Establish a specific writing curriculum aligned to the FL Standards.

Facilitator

Participants

Schedule

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

G3.B3.S2 Use Ready Florida as a supplemental curriculum to teach students how to read and understand grade level text.

PD Opportunity 1

Utilize FL Ready, Thinking Maps and anchor charts to guide students through the thinking process.

Facilitator

Anne Heissenberg, Renee Long

Participants

Schedule

On 5/31/2019

VI. Technical Assistance Items

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

G1. Increase math performance as assessed by the Florida Standards Assessment.

G1.B2 Lack of Florida Standards aligned curriculum resources.

G1.B2.S2 Utilize FL Everglades math curriculum

TA Opportunity 1

Utilize FL Everglades curriculum to increase rigor of instruction

Facilitator

Participants

Schedule

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

VII. Budget

1	G1.B2.S1.A1	IXL Program & Professional Development				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	369-Technology-Related Rentals	0161 - Alachua Elementary School	UniSIG	0.0	\$6,195.00
			Notes: IXL Program - Not a district initiative computer program that provides differentiated lessons in ELA and Math, grades 3-5, site license for 400 students			
	6300	510-Supplies	0161 - Alachua Elementary School	UniSIG	0.0	\$305.00
			Notes: Reasonable and necessary supplies for professional development to train teachers to use IXL - no subs, stipends or consultants needed. Supplies consist of paper and ink for Title I printer to print data reports for 23 teachers.			
2	G1.B2.S2.A1	Utilize FL Everglades curriculum to increase rigor of instruction				\$5,555.55
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	520-Textbooks	0161 - Alachua Elementary School	UniSIG	0.0	\$5,555.55
			Notes: Everglades is a supplemental math curriculum that provides daily practice, grades 3-5, 390 student workbooks 450 workbooks at \$12.95 each = \$5050.50 shipping = \$505.05			
3	G2.B1.S1.A1	Teachers will participate in collaborative team planning to develop inquiry-based science lessons with cognitive complexity levels that align to state standards.				\$8,000.00

Alachua - 0161 - Alachua Elementary School - 2018-19 SIP
Alachua Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	510-Supplies	0161 - Alachua Elementary School	Title, I Part A	0.0	\$8,000.00
			<i>Notes: Classroom materials and supplies for science PLC and standards-based science instruction.</i>			
4	G3.B1.S1.A1	Collaborative team planning focused on ELA FL Standards				\$95,404.97
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		644-Computer Hardware Non-Capitalized	0161 - Alachua Elementary School	Title, I Part A	0.0	\$8,000.00
			<i>Notes: Computer refresh & speakers</i>			
	5100	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A	0.0	\$5,000.00
			<i>Notes: Planners, composition notebooks, binders, folders, and other student materials.</i>			
	5100	520-Textbooks	0161 - Alachua Elementary School	UniSIG	0.0	\$63,450.00
			<i>Notes: IRLA Reading Intervention Program - this is not a district level initiative - monitors student reading levels and provides differentiated student resources</i>			
	6400	750-Other Personal Services	0161 - Alachua Elementary School	UniSIG	0.0	\$5,100.00
			<i>Notes: Staff Development for teachers in grades 3-5 to use IRLA, substitutes will be utilized - total of 60 substitutes to cover 2 days of training for 30 teachers substitutes are 85 dollars per day = 5100.</i>			
	5100	220-Social Security	0161 - Alachua Elementary School	UniSIG	0.0	\$390.15
			<i>Notes: SSI for 60 substitutes to cover 2 days of training for 30 teachers SSI = \$6.50 per day X 60 days = 390.15</i>			
	6300	120-Classroom Teachers	0161 - Alachua Elementary School	UniSIG	0.0	\$13,000.00
			<i>Notes: Professional Learning Community to include 2 days after post planning for development of Schools Needs Assessment using student data to decrease achievement gap.</i>			
	6300	520-Textbooks	0161 - Alachua Elementary School	UniSIG	0.0	\$464.82
			<i>Notes: Purchase 32 copies of the following book as part of the PLC. School Improvement for All</i>			
5	G3.B1.S2.A1	Utilize Speech Language Pathologist as reading intervention teacher during extra hour.				\$7,732.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	520-Textbooks	0161 - Alachua Elementary School	UniSIG	0.0	\$2,632.00
			<i>Notes: Wilson Kits instructional intervention, scripted step by step program designed for one on one or small group in ELA, for grades 3-5, two kits per grade level plus ESE total of 8 kits, \$2632</i>			
	5100	130-Other Certified Instructional Personnel	0161 - Alachua Elementary School	UniSIG	0.0	\$5,100.00

Alachua - 0161 - Alachua Elementary School - 2018-19 SIP
Alachua Elementary School

			<i>Notes: SLP provides small group reading intervention during Intensive Reading Intervention (required 'extra hour') 3 days a week</i>			
6	G3.B1.S3.A1	Additional personnel will be utilized to monitor student performance in ELA and provide reading interventions.				\$108,263.18
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A	0.2	\$14,530.33
			<i>Notes: 0.2 Intervention Salary for Cheryl Sisson</i>			
	5100	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A	1.0	\$65,830.77
			<i>Notes: 1.0 FCIM Instructional Coach: Jennifer Baughtman</i>			
			0161 - Alachua Elementary School	Title, I Part A	0.0	\$1,614.75
			<i>Notes: Lead Teacher Supplement</i>			
	5100	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: IRI (Extra hour of literacy instruction) for T1 personnel</i>			
	5100	150-Aides	0161 - Alachua Elementary School	UniSIG	0.75	\$12,834.00
			<i>Notes: Para Professional - behavior support</i>			
	5100	210-Retirement	0161 - Alachua Elementary School	UniSIG	0.75	\$1,060.08
			<i>Notes: Retirement benefits for Para Professional</i>			
	5100	220-Social Security	0161 - Alachua Elementary School	UniSIG	0.75	\$981.80
			<i>Notes: SSI benefits for Para Professional</i>			
	5100	290-Other Employee Benefits	0161 - Alachua Elementary School	UniSIG	0.75	\$65.45
			<i>Notes: Early Retirement benefits for Para Professional</i>			
	5100	230-Group Insurance	0161 - Alachua Elementary School	UniSIG	0.75	\$6,346.00
			<i>Notes: Insurance benefits for Para Professional</i>			
7	G3.B2.S1.A1	Teachers will participate in a professional learning community focused on cooperative learning strategies.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A	0.0	\$20,000.00
			<i>Notes: Summer Kagan training days for teachers</i>			
	6400	500-Materials and Supplies	0161 - Alachua Elementary School	Title, I Part A	0.0	\$20,000.00
			<i>Notes: Teaching materials and supplies for cooperative learning</i>			















Alachua - 0161 - Alachua Elementary School - 2018-19 SIP
Alachua Elementary School

	6300	750-Other Personal Services	0161 - Alachua Elementary School	Title, I Part A	0.0	\$10,000.00
			<i>Notes: Substitutes for peer observations and collaborative planning days for cooperative learning PLC</i>			
8	G3.B3.S1.A1	Establish a specific writing curriculum aligned to the FL Standards.				\$22,335.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	520-Textbooks	0161 - Alachua Elementary School	UniSIG	0.0	\$22,335.00
			<i>Notes: Being A Writer writing curriculum Kit for every classroom, total of 27, grades 3-5 \$750.00 per kit for 27 total kits = \$20,304.00 shipping = \$2031.00</i>			
9	G3.B3.S2.A1	Utilize FL Ready, Thinking Maps and anchor charts to guide students through the thinking process.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A	0.0	\$5,000.00
			<i>Notes: FL Ready</i>			
10	G3.B3.S3.A1	Teachers will participate in formal training on Achieve 3000 in order to implement the program with fidelity and utilize data reports to meet students' needs.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400		0161 - Alachua Elementary School	Title, I Part A	0.0	\$7,500.00
			<i>Notes: Achieve 3000 site license and teacher training</i>			
	6400	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A	0.0	\$1,500.00
			<i>Notes: Stipends for teacher training</i>			
Total:						\$334,035.70

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					
G3.B3.S3.A1 A390484	Teachers will participate in formal training on Achieve 3000 in order to implement the program with...	Baughtman, Jennifer	9/3/2018	Achieve usage reports	9/28/2018 one-time
G1.B2.S1.A1 A390475	IXL Program & Professional Development	Baughtman, Jennifer	10/1/2018	Training sign in sheets	10/31/2018 one-time
G1.MA1 M427030	Math data for each classroom will be reviewed to determine whether progress toward this goal is...	Baughtman, Jennifer	8/13/2018	Google Docs with math assessment scores.	5/31/2019 monthly
G2.MA1 M427033	AIMS science data will be collected and analyzed with teachers through monthly data chats.	Bing, Bonnie	8/13/2018	Data chat meeting agendas, notes, and sign in sheets	5/31/2019 monthly
G3.MA1 M427048	Student data on ISIP will be closely monitored for learning gains.	Bing, Bonnie	8/13/2018	ISIP scores will be monitored for an increase in mastery of reading foundational skills.	5/31/2019 monthly
G1.B2.S1.MA1 M427025	Ongoing math assessment scores will be monitored for effectiveness of mathematics instruction.	Baughtman, Jennifer	8/13/2018	Agendas and meeting notes from data chats	5/31/2019 monthly
G1.B2.S1.MA1 M427026	Classroom snapshots and observations	Harbour, Heather	8/13/2018	Evidence entered in ACIIS	5/31/2019 weekly
G1.B2.S1.MA3 M427027	Review of lesson plans	Harbour, Heather	8/13/2018	Lesson plans demonstrate alignment to the FL Standards	5/31/2019 monthly
G2.B1.S1.MA1 M427031	AIMS science assessments will be monitored for mastery of standards.	Bing, Bonnie	8/13/2018	Increase in achievement AIMS science assessments.	5/31/2019 quarterly
G2.B1.S1.MA1 M427032	Administrators will check for standards based lessons, inquiry and cognitively complex tasks.	Harbour, Heather	8/13/2018	Classroom snapshots and observations that show evidence of standards-based science tasks.	5/31/2019 monthly
G2.B1.S1.A1 A390477	Teachers will participate in collaborative team planning to develop inquiry-based science lessons...	Harbour, Heather	8/13/2018	Standards-based lesson plans.	5/31/2019 monthly
G3.B1.S1.MA1 M427034	Classroom observations and snapshots	Bing, Bonnie	8/13/2018	Evidence from classroom visits	5/31/2019 weekly
G3.B1.S1.MA1 M427035	Students in the lowest quartile will be monitored closely for learning gains.	Harbour, Heather	9/3/2018	Student assessment scores from AIMS, common ELA assessments, and Istation.	5/31/2019 monthly
G3.B1.S1.A1 A390478	Collaborative team planning focused on ELA FL Standards	Harbour, Heather	8/13/2018	Team meeting notes, ELA lesson plans	5/31/2019 weekly
G3.B2.S1.MA1 M427040	Classroom coaching with cooperative learning expert.	Rudzitis, Dana	8/28/2018	Coaching logs, classroom snapshots, review of teacher lesson plans	5/31/2019 biweekly
G3.B2.S1.MA1 M427041	Cooperative learning coaching in classrooms.	Rudzitis, Dana	8/28/2018	Coaching logs	5/31/2019 biweekly
G3.B2.S1.A1 A390481	Teachers will participate in a professional learning community focused on cooperative learning...	Harbour, Heather	8/13/2018	Training agendas and sign in sheets	5/31/2019 monthly
G3.B3.S1.MA1 M427042	Principal and AP conduct classroom observations and snapshots to monitor writing instruction.	Harbour, Heather	9/17/2018	Student writing samples, teacher lesson plans, evidence collected from classroom visits	5/31/2019 weekly
G3.B3.S1.MA1 M427043	Teachers utilize Being a Writer curriculum during writing block	Bing, Bonnie	9/17/2018	Teacher lesson plans show evidence of rigorous, standards-based writing tasks	5/31/2019 daily
G3.B3.S1.A1 A390482	Establish a specific writing curriculum aligned to the FL Standards.	Bing, Bonnie	8/13/2018	Student writing samples	5/31/2019 daily

Alachua - 0161 - Alachua Elementary School - 2018-19 SIP
Alachua Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1  M427028	Math assessment scores will be monitored using Google docs	Baughtman, Jennifer	8/13/2018	Student assessment scores will provide evidence of mastery of the FL Math Standards.	5/31/2019 monthly
G1.B2.S2.MA1  M427029	Principal and AP will review lesson plans	Harbour, Heather	9/3/2018	Lesson plans for math will align to the FL Standards.	5/31/2019 monthly
G1.B2.S2.A1  A390476	Utilize FL Everglades curriculum to increase rigor of instruction	Baughtman, Jennifer	8/13/2018		5/31/2019 daily
G3.B1.S2.MA1  M427036	Principal and AP will observe SLP and ESE teachers.	Harbour, Heather	9/3/2018	Evidence from classroom visits will be reviewed for remediation strategies that target reading foundational skills.	5/31/2019 monthly
G3.B1.S2.MA1  M427037	Principal and AP will review lesson plans of ESE teachers.	Bing, Bonnie	9/17/2018	Lesson plans will demonstrate targeted instruction on phonemic awareness through use of the Wilson kit.	5/31/2019 biweekly
G3.B1.S2.A1  A390479	Utilize Speech Language Pathologist as reading intervention teacher during extra hour.	Delgado, Nancy	9/3/2018	Student mastery on phonemic awareness screenings and assessments	5/31/2019 daily
G3.B3.S2.MA1  M427044	Principal and AP will conduct classroom observations and snapshots to monitor implementation.	Bing, Bonnie	8/13/2018	Evidence collected during classroom visits.	5/31/2019 weekly
G3.B3.S2.MA1  M427045	Teachers will utilize FL Ready, Thinking Maps, and anchor charts during ELA block	Harbour, Heather	8/13/2018	Review of lesson plans	5/31/2019 one-time
G3.B3.S2.A1  A390483	Utilize FL Ready, Thinking Maps and anchor charts to guide students through the thinking process.	Harbour, Heather	8/13/2018	Student work samples	5/31/2019 one-time
G3.B1.S3.MA1  M427038	Review of reading intervention lesson plans	Harbour, Heather	8/13/2018	Lesson plans will be reviewed monthly for remediation and reteaching of reading foundational skills.	5/31/2019 monthly
G3.B1.S3.MA1  M427039	Principal and AP will conduct classroom observations and snapshots of additional personnel.	Harbour, Heather	8/13/2018	Evidence collected during classroom visits.	5/31/2019 weekly
G3.B1.S3.A1  A390480	Additional personnel will be utilized to monitor student performance in ELA and provide reading...	Baughtman, Jennifer	8/13/2018	Reading intervention lesson plans	5/31/2019 daily
G3.B3.S3.MA1  M427046	ELA Common Assessment data will be closely monitored	Baughtman, Jennifer	8/13/2018	Student assessment scores, student scores on comprehension questions within Achieve 3000 program	5/31/2019 biweekly
G3.B3.S3.MA1  M427047	Review of Achieve 3000 data.	Baughtman, Jennifer	9/3/2018	Achieve 3000 usage reports and student data reports.	5/31/2019 monthly