Alachua Elementary School

2019-20 Schoolwide Improvement Plan

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Alachua Elementary School

13800 NW 152ND PL, Alachua, FL 32615

https://www.sbac.edu/alachua

Demographics

Principal: Holly Burton   Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (34%) 2016-17: C (51%) 2015-16: C (42%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Alachua Elementary's 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!

Provide the school's vision statement.

Alachua Elementary's vision is to provide a climate of strong, supportive relationships and academic excellence in order to promote self-confident, capable life-long learners.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Harbour, Heather	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. Recruit and retain highly qualified instructional and noninstructional staff. Develop and maintain the master schedule. Manage the school's 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.
Rainer, Kelitha	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.
Baughtman, Jennifer	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.
Harrell, Jazzlyn	School Counselor	Coordinate implementation of the RtI process. Assist classroom teachers with assessments and interventions. Coordinate and facilitate mentoring program, classroom guidance lessons, mental health services, referrals for services, and Section 504 plans. Provide support to families in need at various times throughout the school year, such as holidays.
Davis, Candace	Dean	Provide behavioral support in all classrooms. Provide professional development and support in the area of classroom management, behavioral interventions, restorative justice, engagement, and social emotional learning strategies for teachers. Manage anti-bullying programs and curriculum. Organize, analyze and decrease suspension data annually, particularly involving disproportionate discipline data Facilitate all aspects of Positive Behavior Supports and lead the PBIS Committee.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	114	90	97	0	0	0	0	0	0	0	301
Attendance below 90 percent	0	0	0	20	8	13	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	1	2	5	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	11	6	3	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	5	23	40	0	0	0	0	0	0	0	68

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	6	9	10	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	1	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

15

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	11	9	0	0	0	0	0	0	0	22

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	59%	57%	42%	59%	55%
ELA Learning Gains	45%	57%	58%	60%	61%	57%
ELA Lowest 25th Percentile	42%	49%	53%	60%	48%	52%
Math Achievement	50%	60%	63%	47%	63%	61%
Math Learning Gains	56%	61%	62%	57%	65%	61%
Math Lowest 25th Percentile	56%	49%	51%	54%	50%	51%
Science Achievement	38%	57%	53%	37%	55%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	114 (0)	90 (0)	97 (0)	301 (0)
Attendance below 90 percent	20 ()	8 ()	13 ()	41 (0)
One or more suspensions	1 (0)	2 (0)	5 (0)	8 (0)
Course failure in ELA or Math	11 (0)	6 (0)	3 (0)	20 (0)
Level 1 on statewide assessment	5 (0)	23 (0)	40 (0)	68 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	55%	57%	-2%	58%	-3%	
	2018	39%	56%	-17%	57%	-18%	
Same Grade Comparison		16%					
Cohort Comparison							
04	2019	29%	55%	-26%	58%	-29%	
	2018	26%	54%	-28%	56%	-30%	
Same Grade Comparison		3%					
Cohort Comparison		-10%					
05	2019	37%	55%	-18%	56%	-19%	
	2018	39%	55%	-16%	55%	-16%	
Same Grade Comparison		-2%					
Cohort Comparison		11%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	63%	58%	5%	62%	1%	
	2018	50%	60%	-10%	62%	-12%	
Same Grade Comparison		13%					
Cohort Comparison							
04	2019	42%	60%	-18%	64%	-22%	
	2018	29%	60%	-31%	62%	-33%	
Same Grade Comparison		13%					
Cohort Comparison		-8%					
05	2019	46%	57%	-11%	60%	-14%	
	2018	34%	61%	-27%	61%	-27%	
Same Grade Comparison		12%					
Cohort Comparison		17%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	37%	55%	-18%	53%	-16%	
	2018	36%	55%	-19%	55%	-19%	
Same Grade Comparison		1%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	14	29	27	28	47	50	4				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ELL	17			33							
BLK	24	38	39	35	52	59	21				
HSP	41	55		51	45		60				
MUL	60	77		40	54		40				
WHT	58	42		67	64		43				
FRL	33	43	43	41	51	56	31				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	15	13	11	14	11					
ELL	18			20							
BLK	17	26	28	21	22	21	19				
HSP	35	40		36	44						
MUL	27	33		32	22						
WHT	53	43	40	53	34	36	57				
FRL	26	32	36	29	27	25	32				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	7	31	38	18	37	37	14				
ELL	8			23							
BLK	22	49	58	29	56	64	18				
HSP	24	71		49	76		10				
MUL	37			37							
WHT	61	68	64	59	54	29	53				
FRL	33	51	61	38	53	56	25				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement, ELA gains, and ELA lowest quartile gains in fourth and fifth grade were the lowest performance categories. In ELA last year, fourth grade demonstrated a 29% proficiency rate. The same cohort of students performed at 39% proficiency when they were in third grade the year prior. In math,
these students scored at a 42% proficiency rate in fourth grade, but demonstrated proficiency at 50% the
year before. Last year's fifth graders showed increases in achievement in both ELA
and math as compared to their fourth grade year. While fifth grade dropped to a 37% proficiency rate this year, the cohort of students increased from 26% to 37% from one year to the next.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth grade ELA achievement showed a 2% decline from the 2017-18 school year to the 2018-19 school year. This was the only decline from the prior year; all other school grading categories and subgroups demonstrated an increase from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There are two data components with a 15-point gap between the state average and the school, which were ELA achievement and science achievement. The greatest factor(s) contributing to this gap is that high rate of reading foundational skill deficits that are required for success in both of these areas. Another factor that contributes to the science proficiency involves a need for increased high-yield, inquiry based lessons where students generate thinking about science.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains in mathematics for our lowest quartile students showed the greatest improvement from the 2017-18 school year to the 2018-19 school year. In this data component, Alachua Elementary moved from 28% gains to 56% gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The greatest area for concern is the number of students scoring at a Level 1 on the FSA from the prior school year. Approximately 41% of fifth grade students and 25% of fourth grade students scored a Level 1 on a statewide assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Learning Gains for the Lowest Quartile
2. Reduce the achievement gap between African American and white students
3. Increase proficiency of English Language Learners in both ELA and math
4. Increase proficiency of students with disabilities in both ELA and math
5. Increase science achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase learning gains of students in the lowest quartile.
Rationale	Students in the lowest quartile are currently performing below grade level expectations; sometimes at a deficit of more than one school year behind. Closing the achievement gap for struggling learners is a critical factor in their success in school and beyond, to increase their likelihood of graduating from high school and ensuring college and career readiness after graduation.

State the measurable outcome the school plans to achieve	53% of students in the lowest quartile will make learning gains in ELA. 85% of students in the lowest quartile will make learning gains in Math.
Person responsible for monitoring outcome	Heather Harbour (harbourh@gm.sbac.edu)
Evidence-based Strategy	Provide high-quality, data driven and differentiated instruction focused on the Florida Standards to improve learning outcomes and gains.
Rationale for Evidence-based Strategy	The quality of instruction in the classroom is the greatest factor in improving student achievement. In order to improve learning gains of the lowest quartile students, instruction must be targeted, differentiated, aligned to the standards, and require students to engage in tasks that meet or exceed the complexity levels of those standards.

Action Step	
Description	1. Utilize an FCIM/Instructional coach to engage in ongoing data chats with teachers and school leadership to progress monitor student learning. 2. Provide common planning time for teachers to collaboratively plan lessons that align to the FL standards and incorporate high-yield strategies that have the greatest impact on learning. 3. Develop curriculum work groups in both ELA and math for vertical alignment of planning and instruction. 4. Utilize research-based curriculums and instructional resources in ELA, math, science and writing and provide professional development for teachers to enhance fidelity of implementation. 5. Engage in ongoing professional development for teachers to collaborate and engage in classroom observations to improve instructional practice, such as through Learning Walks and a Writing PLC. 6. Utilize an additional teacher unit in fourth grade to decrease class size and improve student achievement outcomes. 7. Utilize a 20% reading intervention teacher for small group, intensive remediation. 8. Implement an extended school day for increased reading instruction. 9. Facilitate a writing PLC to improve writing outcomes for students.
Person Responsible	Heather Harbour (harbourh@gm.sbac.edu)

#2	
Title	Reduce the achievement gap for African American students.
Rationale	At Alachua Elementary, African American students' performance on state assessments is well below that of their white peers in ELA and math. Based on last year's FSA data, 58% of white students were proficient in ELA while 23% of black students were proficient in ELA. In math, 67% of white students demonstrated proficiency while 34% of black students were proficient. All students are entitled to equity and excellence in their educational careers. Through this area of focus, the school will work to close the achievement gap and foster learning outcomes that will help students achieve their post-secondary goals.
State the measurable outcome the school plans to achieve	Reduce the achievement gap between black and white students by 3 percentage points in ELA. Reduce the achievement gap between black and white students by 3 percentage points in math.
Person responsible for monitoring outcome	Kelitha Rainer (rainerak@gm.sbac.edu)
Evidence-based Strategy	Provide rigorous, standards-based instruction that is culturally relevant for all students while implementing differentiated interventions based on student performance data.
Rationale for Evidence-based Strategy	All students can meet and exceed high performance (proficiency) standards, regardless of where they live, their family's income, their race, gender, disability or any other factor. All students should be provided with excellent teachers who are culturally responsive and set high expectations, a high-quality learning environment, and equitable resources to ensure that they are reaching their full potential. The District Equity Office reviewed recommendations from the Gainesville4All Education Team and other organizations including International Development Research Association, Equity Assistance Center South (IDRA).
Action Step	
Description	1. Teachers participate in Learning Walks and ongoing professional development around rigorous instruction aligned to the Florida Standards. 2. Maintain accessible, real-time data and engage in quarterly data chats with every teacher to review instructional decisions for increased achievement for black students. 3. Utilize Morning Announcements for culturally relevant messages for all students. 4. Maintain classroom libraries with culturally relevant literature. 5. Implement a daily morning meeting focused on social emotional learning and cultural acceptance in every classroom. 6. Utilize a supplemental, standards-based reading curriculum, Ready Florida, for use during ELA small group, differentiated instruction. 7. Utilize USA Test Prep, a computer-based program aligned to Florida Standards, to provide students rigorous tasks aligned to the FSA. 8. Utilize Flocabulary to improve vocabulary instruction and understanding.

Person Responsible	Heather Harbour (harbourh@gm.sbac.edu)

#3	
Title	Increase learning gains of English Language Learners.
Rationale	Based on achievement data from the 2018-19 school year, 17% of English Language Learners demonstrated proficiency on the ELA FSA and 33% demonstrated proficiency on the math FSA.
State the measurable outcome the school plans to achieve	41% of ESOL students will be proficient in ELA as demonstrated through the ELA FSA. 41% of ESOL students will be proficient in Math as demonstrated through the Math FSA.
Person responsible for monitoring outcome	Kelitha Rainer (rainerak@gm.sbac.edu)
Evidence-based Strategy	The school will form a professional learning community to increase the implementation of research-based strategies that improve learning outcomes for ESOL students.
Rationale for Evidence-based Strategy	Through a professional learning community, teachers can learn strategies and best practices for creating a culturally responsive classroom and improving learning outcomes for English Language Learners.
Action Step	
Description	1. Establish an ESOL Professional Learning Community to review best practices for improving learning outcomes for English Language Learners 2. Analyze data through quarterly data chats with teachers and leadership team for progress monitoring of ESOL students using AIMS, Istation,bi-weekly ELA assessments, and classroom math tests from core curriculum 3. Create a print-rich classroom with visual aids for all English Language Learners 4. Utilize graphic organizers such as Thinking Maps in every classroom to organize thinking and learning 5. Implement cooperative learning strategies in every classroom to increase collaborative peer discussions and language acquisition
Person Responsible	Kelitha Rainer (rainerak@gm.sbac.edu)

#4	
Title	Increase learning gains for students with disabilities.
Rationale	Students with disabilities are often performing below grade level expectations. Closing the achievement gap for students with disabilities is a critical factor in their success in school and beyond, to increase their likelihood of graduating from high school and ensuring college and career readiness after graduation.
State the measurable outcome the school plans to achieve	In the 2017-18 school year, students with disabilities earned 12% of total points possible for all seven categories measured by the FSA and NGSSS Science. In the 2018-19 school year, students with disabilities earned 28% of total points possible for these same seven categories. This year, it is expected for this upward trend to continue in order to meet the state expectation of 41%.
Person responsible for monitoring outcome	Heather Harbour (harbourh@gm.sbac.edu)
Evidence-based Strategy	Alachua Elementary will maintain an LRE rate at or above the state expectation of 85% while simultaneously providing intensive and differentiated supports that utilize high yield teaching strategies and Universal Design for Learning.
Rationale for Evidence-based Strategy	Placing students in the least restrictive environment has been shown to have many benefits, including increased student achievement, better preparation for post-secondary

Action Step	
Description	1. Increase LRE to 85% or higher. 2. Provide inclusion training for all inclusion teachers utilizing district specialists. 3. Implement collaborative planning for ESE and regular education teachers who team teach utilizing the inclusion model. 4. Utilize IRLA in small group intervention sessions to focus on individualized reading foundational skill deficit areas. Use School Pace, an online component of the program, to progress monitor student learning. 5. Provide small group, differentiated instruction in math to reteach and review unmastered standards. 6. Participate in data chats with inclusion teachers to progress monitor student learning.
Person Responsible	Heather Harbour (harbourh@gm.sbac.edu)

#5	
Title	Reduce disproportionate discipline data for African American students.
Rationale	There is a strong correlation between suspension rates and poor educational outcomes for suspended students. There is also strong evidence showing that out of school suspensions are not effective at changing negative behaviors. In lieu of suspension in most cases, the school will develop and implement restorative practices and behavioral interventions to improve learning outcomes and reduce behavior challenges school-wide.
State the measurable outcome the school plans to achieve	Reduce the number of out of school suspensions for African American students by 15%.
Person responsible for monitoring outcome	Kelitha Rainer (rainerak@gm.sbac.edu)
Evidence-based Strategy	Implementation of a school-wide Positive Behavioral Interventions & Support program paired with implementation of a daily social emotional curriculum in every classroom.
Rationale for Evidence-based Strategy	Through PBIS and social emotional learning, we focus on a proactive approach to teaching appropriate behavior, social interactions, and positive relationships rather than a reactive, punitive approach to discipline. This approach is more effective to maintaining a healthy learning environment where all students are included and missed instructional time is minimized, therefore improving learning outcomes.

Action Step	
Description	1. Implementation of school currency, "Chompy Cash", for school incentives such as for use in our school store (Swamp Shop) and to participate in special events with members of the Leadership Team and other faculty and staff 2. "Alligator of the Week" in every classroom based on a weekly character attribute; these students receive a certificate, Chompy Cash, and recognition on morning announcements 3. Use of morning annoucements to reinforce positive character traits (Alligator Attribute of the Week) 4. PBIS Committee that meets monthly to review positive behavior incentives and quarterly school-wide events for students who meet behavioral expectations 5. Master schedule that includes a daily Morning Meeting using a social emotional learning curriculum 6. Ongoing professional development for teachers on social emotional learning to support relationship building amongst teachers and students and develop an understanding for students with trauma
Person Responsible	Candace Davis (davisc@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

One area Alachua Elementary continuously strives to improve upon is our home-school connection. Alachua Elementary currently has a small PTA with limited members. Through parent and family events and community outreach initiatives, the school is heavily focused on bridging school and home and increasing family involvement in school initiatives. As a school, we are dedicated to mutually beneficial relationships with parents and students; we prioritize family needs and support our students at home by providing families with school supplies, backpacks, books and weekend food backpacks as needed. We will strive to provide training and school-sponsored events to parents demonstrating ways students can practice learning at home. We host evening dinners, parent workshops, Literacy Night, Math and Science Night, a Spring Carnival and a fall event annually.

A second additional area of focus is on fifth grade science achievement. For three consecutive years, proficiency in science has stayed around 37-38%.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

-Form a PTA to increase the connection between home and school and plan community events for families.
-Hold multiple parent Involvement evening events that focus on ELA, math and science standards.
-Hold an annual meeting to inform parents of what Title I provides for their students at our school
-Provide parents with opportunities to give input to address areas of concern
-Informing parents if their child will be provided with Title I services and giving them the option to opt out
-Reviewing the Title I Budget with our SAC and having input from Staff, Parents, and Community Members

*Please see our Parent and Family Engagement Plan for more detailed information.

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

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.

The master schedule has time built in each morning for a daily Morning Meeting in every classroom and with every child. During Morning Meeting, teachers focus on social emotional learning using a research-based curriculum. Ongoing professional development on social emotional learning is provided to teachers to support these instructional practices. The school also recruits mentors to work with students, partners with a social worker who serves the school two days per week, and collaborates with Meridian through our school counselor to meet students' individual needs as appropriate. Our school counselor also does guidance lesson in all classrooms.

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

As a third through fifth grade school, collaboration with our K-2 feeder school, Irby Elementary, is critical. The Leadership Team meetings throughout the school year to align initiatives, review student data, align school focus areas, and foster collaboration. Teachers from Irby participate in professional development with teachers from Alachua. This year, both schools will participate in Learning Walks together, where a school-wide focus (instructional rigor) is defined and reviewed through the instructional core (teacher, student, task), teachers walk classrooms with this lens, then debrief on instructional practices.

In addition, the Leadership Team communicates regularly with the middle school to support students as they transition from fifth grade to sixth grade. Transition meetings are held for students with IEPs and both schools attend. Finally, our fifth grade students take a field trip to the middle school each spring to orient them to middle school.

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.

At Alachua Elementary, our leadership team consists of our Principal, Assistant Principal, Behavior Resource Teacher, Guidance Counselor, and an Instructional Coach/Title I Lead Teacher. The Principal and Assistant Principal make decisions on how to best use the funding for personnel. Our goal is to retain an Instructional Coach to work with the teachers and a "class size" reduction teacher to lower the number of students in a grade level where student achievement data suggests it is most needed.

For instruction and curriculum, we, as a team, analyze and dis-segregate students' performance based on their previous years' data and current data on a bi-weekly basis. With this information, we look into research based programs and materials that have successfully improved scores of students with our same demographics or have achieved positive results in other schools. Part of this process includes, when available, going to schools implementing the program and seeing how the components work or communicating with schools using the programs. From there, we decide what programs will benefit our students the most and decide what available funding we have in our Title I Part A budget.

Our Instructional Coach is in charge of receiving the curriculum, getting the materials out to the teachers, and inventorying the materials. If the program requires staff training, the Principal and Title I Lead Teacher provide Title I with a plan of how we will execute the training. This includes bringing in a consultant when necessary. The Title I Lead is then responsible for making sure that all of the appropriate paperwork has been completed and turned in to our District Title I office for their records.

If teachers need ongoing support with the program, our Title I Instructional Coach, Assistant Principal and Principal work with teachers to provide instructional support.

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

1. Career Day
2. 5th Grade field trip to the University of Florida football game.
3. School counselor highlights a career each week on morning announcements.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase learning gains of students in the lowest quartile.				$181,420.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A		$138,230.00
		Notes: Salaries, Teacher Intervention model, FCIMS Instructional Coach, Lead Teacher Supplement, IRI				
	5100	210-Retirement	0161 - Alachua Elementary School	Title, I Part A		$11,708.00
		Notes: Retirement @ 8.47%				
	5100	220-Social Security	0161 - Alachua Elementary School	Title, I Part A		$10,575.00
		Notes: Social Security (FICA) at 7.65%				
	5100	230-Group Insurance	0161 - Alachua Elementary School	Title, I Part A		$15,002.00
		Notes: Insurance @ $66819				
	5100	290-Other Employee Benefits	0161 - Alachua Elementary School	Title, I Part A		$705.00
		Notes: Early Retirement @.51%				
	6400	750-Other Personal Services	0161 - Alachua Elementary School	Title, I Part A		$1,200.00
		Notes: Substitutes for Writing PLC				
	6300	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A		$4,000.00
		Notes: Teacher stipends for ELA & math curriculum work groups				
2	III.A.	Areas of Focus: Reduce the achievement gap for African American students.				$11,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$6,500.00
		Notes: Ready Florida supplemental curriculum				
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School	Title, I Part A		$2,500.00
		Notes: USA Test Prep Site License				
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School	Title, I Part A		$2,500.00
		Notes: Flocabulary Site License				
3	III.A.	Areas of Focus: Increase learning gains of English Language Learners.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A		$2,000.00

			Notes: Stipends for ESOL Professional Learning Community work group			
4	**III.A.**	**Areas of Focus: Increase learning gains for students with disabilities.**				**$12,730.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A		$9,980.00
			Notes: IRLA Supplemental Curriculum Materials			
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School			$2,750.00
			Notes: School Pace for IRLA			
5	**III.A.**	**Areas of Focus: Reduce disproportionate discipline data for African American students.**				**$2,300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	120-Classroom Teachers	0161 - Alachua Elementary School			$2,000.00
			Notes: PBIS Work Group stipends			
	5100	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$300.00
			Notes: Materials for Alligator of the Week student recognition			
					Total:	**$209,950.00**