

Alachua County Public Schools

Archer Elementary



2019-20 Schoolwide Improvement Plan

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Archer Elementary

14533 SW 170TH ST, Archer, FL 32618

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

Demographics

Principal: Elizabeth Hartwell

Start Date for this Principal: 7/19/2017

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-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) | 94% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (53%) 2017-18: B (58%) 2016-17: B (61%) 2015-16: B (58%) 2014-15: A (64%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| 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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Archer Elementary

14533 SW 170TH ST, Archer, FL 32618

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

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 PK-5 | Yes | 79% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 48% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C | B | B | B |

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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>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision at Archer Elementary School is to have every student:

Develop leadership qualities to help them in life.

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

Be compassionate and caring of others.

Develop an understanding of community and relationships.

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 |
|-----------------|---------------------|--|
| Arduser, Stella | Principal | Provides a common vision for data-based instructional decision making, provides RTI/ MTSS training for staff to support the RTI/ MTSS process, ensures implementation of intervention support and documentation, communicates with parents regarding the RTI/ MTSS process, regularly meets with the leadership council to review student data of students in the RTI/ MTSS process. |
| Karas, Casey | Assistant Principal | Provides a common vision for data-based instructional decision making, provides RTI/ MTSS training for staff to support the RTI/ MTSS process, ensures implementation of intervention support and documentation, communicates with parents regarding the RTI/ MTSS process, regularly meets with the leadership team to review student data of students in the RTI/ MTSS process. |
| Whiddon, Daniel | Dean | Provides positive discipline support to teachers and students. The BRT uses research based strategies to help students. The BRT is in charge of our PBS Positive Behavior Support and RTIB/ MTSS data collection. |
| Liebach, Tracy | Instructional Coach | Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RTI/ MTSS Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions. |
| Ferris, Barbara | School Counselor | Organizes Educational Planning Team meetings that include members of the RTI/ MTSS Team (leadership team members, teachers, and parents), conducts observations, participates in and leads professional development in the RTI/ MTSS process, has on-going conversations with the school psychologist regarding students in the RTI/ MTSS process, works with teachers to chart student data. |

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 | 77 | 78 | 91 | 110 | 88 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 541 |
| Attendance below 90 percent | 2 | 13 | 9 | 22 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 0 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 1 | 12 | 10 | 10 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 30 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |

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 | 1 | 5 | 4 | 6 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

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 | 1 | 3 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

35

Date this data was collected or last updated

Friday 9/27/2019

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

The number of students 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 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

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 | 62% | 59% | 57% | 65% | 59% | 55% |
| ELA Learning Gains | 54% | 57% | 58% | 61% | 61% | 57% |
| ELA Lowest 25th Percentile | 24% | 49% | 53% | 41% | 48% | 52% |
| Math Achievement | 61% | 60% | 63% | 68% | 63% | 61% |
| Math Learning Gains | 62% | 61% | 62% | 69% | 65% | 61% |
| Math Lowest 25th Percentile | 41% | 49% | 51% | 56% | 50% | 51% |
| Science Achievement | 70% | 57% | 53% | 70% | 55% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|---------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 77 (0) | 78 (0) | 91 (0) | 110 (0) | 88 (0) | 97 (0) | 541 (0) |
| Attendance below 90 percent | 2 () | 13 () | 9 () | 22 () | 6 () | 4 () | 56 (0) |
| One or more suspensions | 0 () | 0 (0) | 0 (0) | 1 (0) | 3 (0) | 1 (0) | 5 (0) |
| Course failure in ELA or Math | 1 () | 12 (0) | 10 (0) | 10 (0) | 0 (0) | 3 (0) | 36 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 4 (0) | 30 (0) | 23 (0) | 57 (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 | 61% | 57% | 4% | 58% | 3% |
| | 2018 | 55% | 56% | -1% | 57% | -2% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 61% | 55% | 6% | 58% | 3% |
| | 2018 | 68% | 54% | 14% | 56% | 12% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | 6% | | | | |
| 05 | 2019 | 62% | 55% | 7% | 56% | 6% |
| | 2018 | 63% | 55% | 8% | 55% | 8% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 62% | 58% | 4% | 62% | 0% |
| | 2018 | 57% | 60% | -3% | 62% | -5% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 55% | 60% | -5% | 64% | -9% |
| | 2018 | 68% | 60% | 8% | 62% | 6% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | -2% | | | | |
| 05 | 2019 | 63% | 57% | 6% | 60% | 3% |
| | 2018 | 73% | 61% | 12% | 61% | 12% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | -5% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 67% | 55% | 12% | 53% | 14% |
| | 2018 | 67% | 55% | 12% | 55% | 12% |
| Same Grade Comparison | | 0% | | | | |
| 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 | 12 | 21 | 18 | 26 | 53 | 53 | 8 | | | | |

| 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 |
| ASN | 90 | | | 80 | | | | | | | |
| BLK | 40 | 40 | 17 | 32 | 50 | 45 | 35 | | | | |
| HSP | 68 | 56 | | 65 | 63 | | | | | | |
| MUL | 58 | 64 | | 63 | 64 | | | | | | |
| WHT | 70 | 60 | 27 | 72 | 65 | 36 | 87 | | | | |
| FRL | 39 | 44 | 31 | 42 | 53 | 38 | 43 | | | | |
| 2018 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 2016-17 | C & C Accel 2016-17 |
| SWD | 4 | 29 | 36 | 7 | 10 | 13 | | | | | |
| BLK | 27 | 39 | 33 | 29 | 43 | 32 | 25 | | | | |
| HSP | 56 | 45 | | 56 | 36 | | | | | | |
| MUL | 64 | | | 64 | | | | | | | |
| WHT | 75 | 69 | 59 | 81 | 78 | 61 | 78 | | | | |
| FRL | 40 | 52 | 41 | 44 | 53 | 39 | 43 | | | | |
| 2017 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 2015-16 | C & C Accel 2015-16 |
| SWD | 13 | 27 | 23 | 13 | 33 | 36 | | | | | |
| BLK | 30 | 42 | 38 | 30 | 46 | 43 | 32 | | | | |
| HSP | 76 | 82 | | 67 | 82 | | | | | | |
| MUL | 43 | | | 62 | | | | | | | |
| WHT | 77 | 64 | 47 | 82 | 73 | 64 | 80 | | | | |
| FRL | 41 | 46 | 33 | 46 | 54 | 50 | 44 | | | | |

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 | 53 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 374 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 27 |
| 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 | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| 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 | 85 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 37 |
| 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 | 63 |
| 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 | 62 |
| 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 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 | 60 |
| 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 | 41 |
| 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.

Our ELA gains and lowest quartile performance along with math achievement showed the lowest performance. The ELA gains went from a 60% in 2018 to a 54% in 2019. The ELA performance for our lowest quartile went from 42% in 2018 to a 24% in 2019. Our math achievement also took a dip from 67% in 2018 to a 61% in 2019. Teacher personnel was a contributing factor because we have a 4th grade classroom have two different teachers due to a removal of a teacher after four months of school. We also had two new 5th grade teachers to the grade level and content areas, and the teachers experienced learning curves. Our student population was somewhat transient and the enrollment numbers fluctuated throughout the year. The data monitoring system depended on our district progress monitoring tool but didn't also take into account iStation and Achieve 3000 data to guide instructional in all classrooms. Only some teachers utilized the data from these systems to drive instruction for those students struggling to master the standards. More oversight was needed for data driven instruction to happen on a more consistent basis.

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

The largest decline occurred in the ELA performance of the lowest quartile. As stated above, teacher personnel was a contributing factor because we have a 4th grade classroom have two different teachers due to a removal of a teacher after four months of school. We also had two new 5th grade teachers to the grade level and content areas, and the teachers experienced learning curves. Our student population was somewhat transient and the enrollment numbers fluctuated throughout the year. The data monitoring system depended on our district progress monitoring tool but didn't also take into account iStation and Achieve 3000 data to guide instructional in all classrooms. Only some teachers utilized the data from these systems to drive instruction for those students struggling to master the standards. More oversight was needed for data driven instruction to happen on a more consistent basis.

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.

Our ELA performance in our lowest quartile had the greatest gap when compared to the state. While our school performed at a 24% gain, the state performed at 53% with students in the lowest quartile for ELA. This past year was a growing year in teacher performance and understanding the level of complexities within the standards. More professional development has been implemented for this coming year to address instruction that is data driven and standards based. The classroom assessments have also been dissected and evaluated for connections to standards and relevance.

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

The area that showed the most improvement was our science achievement. A co-teach model was used in two of the four 5th grade classes, which provided students with a variety of teaching styles and structures. The 5th grade science teachers also dissected the standards and aligned all labs and assignments to mastery of the standards.

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

Attendance is an area of concern because those who are struggling academically have a connection to attendance and truancy. We have noticed a trend in the primary grades and have started educational planning team meetings with parents to assist in driving the importance of attending school every day. With better attendance data, we may see an increase in achievement due to more exposure to quality instruction.

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

1. ELA lowest quartile gains
2. ELA gains
3. Math Achievement
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Learning Gains of the Lowest Quartile in ELA |
| Rationale | The lowest quartile in ELA went from a 42% growth rate/ gains in 2018 to a 24% growth rate/ gains in 2019. |
| State the measurable outcome the school plans to achieve | 50% or more of students in the lowest quartile will make learning gains as measured by the reading portion of the 2020 FSA. |
| Person responsible for monitoring outcome | Stella Arduser (ardusesd@gm.sbac.edu) |
| Evidence-based Strategy | Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats bi-monthly. AIMS assessments, balanced literacy assessments, Top Score writing assessments, and weekly Achieve 3000 data will be analyzed. |
| Rationale for Evidence-based Strategy | The purpose of the EPT is to gather information about students who are struggling and determine with the planning team the specific interventions the teacher will use with the student. Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify students who are in the lowest quartile for ELA 2. Review baseline data and collaborate with teachers on direct instruction taking place to fill in gaps of learning. 3. Analyze student data from classroom assessments, AIMS assessments, Achieve 3000, and iStation progression. 4. Schedule EPT meetings to include parent/ guardian in the progress monitoring process. 5. Develop achievement goal with students and identify steps in which they should take to achievement them (mentorship). |
| Person Responsible | Tracy Liebach (liebacht1@gm.sbac.edu) |

| #2 | |
|---|--|
| Title | Learning Gains of the Lowest Quartile in Math |
| Rationale | The learning gains in math for our lowest quartile has remained in the 41-42% range for the past two years. |
| State the measurable outcome the school plans to achieve | 50% or more of students in the lowest quartile will make learning gains as measured by the math portion of the 2020 FSA. |
| Person responsible for monitoring outcome | Stella Arduser (ardusesd@gm.sbac.edu) |
| Evidence-based Strategy | Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats bi-monthly. AIMS assessments, balanced literacy assessments, and weekly Achieve 3000 data will be analyzed. |
| Rationale for Evidence-based Strategy | The purpose of the EPT is to gather information about students who are struggling and determine with the planning team the specific interventions the teacher will use with the student. Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. The data will drive instruction and helps teachers develop small group interventions with students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify students who are in the lowest quartile for math 2. Review baseline data and collaborate with teachers on direct instruction taking place to fill in gaps of learning. 3. Analyze student data from classroom assessments, AIMS assessments, and iStation progression. 4. Schedule EPT meetings to include parent/ guardian in the progress monitoring process. 5. Develop achievement goal with students and identify steps in which they should take to achievement them (mentorship). |
| Person Responsible | Casey Karas (karascl@gm.sbac.edu) |

| #3 | |
|---|--|
| Title | Learning Gains of Students with Disabilities |
| Rationale | We were successful in closing the achievement gap at our school, but there is still work to be done in this area. Along with black achievement, we are also targeting ESE student achievement as a way to close the opportunity gap. We had 12% of our students in ESE show achievement in ELA and will look to increase that to 25%. For math, we will strive to increase our achievement percentage from 26% to 35%. |
| State the measurable outcome the school plans to achieve | 25% of our Students will show achievement in the ELA portion and 35% will show achievement in math portion of the 2020 FSA. |
| Person responsible for monitoring outcome | Stella Arduser (ardusesd@gm.sbac.edu) |
| Evidence-based Strategy | Hold IEP meeting updates during the first 9 weeks of school to determine interventions. Consultation with the students will be done with an ESE teacher on a weekly basis. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats bi-monthly. AIMS assessments, balanced literacy assessments, Top Score writing assessments, and weekly Achieve 3000 data will be analyzed. All classroom teachers are held accountable in providing the appropriate accommodations for the students with disabilities as outlined per their IEPs. |
| Rationale for Evidence-based Strategy | The purpose of the IEP meeting updates is to gather information about students with disabilities and how their disability may impede on their learning. The IEP team can determine the specific services, interventions and accommodations the teacher will use with the student. Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. The data will drive instruction and helps teachers develop small group interventions with students. ESE teachers will use a push in model and provide academic and social emotional support in a general education setting unless otherwise noted in the student's IEP. A co-teaching model is used to address the academic needs of students with disabilities. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Review student IEPs and develop a list of accommodations and services that are reviewed and implemented by the classroom teachers. 2. Review baseline data and collaborate with teachers on direct instruction taking place to fill in gaps of learning. 3. Analyze student data from classroom assessments, AIMS assessments, and iStation progression. 4. Schedule IEP meeting updates to include parent/ guardian in the progress monitoring process. 5. Develop measurable goals in the IEP with students and identify steps in which they should take to achievement them (consultation). |
| Person Responsible | Barbara Ferris (ferrisbm@gm.sbac.edu) |

| #4 | |
|---|---|
| Title | Learning Achievement of African American students |
| Rationale | We had 32% of our African American students show achievement in ELA and will look to increase that to 50%. For math, we will strive to increase our achievement percentage from 40% to 50%. This will also help to close the achievement gap at our school, which is currently at a 30% in ELA and 40% in math between African American Students and White students. |
| State the measurable outcome the school plans to achieve | 50% of our Students will show achievement in the ELA portion and 50% will show achievement in math portion of the 2020 FSA. |
| Person responsible for monitoring outcome | Stella Arduser (ardusesd@gm.sbac.edu) |
| Evidence-based Strategy | Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats bi-monthly. AIMS assessments, balanced literacy assessments, and weekly Achieve 3000 data will be analyzed. In addition the these strategies, teachers will also implement culturally responsive instruction to help students connect with the content. |
| Rationale for Evidence-based Strategy | The purpose of the EPT is to gather information about students who are struggling and determine with the planning team the specific interventions the teacher will use with the student. Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. The data will drive instruction and helps teachers develop small group interventions with students. The purpose of culturally responsive instruction is for students to see the relevance in what they're learning and attempt to eliminate curriculum biases. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify African American students who are in need of academic support and mentorship. 2. Review baseline data and collaborate with teachers on direct instruction taking place to fill in gaps of learning. 3. Analyze student data from classroom assessments, AIMS assessments, and iStation progression. 4. Schedule EPT meetings to include parent/ guardian in the progress monitoring process. 5. Develop achievement goal with students and identify steps in which they should take to achievement them (mentorship). |
| Person Responsible | Daniel Whiddon (whiddondl@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).

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.

Please see the attached PFE Plan

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.

Archer Elementary School is in partnership with Meridian Counseling services. A Meridian counselor comes to the school every Thursday and works with tier 3 students who have been identified through a referral process. The Student Services team also meets twice a month to discuss any student concerns that are identified through a review of behavioral referrals, academic progress reports, and/ or teacher observations.

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

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

When students enroll at Archer Elementary School, all recent and up-to-date records and reports are inputted into Skyward. The database clerk works closely with the previous school to make sure all pertinent information is received. Students are also given a planner, and the parent/ guardian is greeted by administration and introduced to the leadership team. Correct contact information is crosschecked to ensure families receive phone homes and emails from the school and principal. The school counselor also touches base with new students and monitors whether or not the student eventually socializes into the school successfully (i.e. lunch bunch, making friends at recess, positive rapport with the teachers).

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.

Please see PFE Plan

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

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

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Learning Gains of the Lowest Quartile in ELA | | | | \$190,651.00 |
|---|----------|--|--|-----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 310-Professional and Technical Services | 0171 - Archer Elementary | Title, I Part A | | \$7,000.00 |
| | | | <i>Notes: Professional Development for teachers regarding reading standards and Top Score writing curriculum</i> | | | |
| | 5900 | 120-Classroom Teachers | 0171 - Archer Elementary | Title, I Part A | | \$5,750.00 |
| | | | <i>Notes: Teacher stipends for Extended Day Intervention</i> | | | |
| | 6400 | 510-Supplies | 0171 - Archer Elementary | Title, I Part A | | \$107.00 |
| | | | <i>Notes: Supplies for PD</i> | | | |
| | 5900 | 210-Retirement | 0171 - Archer Elementary | Title, I Part A | | \$826.00 |
| | | | <i>Notes: Retirement benefits for EDI teacher stipends</i> | | | |
| | 5900 | 220-Social Security | 0171 - Archer Elementary | Title, I Part A | | \$746.00 |
| | | | <i>Notes: SSI benefits for EDI teacher stipends</i> | | | |
| | 5900 | 290-Other Employee Benefits | 0171 - Archer Elementary | Title, I Part A | | \$50.00 |
| | | | <i>Notes: Early Retirement benefits for EDI teacher stipends</i> | | | |
| | 5100 | 120-Classroom Teachers | 0171 - Archer Elementary | Title, I Part A | 2.4 | \$126,231.00 |
| | | | <i>Notes: Salaries for Intervention Teachers and FCIM Instructional Coach</i> | | | |
| | 5100 | 210-Retirement | 0171 - Archer Elementary | Title, I Part A | | \$10,692.00 |

| | | | | | | |
|---------------|---------------|--|---|-----------------|-----|---------------------|
| | | | <i>Notes: Retirement benefits for Intervention Teachers and FCIM Instructional Coach</i> | | | |
| | 5100 | 220-Social Security | 0171 - Archer Elementary | Title, I Part A | | \$9,657.00 |
| | | | <i>Notes: SSI benefits for Intervention Teachers and FCIM Instructional Coach</i> | | | |
| | 5100 | 290-Other Employee Benefits | 0171 - Archer Elementary | Title, I Part A | | \$644.00 |
| | | | <i>Notes: Early Retirement benefits for Intervention Teachers and FCIM Instructional Coach</i> | | | |
| | 5100 | 230-Group Insurance | 0171 - Archer Elementary | Title, I Part A | | \$16,366.00 |
| | | | <i>Notes: Group Insurance benefits for Intervention Teachers and FCIM Instructional Coach</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0171 - Archer Elementary | Title, I Part A | | \$2,250.00 |
| | | | <i>Notes: Web-based subscription for student instruction</i> | | | |
| | 5100 | 520-Textbooks | 0171 - Archer Elementary | Title, I Part A | | \$8,882.00 |
| | | | <i>Notes: Books for student instruction</i> | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0171 - Archer Elementary | Title, I Part A | | \$60.00 |
| | | | <i>Notes: Equipment for student instruction</i> | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 0171 - Archer Elementary | Title, I Part A | | \$1,390.00 |
| | | | <i>Notes: Computer equipment for student instruction</i> | | | |
| 2 | III.A. | Areas of Focus: Learning Gains of the Lowest Quartile in Math | | | | \$40,099.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5900 | 120-Classroom Teachers | 0171 - Archer Elementary | Title, I Part A | | \$4,000.00 |
| | | | <i>Notes: Teacher stipends for Extended day Intervention</i> | | | |
| | 5100 | 510-Supplies | 0171 - Archer Elementary | Title, I Part A | | \$36,099.00 |
| | | | <i>Notes: Materials and supplies for student instruction</i> | | | |
| 3 | III.A. | Areas of Focus: Learning Gains of Students with Disabilities | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0171 - Archer Elementary | Title, I Part A | | \$1,000.00 |
| | | | <i>Notes: We will host family picnic days and family nights to provide educational materials and model for parents/guardians ways to provide educational support at home.</i> | | | |
| 4 | III.A. | Areas of Focus: Learning Achievement of African American students | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0171 - Archer Elementary | Title, I Part A | | \$1,000.00 |
| | | | <i>Notes: We will host family picnic days and family nights to provide educational materials and model for parents/guardians ways to provide educational support at home.</i> | | | |
| Total: | | | | | | \$232,750.00 |