Alachua Elementary School

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 was approved by the Alachua County School Board on 10/6/2020.

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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Alachua Elementary School

13800 NW 152ND PL, Alachua, FL 32615

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	63%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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.

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.

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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date
Saturday 7/1/2017, Holly Burton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

25

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	106	93	76	0	0	0	0	0	0	0	275
Attendance below 90 percent	0	0	0	29	13	12	0	0	0	0	0	0	0	54
One or more suspensions	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	4	2	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	3	0	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	12	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	17	0	0	0	0	0	0	0	18

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	5	4	11	0	0	0	0	0	0	0	20

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 9/2/2020

Prior Year - As Reported

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	
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

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	
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

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**	
	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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				
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	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%	2
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%	2
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 during the 2018-19 school 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. Fifth grade students from 2018-19 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, 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 contributing to this gap is that high rate of reading foundational skill deficits that are needed for success in both of these areas. A secondary factor that contributes to the science proficiency involves a need for increased high-yield, inquiry based lessons with high student rigor and engagement.

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% learning gains to 56% learning gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest area for concern is the number of students scoring at a Level 1 on the FSA from the prior school year. Approximately 20% of our current fifth grade students scored a Level 1 on a statewide assessment in third grade.

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 by raising the achievement of African American 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. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Reduce the achievement gap for African American students.
Measurable Outcome:	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:	Heather Harbour (harbourh@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 standards regardless of where they live, their family's income, their race, gender, disability, or other factors. All students should be provided with highly effective teachers who are culturally responsive and set high expectations, provide a high quality learning environment, and offer equitable resources to ensure students reach their full potential.

Action Steps to Implement	
Teachers engage in high yield instructional practices, such as modeling, cooperative learning, student-led discussions, inquiry, small group differentiated instruction, and student engagement.	
Person Responsible	Kelitha Rainer (rainerak@gm.sbac.edu)
Maintain accessible, real-time data and engage in quarterly data chats with every teacher to review instructional decisions for increased achievement for black students.	
Person Responsible	Jennifer Baughtman (baughtjl@gm.sbac.edu)
Maintain classroom libraries with culturally relevant literature.	
Person Responsible	Jennifer Baughtman (baughtjl@gm.sbac.edu)
Implement a daily morning meeting focused on social emotional learning and cultural acceptance in every classroom.	
Person Responsible	Candace Davis (davisc@gm.sbac.edu)
Utilize a supplemental, standards-based reading curriculum, Ready Florida, for use during ELA small group, differentiated instruction.	
Person Responsible	Jennifer Baughtman (baughtjl@gm.sbac.edu)
Utilize USA Test Prep, a computer-based program aligned to Florida Standards, to provide students rigorous tasks aligned to the FSA.	

Person Responsible   Jennifer Baughtman (baughtjl@gm.sbac.edu)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Increase learning gains of students in the lowest quartile: 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.
Measurable Outcome:	45% of students in the lowest quartile will make learning gains in ELA.
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 Steps to Implement

Utilize an FCIM/Instructional coach to engage in ongoing data chats with teachers and school leadership to progress monitor student learning.

Person Responsible	Jennifer Baughtman (baughtjl@gm.sbac.edu)

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.

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

Utilize research-based curriculum and instructional resources in ELA and provide professional development for teachers to enhance fidelity of implementation.

Person Responsible	Kelitha Rainer (rainerak@gm.sbac.edu)

Engage in ongoing professional development for teachers to collaborate and engage in classroom observations to improve instructional practice.

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

Utilize an additional teacher unit in fourth grade to decrease class size and improve student achievement outcomes.

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

Implement an extended school day for increased reading instruction.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase learning gains of students in the lowest quartile: 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.
Measurable Outcome:	84% of students in the lowest quartile will make learning gains in mathematics.
Person responsible for monitoring outcome:	Heather Harbour (harbourh@gm.sbac.edu)
Evidence-based Strategy:	Provide high-quality, data driven and differentiated instruction aligned to 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 Steps to Implement

Utilize an FCIM/Instructional coach to engage in ongoing data chats with teachers and school leadership to progress monitor student learning.

Person Responsible	Jennifer Baughtman (baughtjl@gm.sbac.edu)

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.

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

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.

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

Implement Acaletics math curriculum and professional development for teachers to repeatedly expose students to standards-based math skills throughout the school year.

Person Responsible	Kelitha Rainer (rainerak@gm.sbac.edu)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Increase learning gains of English Language Learners: 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.
Measurable Outcome:	Raise the performance of English Language Learners to at least 41% on the ESSA Federal Index.
Person responsible for monitoring outcome:	Kelitha Rainer (rainerak@gm.sbac.edu)
Evidence-based Strategy:	The school will continue to implement 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 increasing achievement for English Language Learners.

Action Steps to Implement

Establish an ESOL Professional Learning Community to increase the implementation of research-based strategies that improve learning outcomes for English Language Learners.

Person Responsible	Kelitha Rainer (rainerak@gm.sbac.edu)

Analyze learning progress of ESOL students through quarterly data chats with teachers and leadership team using AIMS, Istation, bi-weekly ELA assessments, and Acaletics.

Person Responsible	Jennifer Baughtman (baughtjl@gm.sbac.edu)

Create a print-rich classroom with visual aids for all English Language Learners

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

Utilize graphic organizers in every classroom, such as Thinking Maps, to promote understanding of English Language Learners

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

Utilize cooperative learning strategies in every classroom to increase collaborative peer discussions and language acquisition.

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

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase learning gains for students with disabilities. 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. 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. In the 2018-19 school year, students with disabilities earned 28% of total points possible for these same seven categories. This year, it is anticipated and expected for this upward trend to continue.
Measurable Outcome:	Raise the performance of Students with Disabilities to at least 41% on the ESSA Federal Index.
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, improved peer interactions, increased language development, reduced behavior incident, and improved social skills.

Action Steps to Implement

Maintain LRE at 85% or higher.

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

Utilize IRLA school-wide in differentiated, small group sessions to focus on individualized reading foundational skill deficit areas. Use School Pace, IRLA's online data platform, to progress monitor student learning.

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

Implement Acaletics in all classrooms for daily repeated, spiral review of grade level math standards.

Person Responsible Kelitha Rainer (rainerak@gm.sbac.edu)

Participate in quarterly data chats with ESE inclusion teachers to progress monitor student learning.

Person Responsible Jennifer Baughtman (baughtjl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will address school-wide improvement and raise achievement of our lowest performing students by focusing on intensive literacy intervention to increase the number of students reading at or above grade level. Tthrough on-going data monitoring, regular classroom walk-throughs, timely feedback and collaborative planning, many measures will be utilized to provide rigorous, high quality instruction in all classrooms. In addition, a strong daily focus will remain centered around supporting students social emotional development and needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

School leaders cultivate a positive culture and environment for all stakeholders. Various stakeholders are invited to participate in the planning process for Alachua Elementary. Our SAC committee meets four times each year to discuss needs for students and teachers. During SAC meetings, the committee gives input regarding budgetary needs and votes on monetary expenses that are requested by the principal.

A newly formed PTA was established in hopes to build a stronger relationship between teachers and parents.
School leaders meet with the PTA to discuss and develop activities and events that foster a home/school connection. Our goal is to involve parents in our school culture to allow for feedback regarding concerns and/or aspirations for their child(ren)'s education.

School leaders also build relationships with community stakeholders by attending local city meetings which review the infrastructure and development of the City of Alachua. Discussions also include how the city commission can assists the school by adding programs within the community that will impact student achievement and success.

School leaders reinforce a positive school culture among teachers, students, and staff members through the use of various strategies. Teachers are given opportunities to join in on the decision making process regarding instructional pacing, and school activities. Students are celebrated weekly on the morning announcements to highlight their positive character trait of the week. Students also participate in monthly PBIS events to help cultivate a positive environment. The leadership team all participate in hosting the activities. School leaders also give "shout outs" to faculty and staff who go above and beyond the call of duty in the weekly memo.

School leaders attend professional development sessions that focus on student equity, race relations, and a plethora of other best practices that allow for growth as an educator with a focus on student success.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: African-American				$7,055.70
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School	Title, I Part A		$2,422.50
			Notes: USA Test Prep			
	5100	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$4,633.20
			Notes: Ready Florida			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$190,974.20
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A		$155,382.08
			Notes: 100% Instructional Coach 100% 4th Grade Class Size Reduction Teacher (9457 funded) Principal Specialist 100% 5th Grade Class Size Reduction Teacher			
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School	Title, I Part A		$496.80
			Notes: Reading A to Z			
	5100	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$9,914.10
			Notes: Write Score			
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School	Title, I Part A		$5,806.00
			Notes: Achieve 3000			
			0161 - Alachua Elementary School			$1,960.32
			Notes: Lead Teacher Supplement			
			0161 - Alachua Elementary School			$10,730.00
			Notes: Principal Specialist			
			0161 - Alachua Elementary School			$6,684.90
			Notes: Supplemental Materials			
3	III.A.	Areas of Focus: Instructional Practice: Math				$7,136.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		0161 - Alachua Elementary School	Title, I Part A		$4,500.00
			Notes: Acaletics student materials			
	5100		0161 - Alachua Elementary School	Title, I Part A		$2,636.00
			Notes: Reflex Math			
4	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**				**$0.00**
5	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$5,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	691-Computer Software Capitalized	0161 - Alachua Elementary School	Title, I Part A		$5,500.00
			Notes: School Pace for IRLA			
					Total:	**$210,665.90**