Archer Elementary

leadership

analysis

Florida

mission

college and career

students

family and community involvement

school improvement

ambitious

striving   achievement

teaching   relationships

success   areas of focus

resources

instruction

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

growth

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2019-20 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%)
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 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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Archer Elementary

14533 SW 170TH ST, Archer, FL 32618

https://www.sbac.edu/archer

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 PK-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

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.

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, and writing.
Be compassionate and caring of others.
Develop an understanding of community and relationships.

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
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	The Behavioral Resource Teacher provides positive discipline support and intervention strategies for both teachers and students. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework our school uses to improve and integrate all of the data, systems, and practices affecting student outcomes every day. The BRT maintains and reports all of our Positive Behavioral Interventions Support (PBIS) data and RTIB/ MTSS data collection.
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.
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; supervises and assists all Title I teachers, assists teachers in the development of lessons for both core and supplemental instruction; attends RTI/MTSS and Educational Planning Team meetings, as appropriate; helps all teachers develop appropriate interventions for struggling students; meets with teachers regularly to review student data and discuss interventions.
Hyde, Mary Ferris	Teacher, K-12	As a Title I Intervention Teacher she facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; supervises and assists teachers in the development of lessons for both core and supplemental instruction; attends RTI/MTSS and Educational Planning Team meetings, as appropriate; helps all teachers develop appropriate interventions for struggling students; meets with teachers regularly to review student data and discuss interventions.

Demographic Information

Principal start date
Wednesday 7/19/2017, Elizabeth Hartwell

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.*
0

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.*
9

Total number of teacher positions allocated to the school
35

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2019-20 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%)
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.	

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	46	71	64	89	97	76	0	0	0	0	0	0	0	443
Attendance below 90 percent	0	13	8	7	9	5	0	0	0	0	0	0	0	42
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	8	1	1	0	2	0	0	0	0	0	0	0	12
Course failure in Math	0	4	1	0	0	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	1	1	1	2	0	0	0	0	0	0	0	11

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	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Monday 9/14/2020

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	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

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	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

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	
	(0)	(0)	(0)	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	2
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%	0
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	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	60
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	41
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.

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 greated 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?

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 in 4th and 5th grade
2. African American Student Achievement in ELA, Grades 3-5
3. Student Achievement in ELA for Students with Disabilities, Grades 3-5
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Our data reflects a need for more focus on African American student achievement. On the 2019 FSA for ELA, 38.8% of African American students earned a Level 3 or higher. 37.1% of our African American students earned a Level 1 and 22.6% earned a Level 2. Although the percentage of achievement had increased significantly from year to year, more work needs to be done on decreasing the number of Level 1s.
Measurable Outcome:	The 2019 ELA achievement for African American students went from 28.4% to 38.8%. This year, we will aim to increase from 38.8% to 42% on the FSA ELA.
Person responsible for monitoring outcome:	Stella Arduser (ardusesd@gm.sbac.edu)
Evidence-based Strategy:	The increase in black student achievement can be attributed to the efforts of our ESE department. We hired three new ESE teachers and revamped our master schedule to reflect more co-teaching structures instead of pull out. We will continue with this method of instruction and intervention. We will also 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 additional 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 Steps to Implement

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 which they should take to achieve them (mentorship).

Person Responsible Tracy Liebach (liebachtl@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our data reflects a need for more focus on Students with Disabilities' academic achievement. On the 2019 FSA for ELA, 10.8% of our Students with Disabilities earned a Level 3 or higher. Although the percentage of achievement had increased significantly from year to year since 0% of SWD earned a Level 3 or higher on the 2017-2018 FSA ELA, more work needs to be done on increasing the percentage of achievement to 42%.
Measurable Outcome:	The 2019 ELA achievement for Student with Disabilities went from 0% to 10.8%. This year, we will aim to increase from 10.8% to 42% on the FSA ELA.
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 Steps to Implement

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 which they should take to achieve them (consultation)

Person Responsible	Barbara Ferris (ferrisbm@gm.sbac.edu)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The lowest quartile in ELA went from a 42% growth rate/ gains in 2018 to a 24% growth rate/ gains in 2019.
Measurable Outcome:	50% or more of students in the lowest quartile will make learning gains as measured by the ELA 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 Steps to Implement

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 which they should take to achieve them (mentorship)
All steps will be in collaboration with the 5th grade teachers and Title 1 Instructional Coach.

Person Responsible	Casey Karas (karascl@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 areas of focus stated above are overlapping and will be monitored extensively by the leadership team. If we are able to make a significant impact in one of the areas of focus, we will see the impact in other areas. We have to be able to attack the disproportionate behavioral data in a way that does not negatively affect the efforts of instructional delivery in the classroom. By reducing suspensions and creating an environment of restorative justice, students were able to learn the appropriate behavior without missing valuable classroom time. These initiatives will also continue and be campus-wide.

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.

Please see the attached PFE Plan.

Our school also works in partnership with the Parent Teacher Association in developing a reading program geared toward standing in the gap for students who need extra support in literacy. The reading program is called Power Builders and was created in 2018 as a way for PTA stakeholders to work alongside teachers using the McGraw Hill SRA Reading Lab curriculum as a supplemental resource. In addition to volunteer support, the PTA provides classroom grants to help build an extensive library in every classroom.

Our School Advisory Council also provides financial support for necessary programs and professional development training for teachers.

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				$31,781.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0171 - Archer Elementary	Title, I Part A		$8,500.00
			Notes: Ready Florida - Provide supplemental materials for ELA focused on lowest quartile students.			
	5100	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$9,000.00
			Notes: After school tutoring in ELA			
	5100	510-Supplies	0171 - Archer Elementary	Title, I Part A		$1,000.00
			Notes: Student data binders for 3rd, 4th and 5th grade students			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0171 - Archer Elementary	Title, I Part A		$2,999.00
			Notes: Laptop Cart			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0171 - Archer Elementary	Title, I Part A		$6,646.00
		Notes: Achieve 3000 web-based program				
	5100	369-Technology-Related Rentals	0171 - Archer Elementary	Title, I Part A		$2,636.00
		Notes: Reflex Math web-based program				
	5100		0171 - Archer Elementary	Title, I Part A		$1,000.00
		Notes: Science books and equipment				
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$15,554.10**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$4,000.00
		Notes: After school tutoring in ELA				
	5100	510-Supplies	0171 - Archer Elementary	Title, I Part A		$1,018.22
		Notes: Math manipulatives				
	5100		0171 - Archer Elementary	Title, I Part A		$10,535.88
		Notes: Additional supplemental resources				
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$260,314.90**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0171 - Archer Elementary	Title, I Part A		$9,000.00
		Notes: Write Score - Supplemental writing program for 3rd, 4th and 5th grades.				
	6400	310-Professional and Technical Services	0171 - Archer Elementary	Title, I Part A		$9,000.00
		Notes: Staff development for 3rd, 4th and 5th grade teachers re writing.				
	5100	520-Textbooks	0171 - Archer Elementary	Title, I Part A		$190.00
		Notes: Quick Word - Provide 2nd grade with supplemental reading materials				
	5100	510-Supplies	0171 - Archer Elementary	Title, I Part A		$810.00
		Notes: Communication Folders				
	5100	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$239,354.58
		Notes: Supplemental Personnel				
	5100	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$1,960.32
		Notes: Title 1 Lead Teacher Supplement				
					Total:	**$308,650.00**