Alachua Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

School Board Approval

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SIP Authority

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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	Position 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. Provided job embedded instructional support and coaching to teachers based on data trends. Provide support and professional development to teachers on school-wide reading intervention plan. Work with students to provide reading intervention.
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.
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

27

Total number of students enrolled at the school

308

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	111	92	104	0	0	0	0	0	0	0	307
Attendance below 90 percent	0	0	0	26	17	29	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	28	6	18	0	0	0	0	0	0	0	52
Course failure in Math	0	0	0	17	6	16	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	21	5	18	0	0	0	0	0	0	0	44

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	12	5	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	59%	57%	35%	58%	56%
ELA Learning Gains				45%	57%	58%	35%	53%	55%
ELA Lowest 25th Percentile				42%	49%	53%	35%	40%	48%
Math Achievement				50%	60%	63%	38%	64%	62%
Math Learning Gains				56%	61%	62%	31%	58%	59%
Math Lowest 25th Percentile				56%	49%	51%	29%	45%	47%
Science Achievement				38%	57%	53%	37%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	55%	57%	-2%	58%	-3%
Cohort Comparison						
04	2021					
	2019	29%	55%	-26%	58%	-29%
Cohort Comparison		-55%				
05	2021					
	2019	37%	55%	-18%	56%	-19%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	58%	5%	62%	1%
Cohort Comparison						
04	2021					
	2019	42%	60%	-18%	64%	-22%
Cohort Comparison		-63%				
05	2021					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	55%	-18%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

AIMS quarterly assessments are administered in third, fourth, and fifth grades for ELA, math and science.

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.3	40	33.3
	Economically Disadvantaged	24.7	31.5	25.3
	Students With Disabilities	0	14.3	14.3
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.5	51.5	85.2
	Economically Disadvantaged	42.1	41.9	82.5
	Students With Disabilities	37.5	25	87.5
	English Language Learners	14.3	14.3	85.7

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.9	29.3	41.2
	Economically Disadvantaged	19.6	17.2	28.6
	Students With Disabilities	0	0	11.8
	English Language Learners	25	25	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56.5	33	33.7
	Economically Disadvantaged	39	18.5	22.4
	Students With Disabilities	12.5	6.7	5.9
	English Language Learners	20	20	50

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.4	46.3	54.3
	Economically Disadvantaged	20	41.5	44.2
	Students With Disabilities	9.1	16.7	23.1
	English Language Learners	0	16.7	33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.7	47.4	64.2
	Economically Disadvantaged	36	34	50
	Students With Disabilities	36.4	36.4	23.1
	English Language Learners	100	60	66.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.4	62.5	51.8
	Economically Disadvantaged	32	51.9	39.6
	Students With Disabilities	16.7	25	8.3
	English Language Learners	33.3	60	50

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	22		26	28		11				
ELL	21			29							
BLK	22	38	33	19	30		13				
HSP	31			47							
MUL	43			50							
WHT	61	62		77	76		70				
FRL	29	39	29	36	36	43	22				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	26
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	47
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	47
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	69
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

From 2019 to 2021, Alachua Elementary maintained a 45 in ELA learning gains and dropped slightly from 42 to 40 in ELA proficiency. Lowest quartile ELA gains dropped from 42 to 32. In math, learning gains dropped from 56 to 49 while lowest quartile math gains went from 56 to 50. Math proficiency demonstrated a small decline from 50 to 48. Science proficiency increased from 38 to 39.

In reviewing AIMS quarterly data from the 2020-21 school year, approximately 30% of third grade students were proficient in ELA, but by spring, 85% were proficient in mathematics. Over 80% of economically disadvantaged students, SWDs, and ELLs demonstrated proficiency in mathematics.

In fourth grade, AIMS progress monitoring data showed 41% of students demonstrating proficiency in ELA, while almost 34% were proficient in math. For English language learners, 40% demonstrated proficiency on the quarter 3 ELA AIMS and 50% showed proficiency in math. Economically disadvantaged students only had 28% proficient in ELA and 22% proficient in math.

In fifth grade, AIMS progress monitoring data showed 54% of students demonstrating proficiency in ELA, while almost 64% were proficient in math and 51% in science. Each subgroup (ELL, ED and SWD) showed steady gains in ELA throughout the year.

Students with disabilities didn't make adequate progress, except in third grade math. In fifth grade, economically disadvantaged students showed growth in each core content area. English language learners also showed growth in each core content area, except in fifth grade mathematics, which still showed 70% proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is with our students with disabilities. Our second greatest need for improvement is in ELA with our lowest quartile students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor involves the quality of instruction for our most vulnerable students with disabilities. Supporting instruction with professional development around high quality instruction, inclusive practices, Universal Design for Learning, and systematic data collection and monitoring are some of the steps being taken to improve outcomes for this subgroup.

The school will continue to implement IRLA, a school-wide reading intervention program, to close

foundational reading skill gaps for students in third through fifth grade; increased intensity will be provided to our lowest quartile students in an effort to increase ELA learning gains of that subgroup.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring and state assessment data from 2019 showed that math learning gains for lowest quartile students had 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.

State assessments from 2021 showed a slight decline from 56 to 50, however, this remained our highest scoring reporting category for 2021, with overall math gains for all students at 49, just shy of the lowest quartile gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Collaborative lesson planning for standards-aligned mathematics instruction plays a large role in students' math performance. In 2020, our school implemented Acaletics, which contributed to similar math performance despite a global pandemic and digital learning in 2019-2020.

What strategies will need to be implemented in order to accelerate learning?

Alachua Elementary will continue to participate in various professional development activities that foster a deeper understanding of the science of reading, social emotional development, and mathematical competency. All strategies will focus on improving the quality of instructional delivery, data analysis, and collaborative planning to increase student achievement and outcomes. Our school will: conduct quarterly data chats, engage in weekly grade level team planning sessions, participate in professional development, and utilize cooperative learning to engage students in their learning. Specific focus will be spent implementing tier II and tier III strategies for our most fragile students, including those in the lowest quartile, with multiple early warning factors, and those in underperforming ESSA subgroups.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in the following professional development activities: Benchmark Advance reading curriculum, IRLA and the science of reading, Acaletics, cooperative learning, Youth Mental Health First Aid, deescalation, Illuminate (AIMS data) and social emotional learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will engage in learning walks to build internal capacity and allow opportunities for further collaboration, help teachers view through a classroom walkthrough lense, and debrief through rich discussion around instructional quality. Teachers will also engage in quarterly data chats to accurately monitor student progress with mastery of the Florida standards in mind. Teachers will participate in a professional learning community on the Zones of Regulation to support students' social emotional well-being and needs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Our current data shows that African American students are performing below our white students. 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.
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.
Monitoring:	Quarterly AIMS data will be reviewed by subgroup to monitor progress of all students, with a specific focus on under-performing subgroups.
Person responsible for monitoring outcome:	Heather Harbour (harbourh@gm.sbac.edu)
Evidence-based Strategy:	Teachers engage in high yield instructional practices, such as modeling, cooperative learning, student-led discussions, inquiry, small group differentiated instruction, and student engagement.
Rationale for Evidence-based Strategy:	High quality instruction is one of the most valuable strategies for improving outcomes for all students.

Action Steps to Implement

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)

Teachers and key staff engage in a professional learning community on Zones of regulation, consisting of a virtual faculty-wide training and a book study that spans the school year.

Person Responsible	Maria Tzounakos (tzounakosm@gm.sbac.edu)

#2. 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:	53% of students in the lowest quartile will make learning gains in mathematics.
Monitoring:	Quarterly AIMS math assessments, monthly, standards-based Acaletics scrimmage data, and math chapter tests will be utilized to monitor student progress.
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)

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)

#3. 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:	35% of students in the lowest quartile will make learning gains in ELA
Monitoring:	Quarterly AIMS assessments, DIBELS oral reading fluency, Write Score ELA assessments, and IRLA reading measures will be monitored.
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)

#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 (the last time ESSA subgroups were updated), 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.
Monitoring:	ELA, math and writing will be progress monitored for ESOL students using various data measures, including AIMS, DIBELS, Acaletics, Write Score, and Istation. Teachers and the Leadership Team will engage in quarterly data chats to review progress monitoring data collectively and make data-informed decisions as a team.
Person responsible for monitoring outcome:	Kelitha Rainer (rainerak@gm.sbac.edu)
Evidence-based Strategy:	Teachers and the Leadership Team will engage in quarterly data chats to review progress monitoring data collectively and make data-informed decisions as a team. Teachers with ESOL students will participate in 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, Write Score 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	Kelitha Rainer (rainerak@gm.sbac.edu)

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

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

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

Person Responsible Dana Rudzitis (rudzitisdl@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.
Measurable Outcome:	Raise the performance of Students with Disabilities to at least 41% on the ESSA Federal Index.
Monitoring:	Quarterly AIMS assessments, DIBELS oral reading fluency, Write Score ELA assessments, and IRLA reading measures will be monitored and reviewed at quarterly data chats with Leadership Team members and classroom teacher(s).
Person responsible for monitoring outcome:	[no one identified]
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	Jennifer Baughtman (baughtjl@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

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Alachua Elementary School ranked 1,260 out of 1,395 elementary schools statewide, reporting 2.7 incidents for every 100 students. This is greater than the statewide elementary school rate of 1.0 incidents per 100 students. Our school had three "violent" incidents in 2019-20. Violent incidents include threats, battery, and sexual harassment. The school did not have any property incidents, which include vandalism and theft. The school had 5 drug/public order incidents, such as tobacco possession and other major offenses.

The school has established a school-wide PBIS program and restorative practices to teach appropriate behaviors and decision-making among students. Behavior and discipline data are reviewed during weekly leadership team meetings as well as during quarterly data chats with teachers. Key support staff assist in providing students with BASE lessons and other restorative practices to aid in the development of appropriate behaviors.

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.

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. Our PTA was established in 2020-21 in order 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				$12,071.93
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A		$4,071.93
			Notes: Ready Florida			

	6400		0161 - Alachua Elementary School	Title, I Part A		$8,000.00
			Notes: Zones of Regulation PLC			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$24,826.20**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A		$21,826.20
			Notes: Acaletics student materials			
	6400	310-Professional and Technical Services	0161 - Alachua Elementary School	Title, I Part A		$3,000.00
			Notes: Acaletics professional development			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$172,536.63**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0161 - Alachua Elementary School	Title, I Part A		$8,500.00
			Notes: School Pace for IRLA			
	5100	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A		$9,343.92
			Notes: Write Score			
	6400	310-Professional and Technical Services	0161 - Alachua Elementary School	Title, I Part A		$6,000.00
			Notes: IRLA professional development			
	6300	520-Textbooks	0161 - Alachua Elementary School	Title, I Part A		$12,523.50
			Notes: Books to support IRLA Professional Learning Community			
	6300	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$1,132.39
			Notes: Gneral Office Supplies to support IRLA Professional Learning Community			
	5100	120-Classroom Teachers	0161 - Alachua Elementary School	Title, I Part A		$134,042.57
			Notes: 100% Instructional Coach with lead teacher supplement, 100% Class size reduction teacher in 4th grade			
	6300	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$558.90
			Notes: Nicky's communicator folders			
	6300		0161 - Alachua Elementary School	Title, I Part A		$399.39
			Notes: Printer ink to support IRLA professional development			
	6300	642-Furniture, Fixtures and Equipment Non-Capitalized	0161 - Alachua Elementary School	Title, I Part A		$35.96
			Notes: Equipment: plastic crate bins to support IRLA professional development			
4	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**				**$6,013.00**

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		0161 - Alachua Elementary School	Title, I Part A		$1,300.00
			Notes: Storyworks			
	5100	369-Technology-Related Rentals	0161 - Alachua Elementary School	Title, I Part A		$4,713.00
			Notes: IXL			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$3,881.61
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900		0161 - Alachua Elementary School	Title, I Part A		$3,664.59
			Notes: EDI after school tutoring - teacher stipends for 55 hours			
	5900	510-Supplies	0161 - Alachua Elementary School	Title, I Part A		$217.02
			Notes: General supplies for EDI tutoring			
					Total:	$219,329.37