Alachua County Public Schools

Archer Elementary

2021-22 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: 3/3/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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.](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

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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 PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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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.

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	Position Title	Job Duties and Responsibilities
Hartwell, Libby	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.
Chico-Roman, Judith	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.
Hyde, Mary Ferris	Instructional Coach	Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RTI/ MTSS Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions.
Leibach, Tracy	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 ongoing conversations with the school psychologist regarding students in the RTI/ MTSS process, works with teachers to chart student data.

Demographic Information

Principal start date
Wednesday 3/3/2021, 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.*

11

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

495

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

2

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

5

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	64	65	80	81	84	104	0	0	0	0	0	0	0	478
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	1	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	6	6	18	6	14	0	0	0	0	0	0	0	50
Course failure in Math	0	1	4	12	2	9	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	2	2	1	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Friday 8/13/2021

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	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

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	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

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				62%	59%	57%	63%	58%	56%
ELA Learning Gains				54%	57%	58%	60%	53%	55%
ELA Lowest 25th Percentile				24%	49%	53%	42%	40%	48%
Math Achievement				61%	60%	63%	67%	64%	62%
Math Learning Gains				62%	61%	62%	66%	58%	59%
Math Lowest 25th Percentile				41%	49%	51%	42%	45%	47%
Science Achievement				70%	57%	53%	67%	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	61%	57%	4%	58%	3%
Cohort Comparison						
04	2021					
	2019	61%	55%	6%	58%	3%
Cohort Comparison		-61%				
05	2021					
	2019	62%	55%	7%	56%	6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	58%	4%	62%	0%
Cohort Comparison						
04	2021					
	2019	55%	60%	-5%	64%	-9%
Cohort Comparison		-62%				
05	2021					
	2019	63%	57%	6%	60%	3%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	55%	12%	53%	14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Archer Elementary used iStation and AIMS as our Progress Monitoring tool for the 2020-2021 school year in K-5.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	65		
	Economically Disadvantaged	65		
	Students With Disabilities	13		
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	87	9	92
	Economically Disadvantaged	84	88	94
	Students With Disabilities	80	90	100
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	53	52	40
	Economically Disadvantaged	43	45	35
	Students With Disabilities	50	67	42
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	73	66	57
	Economically Disadvantaged	68	67	53
	Students With Disabilities	67	73	42
	English Language Learners	0	50	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68	71	52
	Economically Disadvantaged	55	55	37
	Students With Disabilities	22	20	0
	English Language Learners	0	50	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	67	83
	Economically Disadvantaged	57	47	71
	Students With Disabilities	33	20	30
	English Language Learners	50	0	100

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	59	73
	Economically Disadvantaged	36	30	44
	Students With Disabilities	30	18	27
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	84	47	47
	Economically Disadvantaged	79	39	31
	Students With Disabilities	70	9	27
	English Language Learners	100	0	100

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	57	65
	Economically Disadvantaged	18	43	44
	Students With Disabilities	8	23	25
	English Language Learners	33	33	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	53	65
	Economically Disadvantaged	22	29	30
	Students With Disabilities	9	17	17
	English Language Learners	0	33	33
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	65	62
	Economically Disadvantaged	38	48	40
	Students With Disabilities	45	23	25
	English Language Learners	0	0	33

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	11			18							
BLK	38	50		35	50		29				
HSP	64	54		64	54		64				
MUL	67			52							
WHT	66	41	33	75	48		58				
FRL	39	32	29	40	33	27	26				
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						

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
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				

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	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	330
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

Asian Students	
Federal Index - Asian Students	
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	40
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	60
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	60
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	54
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	32
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?

Our ELA learning gains, along with math learning gains and math gains for our lowest 25th percentile, showed

the lowest performance. The ELA learning gains decreased 4 percentage points, from 54% in 2019 to 50% in 2021. The Math learning gains decrease 14 percentage points, from 62% in 2019 to 48% in 2021. The learning gains performance for our Math students in the lowest 25 percentile decreased 19 percentage points, from 41% in 2019 to 22% in 2021.

Changes in personnel was a contributing factor to the decrease in learning gains in 2021 compared to 2019. One 4th grade classroom had 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 experiencing learning curves.

During 2020 - 2021 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 instruction 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.

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

Based off of our progress monitoring and 2019 state assessments, the greatest need for improvement is in our ELA learning gains, Math learning gains, and learning gains for our students in the lowest 25th percentile in Math.

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

Suspension of face-to-face instruction and moving into remote learning in schools during the COVID-19 pandemic has led to concerns about consequences for students' learning. Having some students in person and others remote in the Digital Academy was challenging for teachers, especially for keeping remote students engaged. Based on trends we recognize that scheduling challenges and level of proficiency of teachers in delivering standards based instruction to meet the needs of individual students was a contributing fact for this need for improvement. Beginning with the 2021 school year, all digital learning classes were suspended and students returned to Brick and Mortar. Having students physically in a classroom will improve student achievement as teachers will be able to progress monitor more frequently and provide intervention strategies more quickly.

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

Based off progress monitoring and 2019 state assessments, ELA learning gains of the lowest 25 percentile showed the most improvement, increasing by 9 percentage points, from 24% in 2019 to 33% in 2021.

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

The contributing factors to this improvement included more targeted intervention facilitated by teachers and interventionist in small group ELA instruction.

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

Strategies that will be implemented in order to accelerate learning are: grade level data chats; reteaching standards; intervention groups using SIPPS, Ready FL remediation lessons, and Istation remediation lessons; UFLI curriculum in all K-2nd grade classrooms; increase support for 5th grade with the addition of a class size reduction teacher.

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.

UFLI: Professional Development Specialists and Instructional Intervention Coaches will be attending weekly sessions with the UFLI implementation team via Zoom, Thursdays from 9-11.

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

UFLI Foundations - This program provides our teachers and students with a resource that puts into practice years of research from the body of knowledge known as the Science of Reading. Not only that, this program is being continually updated based on the feedback from our teachers, so that ongoing refinement will make a program with proven success even better.
Small Group Intervention - Intervention groups will be determined based on beginning of the year ISIP scores. K-2nd grade intervention groups will utilize SIPPS, 3rd grade groups will utilize SIPPS and/or UFLI, and 4th-5th grade groups will utilize SIPPS and/or Ready FL remediation lessons. Progress monitoring for all groups will be performed monthly with Istation ISIPs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/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:	Our goal for the 2021-2022 school year is to increase the achievement of our African American students by 3 percentage points on the ESSA Federal Index from 38.8% to 41 % in both ELA and Math.
Monitoring:	We will 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 every 2 weeks, we also hold data chats bi-monthly where data is disaggregated and informed decisions are made. In addition, AIMS assessments, Advanced Benchmark assessments, and monthly ISIP data will be analyzed. In addition to these strategies, teachers will also implement culturally responsive instruction to help students connect with the content.
Person responsible for monitoring outcome:	Libby Hartwell (hartwelles@gm.sbac.edu)
Evidence-based Strategy:	Progress monitoring of student progress (with special attention to lowest quartile students and subgroups) using data from biweekly, monthly, and quarterly curriculum based assessments, and District AIMS assessments. Parent Engagement Activities
Rationale for Evidence-based Strategy:	Students lack the prerequisite skills needed for mastery of grade-level content. Level of evidence is data from ongoing classroom performance, district progress monitoring assessments, and FSA exams. Criteria used to make this determination is the students' performance and mastery of content.

Action Steps to Implement

1. Students are identified using multiple sources of data including District Baseline Assessments, Bi-quarterly and Quarterly Assessments, weekly test scores, and data from ISIP. Review baseline data and collaborate with teachers on direct instruction taking place to fill in gaps of learning.
2. Students receive interventions during and after the school day. Teachers are trained and students receive interventions during non-core academic times and after school. Interventionist, teachers.
3. Teachers receive training in intervention programs being used at the school. (UFLI, IIC, Administrators.)
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	Libby Hartwell (hartwelles@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.
Monitoring:	MTSS/Data Chats will be held biweekly/monthly. Administrators will provide Informal and formal feedback. .
Person responsible for monitoring outcome:	Libby Hartwell (hartwelles@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; data chats bi-monthly. AIMS assessments, Benchmark Advance assessments, Top Score writing assessments, 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. Utilizing strategies that are supported through UDL, SIPPS, and UFLI.
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 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	Libby Hartwell (hartwelles@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.

According to the FL School Safety Dashboard, Archer Elementary reported 0.7 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. When compared to all elementary schools statewide, the school falls into the moderate category.
Archer elementary uses Positive Behavior Intervention and Supports (PBIS) which helps to identify and support desired behaviors in the school setting. PBIS is a complete change on how the school employs interventions and discipline. It has faculty and staff buy-in which has changed the school culture because its methods are employed school wide and with consistency.

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.

Archer Elementary holds a "Kindergarten Round Up" that allows students and families to come in prior to the school year starting and get acquainted with our school campus, kindergarten teachers and a kindergarten classroom environment. For all grade levels, prior to school starting, we have a Meet the Teacher event
For our fifth graders, we openly communicate with Oak View by having transition meeting
for students with individual education plans, the school counselor at Archer shares social
emotional needs of students of concern with Oak View's school counselor, and we send
home summer materials provided by Oak View in an effort to maintain their summer
reading skills.
The school counselor provides school wide character education that is designed to promote prosocial behavior following monthly character traits (e.g., respect, responsibility and citizenship). Classroom guidance lessons are offered in every class to meet academic, personal/social and career needs of the student body. The research-based curriculums (e.g., Ready to Learn and Student Success Skills) support our anti-bullying efforts and help create a culture of inclusivity. Every teacher has access to and is encouraged to use Safer, Smarter Kids and Sanford Harmony to teach basic safety skills and support social emotional learning. Based on need, students have access to small group or individual counseling. The school counselor provides families with resources to ensure their academic, personal/social and behavioral needs are met.

School leadership meets with grade level teachers throughout the school year for MTSS/ data chat meetings that include reviewing ongoing progress monitoring data (fluency, comprehension, vocabulary, sight words, phonics), AIMS assessment data, DIBELS, ISIP, and SIPPS (data taken for intervention students) to monitor student progress. We use that data to make instructional decisions to best meet the needs of each student. Our Title I funds professional development for teachers for inspirational walks, intervention support and parent training.

The school implements the following parental involvement activities as a means to build the capacity for strong parental and family engagement. These activities we are doing this year:
Coffee and Chat (once a month)
Blow Away the FSA (offered at 3 different times in one day)
Math and STEM for Home Practice
Teaching Reading Strategies at Home (once)
Teaching Math Strategies at Home (once)
Avoid the Summer Slide (once)
Kindergarten Round Up (Once, in May)

Our SAC meets four to six times a year and is made up of teachers, community members, parents and staff. Our School Advisory Council also provides financial support for necessary programs and professional development training for teachers. All with a vested interest in the continued growth of Archer Elementary.

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

Principal - Libby Hartwell -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.

Assistant Principal - Judith Chico-Roman - Assists the Principal in providing 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.

School Counselor - Tracy Leibach - provides school wide character education that is designed to promote prosocial behavior following monthly character traits (e.g., respect, responsibility and citizenship). Classroom guidance lessons are offered in every class to meet academic, personal/social and career needs of the student body. The research-based curriculums (e.g., Ready to Learn and Student Success Skills) support our anti-bullying efforts and help create a culture of inclusivity. Encourages teachers to use Safer, Smarter Kids and Sanford Harmony to teach basic safety skills and support social emotional learning. Provides small group or individual counseling. Provides families with resources to ensure their academic, personal/social and behavioral needs are met.

BRT - Trey Whiddon - 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.

IIC - Mary Ferris Hyde - Provides instructional support and professional development for instructors. Assist instructors with data disaggregation and differentiated instruction to meet the needs of all students. Works

with instructors through the coaching cycle. Supports instructors with instructional planning. Supports implementation of tiered intervention plans.

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				$78,580.63
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0171 - Archer Elementary	Title, I Part A		$24,810.72
		Notes: Paraprofessional aides for intervention groups				
	5100	290-Other Employee Benefits	0171 - Archer Elementary	Title, I Part A		$4,375.00
		Notes: Top Score Writing online license				
	5100	620-Audio Visual Materials (Non-consumable)	0171 - Archer Elementary	Title, I Part A		$6,560.00
		Notes: Top Score Writing books				
	5100	369-Technology-Related Rentals	0171 - Archer Elementary	Title, I Part A		$4,425.00
		Notes: Accelerated Reader				
	5100	369-Technology-Related Rentals	0171 - Archer Elementary	Title, I Part A		$3,420.00
		Notes: Ready Florida online license				
	5100	520-Textbooks	0171 - Archer Elementary	Title, I Part A		$166.88
		Notes: Curriculum Associates Quick Words				
	5100	520-Textbooks	0171 - Archer Elementary	Title, I Part A		$4,535.16
		Notes: Kids Learn Workbooks				
	5900	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$11,620.91
		Notes: Extended Day intervention				
	5900	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$16,495.57
		Notes: Extended School year				
	5100	390-Other Purchased Services	0171 - Archer Elementary	Title, I Part A		$1,345.68
		Notes: Substitute for CSR 10 days				
	5100	510-Supplies	0171 - Archer Elementary	Title, I Part A		$825.71
		Notes: Rochester (folders)				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$236,394.42
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0171 - Archer Elementary	Title, I Part A		$236,394.42
		Notes: Personnel M. Hyde (IIC/LT 100%) E. Noto (40%) D. Kubala CSR (100%) R. Crossman IT (100%)				

	Total:	$318,345.05