

Alachua County Public Schools

Alachua Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	29

Alachua Elementary School

13800 NW 152ND PL, Alachua, FL 32615

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Empowering students to learn and serve with passion and purpose.

Provide the school's vision statement.

We are a future-focused community, empowering students to reach their full potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Burton, Holly	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 non-instructional 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.
Carter, Isabel	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.
Rudзитis, Dana	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.
Ward, Layla	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

Name	Position Title	Job Duties and Responsibilities
		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.
Mace, Paige	Behavior Specialist	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

AES involves many stakeholders in supporting our school improvement goals and initiatives for the 23-24 school year. At the beginning of the year, we share our goals and initiatives with faculty and staff during pre-planning week as well as schedule initial PTA and SAC meetings in which we seek feedback and approval. Throughout the year, we share progress toward our goals with the community by inviting families and organizations to evening events.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

AES leadership team will work with faculty and staff to implement an effective MTSS process that will ensure accurate identification and intervention for students with the greatest achievement gap. Progress toward end of year goals will be monitored quarterly by collecting and analyzing student data to track progress against targets and goals. Revision to the SIP strategies will be determined by the leadership team and faculty after each quarter.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	27	36	32	0	0	0	95	
One or more suspensions	0	0	0	4	8	11	0	0	0	23	
Course failure in English Language Arts (ELA)	0	0	0	42	5	6	0	0	0	53	
Course failure in Math	0	0	0	19	5	3	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	27	25	38	0	0	0	90	
Level 1 on statewide Math assessment	0	0	0	43	33	48	0	0	0	124	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	58	53	70	0	0	0	181	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	37	33	43	0	0	0	113

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	67	54	68	0	0	0	189	
One or more suspensions	0	0	0	1	9	9	0	0	0	19	
Course failure in ELA	0	0	0	62	20	5	0	0	0	87	
Course failure in Math	0	0	0	24	16	9	0	0	0	49	
Level 1 on statewide ELA assessment	0	0	0	9	28	42	0	0	0	79	
Level 1 on statewide Math assessment	0	0	0	5	29	43	0	0	0	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	39	22	38	0	0	0	99	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	54	38	53	0	0	0	145

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	1	0	0	0	10
Students retained two or more times	0	0	0	1	1	3	0	0	0	5

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	67	54	68	0	0	0	189
One or more suspensions	0	0	0	1	9	9	0	0	0	19
Course failure in ELA	0	0	0	62	20	5	0	0	0	87
Course failure in Math	0	0	0	24	16	9	0	0	0	49
Level 1 on statewide ELA assessment	0	0	0	9	28	42	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	5	29	43	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	39	22	38	0	0	0	99
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	54	38	53	0	0	0	145

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	1	0	0	0	10
Students retained two or more times	0	0	0	1	1	3	0	0	0	5

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38			36	53	56	40		
ELA Learning Gains				44	56	61	45		
ELA Lowest 25th Percentile				43	43	52	32		
Math Achievement*	35			41	55	60	48		
Math Learning Gains				38	58	64	49		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				33	46	55	50		
Science Achievement*	39			32	48	51	39		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	50			50			62		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	206
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	35	Yes	4	
AMI				
ASN				
BLK	28	Yes	4	2
HSP	41			
MUL	33	Yes	1	
PAC				
WHT	50			
FRL	36	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	40	Yes	3	
AMI				
ASN				
BLK	31	Yes	3	1
HSP	40	Yes	1	
MUL	49			
PAC				
WHT	46			
FRL	35	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			35			39					50
SWD	20			23			19				4	
ELL	29			27							3	50
AMI												
ASN												
BLK	26			21			25				4	
HSP	40			33			38				5	53
MUL	33			32							2	
PAC												
WHT	50			49			53				4	
FRL	31			29			31				5	50

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	44	43	41	38	33	32					50
SWD	12	32	39	16	28	35	6					
ELL	20	40		47	45							50
AMI												
ASN												
BLK	20	43	41	20	39	42	14					
HSP	31	41		51	36		29					50
MUL	45	67		50	60		25					
PAC												
WHT	50	42		54	33		53					
FRL	24	43	44	30	35	35	19					50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	45	32	48	49	50	39					62
SWD	17	22		26	28		11					
ELL	21			29								62
AMI												
ASN												
BLK	22	38	33	19	30		13					
HSP	31			47								62
MUL	43			50								
PAC												
WHT	61	62		77	76		70					
FRL	29	39	29	36	36	43	22					55

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	53%	-11%	54%	-12%
04	2023 - Spring	30%	54%	-24%	58%	-28%
03	2023 - Spring	43%	49%	-6%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	52%	-5%	59%	-12%
04	2023 - Spring	32%	58%	-26%	61%	-29%
05	2023 - Spring	38%	54%	-16%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	51%	-10%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 fourth grade ELA/Math proficiency showed the lowest performance with 31% proficiency in ELA and 30% proficiency in Math. There are two main contributing factors to this past year's low performance: staffing issues and a large number of students entering grade 4 below grade level. During the 22-23 school year, four out of five fourth grade teachers were considered first year teachers. We also began the year with multiple teacher transitions in two classrooms. We had 34 students (36% of fourth graders) who were promoted with good cause to 4th grade this past year and started the school year below proficiency. During FAST PM#1, fourth graders scored 15% proficiency in ELA and 4% proficiency in Math.

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

Our fourth grade Math proficiency showed the greatest decline from the prior year with a 13% decline from 43% to 30% this year. During the 22-23 school year, four out of five fourth grade teachers were considered first year teachers. We also began the year with multiple teacher transitions in two classrooms. Our professional learning focus this year was around ELA instructional practices rather than balancing between Math and ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There was a 29% gap in fourth grade Math proficiency when compared to the state average for Math proficiency. The main factor that contributed to the gap in math achievement was teacher vacancies as well as teacher pedagogy and content knowledge. At the onset of the school year, we had two vacancies in fourth grade. School and district staff stepped into to fill the teacher role for those two classrooms the first 4-6 weeks of school. We were able to hire those positions with two first year teachers. Our fourth grade team was comprised of five newer teachers with minimal exposure to classroom teaching experiences. The needs of the students coupled with teachers new to the profession impacted the proficiency average in this grade. However, they made extensive growth between PM1 (4%) and PM3 (32%).

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

Third grade math showed the greatest improvement with a 39% growth from 7% proficiency in PM1 to 46% in PM3. Two of the seven teachers on third grade have a vast knowledge of high-yield instructional practices for Math. We leveraged their expertise by making them team leaders to support with

collaborative planning. Our collaborative planning meetings for Math focused on deepening teacher understanding of the Math benchmarks and how to use the instructional guides (B1G-M) to plan instruction. We further supported teachers in lesson planning by providing an additional time for one on one planning support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are students who are absent 10% or more as well as students with significant reading deficiencies.

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

- Attendance
- ELA/Math proficiency
- Subgroup proficiency in ELA/Math; specifically among our Black students and Students with Disabilities
- Learning gains in ELA/Math

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Many of our struggling students have yet to build a deep connection with the school community. As a result, 32% of our students were absent more than 10 days this school year. Student discipline offenses disrupted instructional time with 184 behavior offenses and 54 out of school suspensions recorded during the 22-23 school year. Inconsistent implementation of tier one classroom management contributed to these classroom disruptions, highlighting the need for a common language among faculty/staff and students. Schoolwide PBIS initiatives began last school year, but must be strengthened and expanded. Greater precision and accountability within our Tier 2 and 3 behavior systems will ensure behaviors are reduced and/or extinguished.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the percentage of students across grades 3-5 who were absent more than 10 days by 10% (from 32% to 22%). We will decrease the number of out of school suspensions by 20% to 43 or less suspensions for the 23-24 school year. Earn PBIS Model School Silver status for the 23-24 school year. 80% of walkthrough data will show that common language and implementation of PBIS tiers are in place. Track daily percentages and monitor for improvement in attendance. Subgroup data will also be monitored for progress throughout the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

School leadership team will walk classrooms to monitor use of common language and implementation of PBIS tiers. Weekly meetings with family liaison to monitor attendance trends and identify students who need support. Daily attendance percentages reviewed by leadership team. Track tier 2 and tier 3 behavior interventions.

Person responsible for monitoring outcome:

Paige Mace (macelp@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of morning meeting using school-wide common language
Professional learning to deepen understanding of PBIS tiers of behavior intervention
Renew the role of family liaison to continue supporting students with frequent absences
Provide incentives for students who are chronically absent.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of morning meeting and PBIS as a preventative strategy is considered a strong evidence-based practice by What Works Clearinghouse and has been identified as an approach that improves school community and decreases out of school suspensions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional learning on morning meeting & PBIS tiers and expectations.

Person Responsible: Paige Mace (macelp@gm.sbac.edu)

By When: Initial training week of 8/3/23 - 8/9/23 Follow-up training and support throughout 23-24 school year monthly and as needed via coaching.

Faculty and staff book study on 7 Habits of Highly Effective Students

Person Responsible: Holly Burton (burtonha@gm.sbac.edu)

By When: Monthly beginning in September 2023 - May 2024

Coaching cycles with teachers around morning meeting and tier one classroom management

Person Responsible: Layla Ward (wardlm@gm.sbac.edu)

By When: Weekly through May 2024

Weekly data chat meetings with family liaison to identify students with frequent absences and plan incentives/supportive measures

Person Responsible: Isabel Carter (carterig@gm.sbac.edu)

By When: Weekly beginning August 2023

Family liaison will coordinate monthly attendance incentives for students who are absent 10+ days.

Person Responsible: Isabel Carter (carterig@gm.sbac.edu)

By When: Monthly beginning September 2023 - May 2024

Work with truancy officer and SRO to schedule home visits for students who are chronically absent.

Person Responsible: Isabel Carter (carterig@gm.sbac.edu)

By When: This will be completed on a bi-weekly basis beginning 9/27/23 - May 2024.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although we increased student achievement in all areas last year with overall proficiency of 38% in ELA, 39% in Math, and 41% in Science, we still have work to do to increase proficiency across grade levels. For the 23-24 school year, 38% of our teachers who work directly with students are in their first three years of teaching. When we analyze our student population, we can see that our students who are scoring low in reading fluency typically are lacking exposure to tier II and tier III vocabulary as well as the background knowledge to fully comprehend text. As a result, we need to continue supporting our teachers in deepening their understanding of the requirements of the state benchmarks and in implementing high yield instructional practices consistently that will provide access to learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase student proficiency in ELA, Math, and Science with at least 45% of students meeting or exceeding expectations (proficiency) on end of year state assessments. 80% of walkthrough data will show that standards-aligned, on grade level instruction is in place. Student success binders will be monitored to progress and 100% of all students will show growth. All subgroups will be monitored for progress on a monthly basis throughout the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will participate in daily classroom walkthroughs and collect data of implementation. Collaborative planning notes and lesson plans will be monitored to ensure that teachers are planning for explicit instruction. We will review student success binders for benchmark-aligned work samples.

Person responsible for monitoring outcome:

Isabel Carter (carterig@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning on Explicit Instruction using the FDOE Practice Profiles.

Weekly collaborative planning meetings to co-develop benchmark aligned lesson plans.

Instructional coaching cycles for our year 1-3 teachers around implementation of explicit instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Florida Center for Reading Research, explicit instruction is teacher led, unambiguous, and direct. What works clearinghouse rates this practice as a Tier One (Strong) effective practice to use among intermediate students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning on explicit instruction

Person Responsible: Isabel Carter (carterig@gm.sbac.edu)

By When: Beginning September 2023 monthly until May 2024

Schedule and facilitate Collaborative Planning Meetings for Math, Science, and ELA with a focus on planning for intervention/enrichment.

Person Responsible: Dana Rudzitis (rudzitisdl@gm.sbac.edu)

By When: Beginning 8/21/23 weekly until May 2024

Facilitate Book Study during weekly meetings on effective strategies for increasing the rigor of Math whole group instruction.

Person Responsible: Layla Ward (wardlm@gm.sbac.edu)

By When: Weekly beginning October 2023 until March 2024

Implement instructional coaching cycles for tier II and tier III teachers around explicit instruction.

Person Responsible: Dana Rudzitis (rudzitisdl@gm.sbac.edu)

By When: Beginning September 2023 until May 2024

Facilitate monthly data chats to monitor progress and next steps for students who are struggling to meet proficiency in ELA, Math, Science.

Person Responsible: Jazzlyn Harrell (harrelljm@gm.sbac.edu)

By When: Monthly beginning August 2023 - May 2024

Create an intervention schedule that provides supplemental reading support to students in the following subgroups (ELL, African American) whose data shows a need for additional intervention.

Person Responsible: Holly Burton (burtonha@gm.sbac.edu)

By When: Beginning 10/2/23

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities at Alachua Elementary have scored below 32% proficiency for the past three years. In 21-22, 24% of students with disabilities were proficient in Reading. The low percentage of proficient readers among our SWD points to a crucial need to prioritize this subgroup and examine our current practices including scheduling support, the RTI process, as well as instructional practices.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase student proficiency to 41% in ELA, Math, and Science among students with disabilities. Monthly data tracking tool will be utilized for monitoring 100% of students making progress toward proficiency, specifically SWD.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly data meetings with intervention/ESE team to monitor progress and make changes as needed (review PM, DIBELS, Fluency data).

Person responsible for monitoring outcome:

Holly Burton (burtonha@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic scheduling of ESE support based on students' area(s) of academic deficit.

Use of UFLI Reading intervention decision tree to identify specific reading gaps and needed intervention

Administer diagnostic math assessment to schedule intervention supports

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A renewed focus on using the science of Reading (over 50 years of research shows how proficient readers are developed) and using diagnostic testing to identify specific gaps will help us to leverage our staff and our intervention resources to better support the reading and math deficiencies among our SWD.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review end of year DIBELS and FAST scores for SWD to determine students in need of additional supports/diagnostic testing.

Person Responsible: Dana Rudzitis (rudzitisdl@gm.sbac.edu)

By When: Data reviewed by 8/21/23

Use CORE phonics survey for students identified as in need of intensive support in reading. This assessment will help us identify student needs in letter sounds, decoding at word level, phonetic patterns, or multisyllabic words. Use IXL math diagnostic to evaluate areas in need of intervention.

Person Responsible: Dana Rudzitis (rudzitisdl@gm.sbac.edu)

By When: September 2023

Create an intervention schedule for ESE teachers, intervention teachers, and paraprofessionals to support intervention

Person Responsible: Holly Burton (burtonha@gm.sbac.edu)

By When: 8/28/23

Train teachers and staff on intervention materials/practices

Person Responsible: Dana Rudzitis (rudzitisdl@gm.sbac.edu)

By When: 8/25/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on our district data, 62% of our students in grades 3-5 scored below a level three on the third PM of the FAST Reading/ELA (3rd - 57%, 4th - 68%, 5th - 61%). Although we did see a growth in foundational reading skills from the beginning of the year DIBELs screening to the end of year, we still have 43% of 3rd graders who were not on track to score a level three. For the 23-24 school year, 38% of our teachers who work directly with students are in their first three years of teaching. When we analyze our student population, we can see that our students who are scoring low in reading fluency typically are lacking exposure to tier II and tier III vocabulary as well as the background knowledge to fully comprehend text. As a result, we need to continue supporting our teachers in deepening their understanding of the requirements of the state benchmarks as well as reading intervention support and in implementing high yield instructional practices consistently that will provide access to learning.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

Increase student proficiency in Reading/ELA on end of year state assessments to the following percentages: 3rd Grade - 50%, 4th Grade - 50%, 5th Grade - 45%. 80% of walkthrough data will show that standards-aligned, on grade level instruction is in place. Student success binders will be monitored to show and 100% of all students will show growth. All subgroups will be monitored for progress throughout the school year.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will participate in daily classroom walkthroughs and collect data of implementation. Collaborative planning notes and lesson plans will be monitored to ensure that teachers are planning for explicit instruction. We will review student success binders for benchmark-aligned work samples. Monthly data meetings with intervention/ESE team to monitor progress and make changes as needed (review PM, DIBELs, Fluency data).

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Burton, Holly, burtonha@gm.sbac.edu

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following practices will be implemented this year:

Professional Learning on Explicit Instruction using the FDOE Practice Profiles.

Weekly collaborative planning meetings to co-develop benchmark aligned lesson plans.

Instructional coaching cycles for our year 1-3 teachers around implementation of explicit instruction

Coaching support from our State Regional Literacy Director around BEST Benchmarks

Strategic scheduling of ESE support based on students' area(s) of academic deficit.

Use of UFLI Reading intervention decision tree to identify specific reading gaps and needed intervention

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

According to the Florida Center for Reading Research, explicit instruction is teacher led, unambiguous, and direct. What works clearinghouse rates this practice as a Tier One (Strong) effective practice to use among intermediate students and according to Hattie's research has a .6 effect size when coupled with grade level benchmark instruction. A renewed focus on using the science of Reading (over 50 years of research shows how proficient readers are developed) and using diagnostic testing to identify specific gaps will help us to leverage our staff and our intervention resources to better support the reading deficiencies among our students.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Identify students who need reading intervention support.</p> <p>Literacy Leadership - review current progress monitoring and diagnostic data (FAST, DIBELS)</p> <p>Literacy Coaching - Implement coaching cycles around tier one core instructions (explicit instruction) and UFLI intervention and foundations.</p> <p>Assessment - Identify students who need intensive support and administer CORE Phonics Survey.</p> <p>Professional Learning - training staff on reading intervention small group practices/ programs.</p>	<p>Rudzitis, Dana, rudzitisdl@gm.sbac.edu</p>
<p>Leverage Scheduling to ensure all students receive supplemental reading support</p> <p>Literacy Leadership - Design master schedule to accommodate push in/small group supports</p> <p>Literacy Coaching - Work with teachers on how to maximize small group rotations for intervention/enrichment</p> <p>Assessment - Provide consistent progress monitoring to drive changes to schedule and intervention needs</p> <p>Professional Learning - Provide training around intervention programs.</p>	<p>Carter, Isabel, carterig@gm.sbac.edu</p>
<p>Implement Weekly Grade Level Collaborative Planning Meeting</p> <p>Literacy Leadership - Plan agendas with literacy leadership to ensure benchmark focus aligns to district pacing.</p> <p>Literacy Coaching - support teachers in coaching cycles around explicit instruction in BEST Benchmarks</p> <p>Assessment - Use unit assessments to measure mastery of spotlight benchmarks</p> <p>Professional Learning - work with SRLD to deepen knowledge of benchmark demands</p>	<p>Carter, Isabel, carterig@gm.sbac.edu</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

AES will provide many opportunities for parent involvement, scheduled at a variety of times, aimed at increasing engagement. At each of these parent involvement opportunities, information about about our school's Title I program will be shared with parents. The AES school improvement plan includes three focus areas for the 2023-24 school year, and explains how Title One school funds support each focus area. Families will learn information about our school's improvement plan by:

- * Visiting our school's website
- * Attending the Annual Title One parent Meeting in September
- * Via Monthly school newsletter

* Via attendance at Family Engagement Nights - Fall and Spring

*Accessing our Parent and Family Resource Area

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

AES will involve parents in the planning, review, and improvement of Title I programs. Parent/family input and engagement will be solicited regarding the expenditure of both TIPA and UniSIG funds in the following ways:

*School Advisory Council (SAC)

*Parent Teacher Organization (PTA)

*School Climate Surveys

*Parent Involvement Activities' Evaluation Forms

In addition, AES is committed to building strong relationships with families by providing a safe and supportive learning environment for our students. We will partner with families by:

*Providing frequent reports of students' academic performance and behavior which includes the following: inviting families to utilize Skyward, providing written reports on their child's progress on a regular basis, and encouraging communication between home and school by informing families of important dates and school events

*Providing multiple opportunities for parents to volunteer

*Monitoring student progress in reading and math to ensure that struggling students receive immediate support.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Increase student proficiency in ELA, Math, and Science with at least 45% of students meeting or exceeding expectations (proficiency) on end of year state assessments. 80% of walkthrough data will show that standards-aligned, on grade level instruction is in place. Student success binders will be monitored to progress and 100% of all students will show growth. All subgroups will be monitored for progress throughout the school year.

Administration will participate in daily classroom walkthroughs and collect data of implementation. Collaborative planning notes and lesson plans will be monitored to ensure that teachers are planning for explicit instruction. We will review student success binders for benchmark-aligned work samples.

According to the Florida Center for Reading Research, explicit instruction is teacher led, unambiguous, and direct. What works clearinghouse rates this practice as a Tier One (Strong) effective practice to use among intermediate students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Using data from the 22-23 school year, our school counselor has reached out to families of students who were identified as a student in need of additional supports and has proactively scheduled weekly check in with these students. Additionally, within the first quarter, we will have teachers complete the Student Risk Screening Scale (SRSS) to help us identify students whom would benefit from counseling, school-based mental health services, mentorship, or outside counseling support. We will track the supports that these students receive and meet monthly to monitor progress. We are working with CDS to host SNAP clinical groups at Alachua Elementary. CDS will be able to facilitate the programs for 7-10 of our AES families as well as provide meals and childcare.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

As an elementary school, we will expose our students to careers through our whole school STEAM magnet program. Students will have the opportunity to meet professionals from multiple avenues (nurses, firefighters, scientists, artists, musicians, athletes, etc.).

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We will use a multi-tiered system of supports (MTSS) to address the behavior needs of students in all three tiers of support. All students, regardless of status, will receive tier one schoolwide opportunities for positive reinforcement via rewards, school currency, schoolwide events etc. Teachers will document action steps and results for students who begin to show patterns of negative behaviors in the classroom. This documentation will be filed in each student's success binder. In partnership with the BRT, the team will develop an additional layer of support for students who may need tier two or tier three behavior interventions.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our schoolwide focus this year is on developing a common understanding of explicit instruction and how to implement the facets of the teaching approach intentionally to ensure that all students have equitable access to the content. Our paraprofessionals have received training on reading intervention programs that will be used to support students who may have gaps in phonetic patterns and would benefit from

temporary small group intervention to accelerate learning. They are also trained in de-escalation techniques to ensure that all staff members respond appropriately to negative behaviors. Every teacher has a data profile for each of their students. This document allows a teacher to see patterns in data that will help to drive instructional decisions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A - Alachua Elementary is a grades 3-5 school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$86,600.28
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0161 - Alachua Elementary School	Title, I Part A	1.0	\$64,180.80
			Notes: Salary - Behavior Intervention Teacher			
	5100	210	0161 - Alachua Elementary School	Title, I Part A		\$8,709.33
			Notes: Retirement Benefits - Behavior Intervention Teacher			
	5100	220	0161 - Alachua Elementary School	Title, I Part A		\$4,909.83
			Notes: SSI Benefits - Behavior Intervention Teacher			
	5100	230	0161 - Alachua Elementary School	Title, I Part A		\$8,473.00
			Notes: Insurance Benefits - Behavior Intervention Teacher			
	5100	290	0161 - Alachua Elementary School	Title, I Part A		\$327.32
			Notes: Early Retirement Benefits - Behavior Intervention Teacher			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$208,306.57
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0161 - Alachua Elementary School	UniSIG	1.0	\$47,939.70
			Notes: Salary for 1 School-based Instructional Coach to support teachers with Benchmark-aligned Instruction and Behavior Supports. This position was pre-approved by BSI via email on July 19, 2023.			
	6400	210	0161 - Alachua Elementary School	UniSIG		\$6,505.42
			Notes: Retirement benefits at 13.57% for the salary associated with the School-based Instructional Coach			

	6400	220	0161 - Alachua Elementary School	UniSIG		\$3,667.39
			<i>Notes: SSI benefits at 7.65% for the salary associated with the School-based Instructional Coach</i>			
	6400	230	0161 - Alachua Elementary School	UniSIG		\$8,473.00
			<i>Notes: Group Insurance for the salary associated with the School-based Instructional Coach</i>			
	6400	290	0161 - Alachua Elementary School	UniSIG		\$244.49
			<i>Notes: Early Retirement benefits at .51% for the salary associated with the School-based Instructional Coach</i>			
	6300	110	0161 - Alachua Elementary School	UniSIG	0.05	\$5,656.33
			<i>Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.</i>			
	6300	210	0161 - Alachua Elementary School	UniSIG		\$767.56
			<i>Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist</i>			
	6300	220	0161 - Alachua Elementary School	UniSIG		\$432.71
			<i>Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist</i>			
	6300	230	0161 - Alachua Elementary School	UniSIG		\$424.40
			<i>Notes: Insurance benefits for School Improvement Principal Specialist</i>			
	6300	290	0161 - Alachua Elementary School	UniSIG		\$28.85
			<i>Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist</i>			
	6400	130	0161 - Alachua Elementary School	Title, I Part A	1.0	\$60,079.50
			<i>Notes: Instructional Coach Salaries</i>			
	6400	210	0161 - Alachua Elementary School	Title, I Part A		\$8,152.79
			<i>Notes: Instructional Coach Retirement</i>			
	6400	220	0161 - Alachua Elementary School	Title, I Part A		\$4,596.08
			<i>Notes: Instructional Coach SSI</i>			
	6400	230	0161 - Alachua Elementary School	Title, I Part A		\$8,473.00
			<i>Notes: Instructional Coach Insurance</i>			
	6400	290	0161 - Alachua Elementary School	Title, I Part A		\$306.41

			<i>Notes: Instructional Coach Early Retirement</i>			
	5100	120	0161 - Alachua Elementary School	Title, I Part A	0.5	\$29,006.58
			<i>Notes: Intervention Teacher Salaries</i>			
	5100	210	0161 - Alachua Elementary School	Title, I Part A		\$3,936.19
			<i>Notes: Intervention Teacher Retirement Benefits</i>			
	5100	220	0161 - Alachua Elementary School	Title, I Part A		\$2,219.00
			<i>Notes: Intervention Teacher SSI Benefits</i>			
	5100	230	0161 - Alachua Elementary School	Title, I Part A		\$4,236.50
			<i>Notes: Intervention Teacher Insurance</i>			
	5100	290	0161 - Alachua Elementary School	Title, I Part A		\$147.94
			<i>Notes: Intervention Teacher Early Retirement Benefits</i>			
	6300	120	0161 - Alachua Elementary School	Title, I Part A		\$6,200.00
			<i>Notes: PLC - High Yield Strategies for High Risk Students Stipends 31 teachers x 10 hours x \$20/hr</i>			
	6300	220	0161 - Alachua Elementary School	Title, I Part A		\$474.30
			<i>Notes: PLC - High Yield Strategies for High Risk Students Stipends SSI 31 teachers x 10 x \$20h x 7.65%</i>			
	6300	130	0161 - Alachua Elementary School	Title, I Part A		\$400.00
			<i>Notes: PLC - High Yield Strategies for High Risk Students Stipends - 2 coaches x 10 hours x \$20/hr</i>			
	6300	220	0161 - Alachua Elementary School	Title, I Part A		\$30.60
			<i>Notes: PLC - High Yield Strategies for High Risk Students SSI 2 coaches x 20 hours x \$20/hr x 7.65%</i>			
	6300	510	0161 - Alachua Elementary School	Title, I Part A		\$1,522.47
			<i>Notes: PLC - High Yield Strategies General Office Supplies: student binders, to support Student Data for Progress monitoring \$777.15 Grade Level Collaborative Planning Office Supplies & Nicky Folders - \$745.32</i>			
	6300	520	0161 - Alachua Elementary School	Title, I Part A		\$983.00
			<i>Notes: PLC - High Yield Strategies - The Seven Habits of Highly Effective Teens- 30 @ 9.40 each PLC - High Yield Strategies - Building Thinking Classrooms in Mathematics- 20 @ 35.05 each</i>			
	7730	330	0161 - Alachua Elementary School	Title, I Part A		\$1,658.19
			<i>Notes: BSI Conference: Hotel: 3 Days x 2 room admin BSI Conference: admin mileage: .45 mileage x 258 miles 1 car BSI Conference: admin Tolls & Parking @ \$28.00 per day</i>			

	7730	330	0161 - Alachua Elementary School	Title, I Part A		\$1,744.17
			Notes: FASA Discover 24 Leadership Conference: Hotel: 3 Days x 2 room admin FASA Discover 24 Leadership Conference:: Registration FASA Discover 24 Leadership Conference:: admin mileage: .45 mileage x 260 miles 1 car FASA Discover 24 Conference: admin Tolls & Parking @ \$28.00 per day			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$73,239.76
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0161 - Alachua Elementary School	UniSIG	1.0	\$47,927.60
			Notes: Salary for 1 Intervention Teacher to support direct student intervention instruction. This position was pre-approved by BSI via email on July 19, 2023.			
	5100	210	0161 - Alachua Elementary School	UniSIG		\$6,469.19
			Notes: Retirement benefits at 13.57% for the salary associated with the Intervention Teacher			
	5100	220	0161 - Alachua Elementary School	UniSIG		\$3,636.96
			Notes: SSI benefits at 7.65% for the salary associated with the Intervention Teacher			
	5100	230	0161 - Alachua Elementary School	UniSIG		\$8,473.00
			Notes: Group Insurance for the salary associated with the Intervention Teacher			
	5100	290	0161 - Alachua Elementary School	UniSIG		\$243.13
			Notes: Early Retirement benefits at .51% for the salary associated with the Intervention Teacher			
	5100	369	0161 - Alachua Elementary School	Title, I Part A		\$2,681.00
			Notes: Subscription for IXL ELA and Science			
	6400	130	0161 - Alachua Elementary School	Title, I Part A		\$1,820.00
			Notes: EDI Stipend - IIC 65 sessions x \$28/hour			
	6400	220	0161 - Alachua Elementary School	Title, I Part A		\$139.23
			Notes: EDI SSI - IIC 65 sessions x \$28/hour x 7.65%			
	5100	120	0161 - Alachua Elementary School	Title, I Part A		\$1,718.20
			Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.			
	5100	220	0161 - Alachua Elementary School	Title, I Part A		\$131.45
			Notes: SSI benefits for the Title I Lead Teacher Supplemental			
Total:						\$368,146.61

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No