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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Alachua Elementary faculty and staff collaborate with families and community partners to provide learning experiences that amplify real world learning connections and empower lifelong learners.

Provide the school's vision statement

AES is a community that empowers its students to learn and serve with PASSION & PURPOSE.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Holly Burton

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Isabel Carter

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Dana Rudzitis

Position Title

Instructional Coach

Job Duties and Responsibilities

The instructional coach conducts the data analysis process. She meets with teachers to discuss data trends and create action plans to address student needs and provides assistance and data analysis expertise in administering reading and writing assessments. She also facilitates job embedded instructional support and coaching to teachers based on data trends and on the school-wide reading intervention plan. She provides reading intervention support as needed.

Leadership Team Member #4

Employee's Name

Jazzlyn Harrell

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor coordinates the implementation of the Rtl process and assists classroom teachers with assessments and interventions. She coordinates and facilitates mentoring programs, classroom guidance lessons, mental health services, referrals for services, and Section 504 plans. She also provides support to families in need at various times throughout the school year.

Leadership Team Member #5

Employee's Name

Paige Mace

Position Title

Behavior Resource Teacher

Job Duties and Responsibilities

The behavior resource teacher provides behavioral support in all classrooms as well as provides professional development and support in the area of classroom management, behavioral interventions, restorative justice, engagement, and social emotional learning strategies for teachers. She also manage anti-bullying programs and curriculum as well as participates in our School Based Threat Management Team (SBTMT). She organizes, analyzes and decreases suspension data annually, particularly involving disproportionate discipline data. She facilitates all aspects of Positive Behavior Supports and lead the PBIS Committee.

Leadership Team Member #6

Employee's Name

Rana Hyder

Position Title

Behavior Intervention Coach

Job Duties and Responsibilities

The Behavioral Intervention Coach will work with identified students to adopt behaviors that substantially increase their academic performance and attendance. These students require substantial supplemental behavior intervention and support. In addition, the Behavior Intervention Coach will provide leadership and direction at the school level; working to design, implement, coordinate and evaluate a comprehensive behavior support program; and collaboratively work with parents, staff and community agencies. The Behavioral Intervention Coach may provide instruction, diversified strategies and activities specifically designed for targeted students as well as a coaching resource for classroom teachers and paraprofessionals.

Leadership Team Member #7

Employee's Name

Layla Ward

Position Title

STEAM Coordinator

Job Duties and Responsibilities

The STEAM Coordinator coordinates STEAM experiences that are aligned to state benchmarks and district pacing guides. These include field trips, class simulations, labs, visitors, experiential lessons, etc. She partners with community organizations and businesses to provide student exposure to college/career. She also supports the data analysis process in teacher PLCs for Math/Science. She meets with teachers to discuss data trends and create action plans to address student needs. She provides assistance and data analysis expertise in administering assessments and provides job embedded instructional support and coaching to teachers based on data trends. She also works with student math intervention groups as needed.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Alachua Elementary engaged stakeholders in its school improvement plan through a collaborative and inclusive process. The leadership team spearheaded the initiative by facilitated pre-planning meetings where teachers and staff could share insights and feedback on current practices and areas for growth. Parents and the community were actively involved through School Advisory Council (SAC), ensuring their perspectives on student needs and community expectations were incorporated. Additionally, the school established partnerships with local organizations and businesses to support the plan's goals and resources.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

To ensure that our school improvement plan is effectively implemented and remains responsive to the needs of our school community, we will follow a structured process for regular monitoring and revision. Our leadership team will meet monthly to review key performance indicators (i.e. attendance reports and discipline data, progress monitoring data such as DIBELs, FAST, and classroom assessments, and classroom walkthrough data). Stakeholder feedback will be actively solicited through SAC meetings to ensure the plan remains responsive to the needs of students and the school community. Based on this feedback and performance data, the plan will be revised as necessary to address any identified gaps or emerging challenges, ensuring ongoing effectiveness and alignment with our educational goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY 3-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	59.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D 2022-23: C* 2021-22: D 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days				31	36	26				93
One or more suspensions				7	6	10				23
Course failure in English Language Arts (ELA)				10	10	3				23
Course failure in Math				8	23	10				41
Level 1 on statewide ELA assessment				28	41	29				98
Level 1 on statewide Math assessment				21	41	37				99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				75						75
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				21	41					62

Current Year 2024-25

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				25	48	37				110

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				12	1	0				13
Students retained two or more times					0	2				2

Prior Year (2023-24) As Last 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 school days				27	36	32				95
One or more suspensions				4	8	11				23
Course failure in ELA				42	5	6				53
Course failure in Math				19	5	3				27
Level 1 on statewide ELA assessment				27	25	38				90
Level 1 on statewide Math assessment				43	33	48				124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				58						181

Prior Year (2023-24) As Last Reported (pre-populated)

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				37	33	43				113

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year					3					3
Students retained two or more times						2				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	36	55	57	38	52	53	36	53	56
ELA Grade 3 Achievement **	39	58	58	44	51	53			
ELA Learning Gains	42	57	60				44		
ELA Learning Gains Lowest 25%	44	51	57				43		
Math Achievement *	40	55	62	35	53	59	41	40	50
Math Learning Gains	39	59	62				38		
Math Learning Gains Lowest 25%	35	49	52				33		
Science Achievement *	29	54	57	39	54	54	32	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress	75	61	35	61	59	50			

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	38%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	304
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
38%	41%	40%	46%		47%	34%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	26%	Yes	5	5
English Language Learners	34%	Yes	5	
Black/African American Students	28%	Yes	5	3
Hispanic Students	40%	Yes	1	
Multiracial Students	35%	Yes	2	
White Students	44%	No		
Economically Disadvantaged Students	34%	Yes	3	

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%
Students With Disabilities	21%	Yes	4	4
English Language Learners	35%	Yes	4	
Black/African American Students	28%	Yes	4	2
Hispanic Students	41%	No		
Multiracial Students	33%	Yes	1	
White Students	50%	No		
Economically Disadvantaged Students	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%
Students With Disabilities	24%	Yes	3	3

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%
English Language Learners	40%	Yes	3	
Native American Students				
Asian Students				
Black/African American Students	31%	Yes	3	1
Hispanic Students	40%	Yes	1	
Multiracial Students	49%	No		
Pacific Islander Students				
White Students	46%	No		
Economically Disadvantaged Students	35%	Yes	1	

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	36%	39%	42%	44%	40%	39%	35%	29%					
Students With Disabilities	13%	23%	29%	47%	20%	31%	42%	0%					
English Language Learners	20%		46%		27%	43%							
Black/African American Students	20%	21%	40%	36%	24%	31%	44%	10%					
Hispanic Students	38%	60%	36%	40%	38%	42%		27%					
Multiracial Students	31%				38%								
White Students	50%	52%	43%	55%	55%	43%	10%	43%					
Economically Disadvantaged Students	28%	33%	42%	44%	31%	35%	37%	18%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	44%			35%			39%					35%
Students With Disabilities	20%	20%			23%			19%					
English Language Learners	29%				27%								50%
Black/African American Students	26%	41%			21%			25%					
Hispanic Students	40%	43%			33%			38%					53%
Multiracial Students	33%				32%								
White Students	50%	47%			49%			53%					
Economically Disadvantaged Students	31%	40%			29%			31%					50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	12%		32%	39%	16%	28%	35%	6%					
English Language Learners	20%		40%		47%	45%							50%
Native American Students													
Asian Students													
Black/African American Students	20%		43%	41%	20%	39%	42%	14%					
Hispanic Students	31%		41%		51%	36%		29%					50%
Multiracial Students	45%		67%		50%	60%		25%					
Pacific Islander Students													
White Students	50%		42%		54%	33%		53%					
Economically Disadvantaged Students	24%		43%	44%	30%	35%	35%	19%					50%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	38%	56%	-18%	55%	-17%
Ela	4	33%	51%	-18%	53%	-20%
Ela	5	33%	51%	-18%	55%	-22%
Math	3	52%	54%	-2%	60%	-8%
Math	4	34%	53%	-19%	58%	-24%
Math	5	25%	51%	-26%	56%	-31%
Science	5	27%	50%	-23%	53%	-26%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

We have seen a notable improvement in 3rd grade math achievement, rising from 47% in 2023 to 52% this year. This progress is attributed to a comprehensive approach that included strategic collaborative planning, targeted professional learning, and dedicated coaching. Central to this improvement was professional learning, particularly in the effective use of district intervention resources. During these sessions, teachers were equipped with innovative instructional methods and tools. Additionally, coaching provided personalized support to teachers, helping them refine these techniques and consistently implement best practices. Through classroom observations, feedback sessions, and model lessons, coaches facilitated the practical application of new strategies, directly impacting student learning outcomes.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 5th grade math proficiency, which stood at 25%. Notably, there was no growth between FAST progress monitoring periods one and two, with proficiency remaining stagnant at 12%. The primary reason for this low performance is that teachers lacked a deep understanding of the benchmarks and the instructional strategies necessary to effectively teach them. Without a thorough grasp of these critical components, educators were unable to provide the targeted instruction needed to improve student outcomes in this area.

Greatest Decline

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

Fifth grade science experienced the most significant drop in student achievement, plummeting from 41% proficiency to 27%. The decline in science proficiency was primarily due to teachers' struggles in balancing instruction across two content areas, coupled with students' reading proficiency challenges. Teachers found it difficult to effectively cover both Science and Math curricula, which led to insufficient focus on each subject. Additionally, students' limited reading skills further impeded their ability to comprehend and engage with science material, compounding the overall decline in

proficiency. The intersection of these factors created an environment where neither content area received the attention needed for optimal student achievement. Another factor that contributed to a decrease in proficiency is teacher turnover, which disrupted the continuity and quality of instruction. This likely hindered students' ability to grasp complex scientific concepts consistently, resulting in decreased overall proficiency and understanding in the subject.

Greatest Gap

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.

The most significant discrepancy relative to the state average was observed in 5th grade math, where the gap reached 30%. As with our fifth grade Science data, the gap can be primarily attributed to teachers' struggles in balancing instruction across two content areas. Teachers found it difficult to effectively cover both Science and Math curricula, which led to insufficient focus on each subject. Additionally, teacher turnover also contributed to the low scores across the grade level. Lack of teacher experience led to less effective instruction and support. This inexperience often resulted in gaps in teaching methods and/or classroom management, which undermined students' understanding and performance in Math.

EWS Areas of Concern

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

Two key areas of concern are the high rate of chronic absenteeism, with 28% of students missing more than 10% of the school year, and the significant percentage of students scoring a level one in Math and/or English Language Arts on the FAST progress monitoring assessment, which stands at 30%. Chronic absenteeism often leads to missed instruction and gaps in learning, exacerbating difficulties in these fundamental subjects. The high proportion of students scoring a level one reflects inadequate proficiency and understanding, which can be directly influenced by their irregular attendance. Together, these issues highlight the urgent need for targeted interventions to improve attendance and enhance academic support to boost student performance in Math and Reading.

Highest Priorities

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

Increasing the federal index among ESSA subgroups, specifically Students with Disabilities and African American students, is our highest priority for the upcoming school year due to the critical need for targeted improvements in these areas. Alachua Elementary is in year five of Comprehensive Support and Improvement (CS&I) for both subgroups, indicating a sustained focus on addressing these disparities. Despite past efforts, the federal index for African American students has stagnated at 28% over the past two years, reflecting persistent achievement gaps. Meanwhile, while the federal index for Students with Disabilities improved from 21% to 26%, the progress remains insufficient

compared to state standards and expectations. Prioritizing these subgroups is crucial to achieving meaningful progress, closing achievement gaps, and fulfilling our commitment to equity and excellence in education. By focusing on these areas, we aim to implement targeted interventions and support systems that will significantly enhance academic outcomes for these historically underserved groups.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing the federal index among ESSA subgroups, specifically Students with Disabilities, English Language Learners, and African American students, is our highest priority for the upcoming school year due to the critical need for targeted improvements in these areas. Alachua Elementary is in year five of Comprehensive Support and Improvement (CS&I) for these three subgroups, indicating a sustained focus on addressing these disparities. Despite our efforts, the federal index for African American students has stagnated at 28% over the past two years, reflecting persistent achievement gaps. Meanwhile, the federal index for English Language Learners has decreased from 40% in 21-22 to 34% this year. While the federal index for Students with Disabilities improved from 21% to 26%, the progress remains insufficient compared to state standards and expectations. Prioritizing these subgroups is crucial to achieving meaningful progress, closing achievement gaps, and fulfilling our commitment to equity and excellence in education. By focusing on these areas, we aim to implement targeted interventions and support systems that will significantly enhance academic outcomes for these historically underserved groups.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To improve educational outcomes for ESSA subgroups, we aim to significantly boost the federal index scores for students with disabilities, English language learners, and African American students. Specifically, we plan to increase the federal index for students with disabilities from the current 26% to 41%, from 34% to 41% for English language learners, and similarly, increase the index for African American students from 28% to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will systematically monitor the progress of ESSA subgroups, specifically African American students, English language learners, and students with disabilities, using a variety of methods. Teachers will convene weekly in Professional Learning Communities (PLCs) to review assessment data and design targeted instructional strategies to support these subgroups. Additionally, we will conduct regular data discussions with both teachers and students to establish and track individualized academic goals.

Person responsible for monitoring outcome

Isa Carter, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Professional Learning Communities Using data-driven collaborative planning fosters shared responsibility and collective expertise among educators, ensuring that diverse strategies are employed to meet varied student needs. This approach not only enhances instructional effectiveness but also promotes a supportive learning environment where students with disabilities and those whose native language is not English can thrive, ultimately leading to improved academic outcomes.

Rationale:

Data-driven collaborative planning, endorsed by the What Works Clearinghouse as an evidence-based practice, is essential for closing achievement gaps among African American students, English Language Learners (ELL), and Students with Disabilities (SWD) because it enables educators to systematically analyze student performance data and work together to address specific learning needs. By utilizing data to identify gaps, monitor progress, and tailor small group instruction, teachers can implement targeted interventions and adjustments that are responsive to the diverse needs of these students. Collaborative planning ensures that insights from multiple perspectives and experience levels are integrated, leading to more effective and cohesive instructional practices. This approach promotes equitable learning opportunities and fosters a more inclusive educational environment, ultimately enhancing academic outcomes and bridging achievement disparities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Differentiated Instruction Differentiated instruction, as an evidence-based practice, plays a crucial role in closing achievement gaps among students with disabilities by providing tailored learning experiences that address individual strengths, needs, and interests. By varying content, processes, and products, educators can ensure that all students engage with the curriculum at their appropriate level, thus fostering a more inclusive learning environment. This personalized approach allows students with disabilities to access the same learning objectives as their peers while receiving the necessary supports and challenges that facilitate growth.

Rationale:

Differentiated instruction, recognized by the What Works Clearinghouse as an evidence-based practice, is crucial for closing achievement gaps among African American students, English Language Learners (ELL), and Students with Disabilities (SWD) because it addresses their diverse and unique educational needs through personalized learning approaches. By tailoring instructional methods to accommodate varying learning styles, language proficiency levels, and cognitive abilities, differentiated instruction ensures that all students receive targeted support and resources aligned with their individual requirements. This approach not only enhances engagement and understanding by incorporating culturally relevant materials and appropriate accommodations but also fosters equity in educational outcomes, thereby effectively bridging achievement gaps and promoting academic success for every student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Establish Professional Learning Community (PLC) Purpose and Goals

Person Monitoring:

Isa Carter, AP

By When/Frequency:

August 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teams with support from leadership will review current achievement data to identify specific gaps affecting African American students and students with disabilities and establish clear, actionable goals for the PLC related to improving outcomes for these groups. Team leaders will capture PLC goals and meeting notes using the provided PLC meeting template to ensure that initial goals have been established.

Action Step #2

Leverage resources and Provide Professional Learning

Person Monitoring:

Holly Burton, Principal

By When/Frequency:

Weekly through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coaches as well as school/district/state experts will provide targeted training on culturally responsive teaching, differentiated instruction, and strategies for supporting students with disabilities. Additionally, during the weekly PLC meetings, we will provide resources and tools to help teachers implement effective strategies tailored to the needs of African American students and students with disabilities. Coaches and administration will participate in weekly learning walks to monitor implementation of learned strategies and effective use of core curriculum.

Action Step #3

Facilitate Data-Driven, Collaborative Problem Solving

Person Monitoring:

Holly Burton

By When/Frequency:

Weekly through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In weekly meetings, with support from assigned instructional coaches and administration, teachers will analyze data on student performance, attendance, and engagement (student work samples) to identify trends and areas needing intervention. Using data trends, teachers will collaboratively develop and refine strategies for addressing achievement gaps such as developing differentiated lesson plans, using culturally relevant materials, and implementing high-yield small group intervention activities. Administration will regularly monitor the effectiveness of these interventions through student performance data (weekly assessments, monthly ISIP, FAST progress monitoring), classroom walkthrough data, and teacher feedback.

Action Step #4

Establish Student Goal/Problem Solving

Person Monitoring:

Rana Hyder, Behavior Intervention Coach

By When/Frequency:

Weekly through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will regularly implement plans derived from each week's Tier One Data Driven Collaborative Planning Session, resulting in daily differentiated small group instruction in all core subject areas. Teachers will coach students in monitoring their progress and setting both small, measurable goals for progress and long term goals for success. Students will work with assigned leadership team members to develop and maintain a success binder detailing progress towards their goals.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The percentage of students who have shown proficiency at the end of year on DIBELs progress monitoring (50%) does not correlate with the percentage of students who show reading proficiency on the FAST progress monitoring assessment (35%). This indicates a crucial need to support teachers in planning for tier one instruction. Additionally, in grades 4-5 Math we saw regression and/or minimal growth in scale scores from FAST progress monitoring one to FAST progress monitoring two indicating a need to focus on increasing differentiation in the classroom.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We aim to increase overall proficiency rates across English Language Arts, Math, and Science across

grades 3-5 by the end of the academic year. Specifically, we will target the following improvements: raise 3rd grade ELA proficiency from 38% to 41% and Math proficiency from 52% to 55%; increase 4th grade ELA proficiency from 33% to 41% and Math proficiency from 34% to 41%; and boost 5th grade ELA proficiency from 33% to 41%, Math proficiency from 25% to 41%, and Science proficiency from 27% to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor implementation of instructional practices in differentiation aimed at increasing proficiency across subject areas, we will employ a multi-faceted approach involving regular data collection, classroom observations, and feedback loops. The leadership team will systematically review student performance data, including assessments and formative evaluations, to track improvements and identify areas needing adjustment. Classroom observations will be conducted to ensure that differentiated strategies are being effectively implemented, with a focus on engagement and instructional adaptability. Additionally, we will gather feedback from teachers through PLC discussions to assess the practicality and impact of the differentiation practices. This comprehensive monitoring strategy will enable us to make data-informed adjustments and support continuous improvement in instructional practices.

Person responsible for monitoring outcome

Holly Burton, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional coaching is being implemented with teachers in grades 3-5 as a targeted intervention to enhance teaching practice in tier one differentiated instruction and to improve student outcomes in Literacy and Math. Coaches will work closely with teachers to develop tailored instructional strategies, provide real-time feedback, and facilitate data-based collaborative planning sessions. This ongoing support helps educators refine their techniques and better engage students, ultimately leading to measurable improvements in academic performance.

Rationale:

The decision to implement instructional coaching is grounded in its strong evidence base, as identified by the What Works Clearinghouse. Research indicates that instructional coaching significantly boosts teacher effectiveness and student achievement, particularly in critical areas such as reading and Mathematics. By investing in this collaborative model, schools can foster a culture of continuous improvement, ensuring that teaching practices are aligned with proven methods that positively impact student learning outcomes. To assess the effectiveness of instructional coaching, a

multifaceted monitoring plan will be established. This includes regular observations of classroom instruction, analysis of student performance data through assessments, and feedback sessions between coaches and teachers. Additionally, tracking professional development progress through teacher self-reflections and goal-setting will provide insights into the impact of coaching on instructional practices. Regular data reviews will inform adjustments to the coaching strategy, ensuring it remains aligned with the school's goals for student success

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Conduct Needs Assessment and Goal Setting

Person Monitoring:

Dana Rudzitis, Instructional Coach

By When/Frequency:

September 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using the BSI coaching framework and 23-24 student data trends, identify tiers of support for teachers. Then, conduct interviews with teachers to identify specific challenges and areas of need related to differentiation. Analyze student performance data to highlight gaps where differentiation could enhance learning outcomes. Collaborate with teachers to set specific, measurable, achievable, relevant, and time-bound (SMART) goals for incorporating differentiation in their Tier 1 instruction. To monitor the impact of this step, we will track the completion of needs assessment tools and goal-setting sessions through coaching logs. Monitor progress toward goals by reviewing the established SMART goals periodically (e.g., bi-weekly) and use the coaching log to document any adjustments made to goals based on ongoing observations and feedback.

Action Step #2

Design and Implement Targeted Professional Learning

Person Monitoring:

Isa Carter, AP

By When/Frequency:

August 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With support from district experts, develop and deliver professional learning workshops focused on practical differentiation strategies, including differentiated content, process, and product. Provide resources such as lesson plan templates and strategy guides. Model lessons that incorporate differentiation during tier one instruction. To monitor the impact of this action step, we will conduct classroom walkthroughs and collaborative planning observations to track how well teachers are implementing these strategies.

Action Step #3

Planning for Tier One Student Success

Person Monitoring:

By When/Frequency:

Holly Burton, Principal

May 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement learning derived from both professional learning sessions and coaching cycles to refine daily differentiated small group instruction in all core subject areas. Additionally, teachers will plan tier one small group instruction using a data driven decision making process.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The percentage of students who have shown proficiency at the end of year on DIBELs progress monitoring (50%) does not correlate with the percentage of students who show reading proficiency on the FAST progress monitoring assessment (35%). This indicates a crucial need to support teachers in planning for tier one instruction.

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

No Answer Entered

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

Implementing professional learning around Tier 1 differentiated instruction will support mastery of grade-level reading benchmarks and accelerate achievement for students with reading deficiencies by equipping teachers with the skills to tailor instruction to diverse learning needs within the classroom. This professional development focuses on strategies such as differentiated reading groups, individualized reading goals, and varied instructional materials to address students' unique abilities and challenges. By providing targeted support and adjusting instruction based on formative assessments, teachers can ensure that each student receives the appropriate level of challenge and reinforcement needed to progress. For students with reading deficiencies, this approach enables more personalized interventions and supports, thereby helping them to overcome specific obstacles and achieve grade-level benchmarks more effectively, while accelerating their overall reading growth.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We aim to increase overall English Language Arts proficiency rates across grades 3-5 by the end of the academic year. Specifically, we will target the following improvements: raise 3rd grade ELA proficiency from 38% to 41% ; increase 4th grade ELA proficiency from 33% to 41%; and boost 5th grade ELA proficiency from 33% to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor implementation of instructional practices in differentiation aimed at increasing proficiency across subject areas, we will employ a multi-faceted approach involving regular data collection, classroom observations, and feedback loops. The leadership team will systematically review student performance data, including assessments and formative evaluations, to track improvements and identify areas needing adjustment. Classroom observations will be conducted to ensure that differentiated strategies are being effectively implemented, with a focus on engagement and instructional adaptability. Additionally, we will gather feedback from teachers through PLC discussions to assess the practicality and impact of the differentiation practices. This comprehensive monitoring strategy will enable us to make data-informed adjustments and support continuous improvement in instructional practices.

Person responsible for monitoring outcome

Holly Burton, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Instructional coaching is being implemented with teachers in grades 3-5 as a targeted intervention to enhance teaching practice in tier one differentiated instruction and to improve student outcomes in Literacy and Math. Coaches will work closely with teachers to develop tailored instructional strategies, provide real-time feedback, and facilitate data-based collaborative planning sessions. This ongoing support helps educators refine their techniques and better engage students, ultimately leading to measurable improvements in academic performance.

Rationale:

The decision to implement instructional coaching is grounded in its strong evidence base, as identified by the What Works Clearinghouse. Research indicates that instructional coaching significantly boosts teacher effectiveness and student achievement, particularly in critical areas such as reading and Mathematics. By investing in this collaborative model, schools can foster a culture of continuous improvement, ensuring that teaching practices are aligned with proven methods that positively impact student learning outcomes. To assess the effectiveness of instructional coaching, a multifaceted monitoring plan will be established. This includes regular observations of classroom

instruction, analysis of student performance data through assessments, and feedback sessions between coaches and teachers. Additionally, tracking professional development progress through teacher self-reflections and goal-setting will provide insights into the impact of coaching on instructional practices. Regular data reviews will inform adjustments to the coaching strategy, ensuring it remains aligned with the school's goals for student success

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Conduct Needs Assessment and Goal Setting

Person Monitoring:

Dana Rudzitis, Instructional Coach

By When/Frequency:

September 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using the BSI coaching framework and 23-24 student data trends, identify tiers of support for teachers. Then, conduct interviews with teachers to identify specific challenges and areas of need related to differentiation. Analyze student performance data to highlight gaps where differentiation could enhance learning outcomes. Collaborate with teachers to set specific, measurable, achievable, relevant, and time-bound (SMART) goals for incorporating differentiation in their Tier 1 instruction. To monitor the impact of this step, we will track the completion of needs assessment tools and goal-setting sessions through coaching logs. Monitor progress toward goals by reviewing the established SMART goals periodically (e.g., bi-weekly) and use the coaching log to document any adjustments made to goals based on ongoing observations and feedback.

Action Step #2

Design and Implement Targeted Professional Learning

Person Monitoring:

Isa Carter, AP

By When/Frequency:

August 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

With support from district experts, develop and deliver professional learning workshops focused on practical differentiation strategies, including differentiated content, process, and product. Provide resources such as lesson plan templates and strategy guides. Model lessons that incorporate differentiation during tier one instruction. To monitor the impact of this action step, we will conduct classroom walkthroughs and collaborative planning observations to track how well teachers are implementing these strategies.

Action Step #3

Plan for Tier One Student Success

Person Monitoring:

Holly Burton, Principal

By When/Frequency:

May 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement learning derived from both professional learning sessions and coaching cycles to refine daily differentiated small group instruction in all core subject areas. Additionally, teachers will plan tier one small group instruction using a data driven decision making process.

IV. Positive Culture and Environment**Area of Focus #1**

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Strategic intervention and action steps in the areas of attendance, reducing student suspension rates, and increasing fidelity of Tier One PBIS Implementation were implemented during the 2023-24 school year. Although students with significant attendance struggles showed marked overall improvement in their attendance rate, we fell short of meeting our goals for reducing student suspension rates and earning PBIS Model Status through implementation fidelity.

Tier One behavior showed significant improvement over the 22-23 school year, as did fidelity of Tiers 2 and 3 behavior interventions. Still, Tier 3 violations of the Code of Conduct and Title IX incidences by a small portion of the student population led to an increased suspension rate. Tier One PBIS strategies were implemented with greater fidelity, but did not yield model status due to inconsistent documentation.

Recent data analysis of Alachua Elementary's 2023-24 behavior and attendance data illuminates the relationship between truancy and repeated behavior violations, with 50% of AES students at the Tier 3 level for behavior were chronically absent. Conversely, only 11% of students at Tier One behavior status were chronically absent. Fieldtrip participation for AES students is also chronically depressed, with 20% of students (on average) opting to stay at school or home, rather than attend a fieldtrip. Complex and acute traumatic events were an additional contributing factor to faculty, staff, and student performance during the 2023-24 school year. From Sept. 2023-April 2024, five AES students mourned the passing of their mothers and three mourned the passing of a sibling. In December, faculty and staff grappled with knowing that AES students witness their mom commit a horrifying crime. In addition, we said goodbye to six AES faculty/staff in a six month period.

To show further growth in the area of Positive School Culture and Climate, we will increase student

agency through a focus on student goal setting in the areas of student attendance and behavior.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the academic year, our school will enhance student engagement and create a positive learning environment by achieving a 10% decrease in the number of students who are chronically absent (from 28% to 18%), earning PBIS Model School Silver Status, and reducing the number of behavioral offenses by 25% (170 to 127).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor progress toward our positive culture goals through regular data analysis on attendance rates, PBIS status updates, and discipline reports, ensuring our initiatives are effectively contributing to our school's improvement objectives.

Person responsible for monitoring outcome

Rana Hyder, Behavior Intervention Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

AES plans to strengthen our positive school culture by further refining behavior supports, fostering student agency by increasing opportunity knowledge, and creating prescriptive interventions for students who are chronically absent. This school year, we will implement a comprehensive plan integrating PBIS (Positive Behavioral Interventions and Supports), Restorative Practices, and the Seven Habits of Happy Kids. Each of these interventions will address specific aspects of student engagement and well-being, working synergistically to foster an environment conducive to both personal and academic growth. PBIS will serve as the foundation for promoting positive behavior across the school. Establishing clear expectations and consistently reinforcing desired behaviors through a structured system of rewards and recognition, PBIS aims to create a supportive and respectful school climate. We will implement a tiered approach to behavior management, providing additional support for students who need it while celebrating and encouraging positive behavior in all students. The effectiveness of PBIS will be monitored through regular analysis of behavioral data, including incident reports and disciplinary records. We will also gather feedback from students, staff, and parents through surveys and focus groups to ensure the program is meeting its objectives. Restorative Practices will serve to complement our PBIS initiative by focusing on repairing relationships and resolving conflicts constructively. Through restorative circles, mediation, and

conferences, students will learn to address and rectify harm while building a stronger sense of community. This approach emphasizes accountability and understanding, rather than punitive measures, helping students develop empathy and problem-solving skills. The impact of restorative practices will be evaluated by tracking the resolution of conflicts and monitoring changes in the frequency of behavioral incidents. Participant feedback and reflections will also provide insights into the effectiveness of these practices in enhancing school culture and reducing conflicts. Attendance incentives will be employed to motivate students to attend school regularly and highlight the importance of consistent attendance. We will introduce a variety of rewards and recognition programs for students with exemplary or improved attendance, as well as organize special events to celebrate these achievements. By creating a culture where attendance is valued and rewarded, we aim to improve overall student attendance rates. Monitoring the effectiveness of attendance incentives will involve analyzing attendance data to track changes in attendance patterns. We will also assess student participation in incentive programs and solicit feedback from students and parents to refine our approach as needed. The Seven Habits of Happy Kids will be integrated into the curriculum and daily school routines to foster personal growth and positive behavior. These habits, which include being proactive, setting goals, and working effectively with others, will help students develop essential life skills that contribute to a positive school environment. We will incorporate these habits into classroom activities and school-wide initiatives to reinforce their importance. Monitoring will involve regular assessments of students' understanding and application of the habits, along with observations and feedback from teachers. Student progress reports will provide additional data to evaluate the impact of the Seven Habits on student behavior and overall school culture.

Rationale:

Implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, and the Seven Habits of Happy Kids collectively addresses multiple dimensions of promoting a positive school culture by combining evidence-based approaches that enhance student behavior, academic performance, and overall well-being. PBIS is effective in establishing a proactive framework for managing behavior through clear expectations and consistent reinforcement. Research demonstrates that PBIS reduces disciplinary incidents and improves academic outcomes, with studies showing a 20-30% decrease in office discipline referrals and suspensions (Bradshaw, Waasdorp, & Leaf, 2012). This structured approach supports a positive school climate by reducing disruptions and increasing instructional time, thereby fostering a more conducive learning environment. Restorative practices further complement PBIS by focusing on repairing relationships and resolving conflicts through dialogue rather than punitive measures. Research indicates that restorative practices lead to significant reductions in suspension rates and promote better student-teacher relationships, contributing to a more inclusive and supportive school atmosphere (Gregory et al., 2016; Morrison & Vaandering, 2012). The Seven Habits of Happy Kids integrates essential life skills into daily routines, promoting personal responsibility, goal-setting, and collaborative skills. This approach supports students' social and emotional development, which aligns with findings that integrating such habits enhances students' engagement and behavior (Covey, 2008). Consequently, both PBIS and Restorative Practices have at least one finding that shows moderate level of effectiveness according to the What Works Clearinghouse. Together, these strategies create a comprehensive framework that not only improves behavior and academic performance but also builds a positive, respectful, and supportive school culture.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Facilitate Professional Learning and Communicate Schoolwide Expectations

Person Monitoring:

Paige Mace, Behavior Resource Teacher

By When/Frequency:

August 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During pre-planning week, teachers and staff will participate in professional learning on Restorative Practices and how to implement the language within the classroom. While many teachers participated in summer training, all will need a refresher on school expectations and PBIS. Additionally, teachers will revisit the Seven Habits of Happy Kids during pre-planning and participate in training sessions that will include practical demonstrations, role-playing exercises, and collaborative planning to ensure that all staff understand and can effectively apply the habits to their classroom.

Action Step #2

Develop and Communicate an Implementation Timeline

Person Monitoring:

Isa Carter, AP

By When/Frequency:

August 2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish a clear timeline for full implementation of interventions (PBIS, Restorative Practices, Attendance Incentives, Seven Habits). The leadership team will develop a realistic timeline as well as milestone to support effective and sustainable teacher implementation. For example, teachers will begin daily morning meetings on day one of school and include a daily greeting activity that uses restorative language stems). Using classroom walkthroughs, we will monitor for fidelity of implementation and adherence to the timeline.

Action Step #3

Provide ongoing support and resources.

Person Monitoring:

Rana Hyder, Behavior Intervention Coach

By When/Frequency:

August 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Throughout the school year, instructional coaches and leadership team members will offer continuous support through coaching, mentoring, and access to curriculum resources. This may include regular check-ins, additional training sessions, and providing materials or tools needed for successful implementation. We will monitor the impact of this action step through coaching logs that show individualized support around classroom management, and classroom walkthrough data

Action Step #4

Refine and continue current student behavior problem solving process.

Person Monitoring:

Paige Mace, Behavior Resource Teacher

By When/Frequency:

August 2024/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Revisit current student behavior problem solving process to ensure that restorative language and seven habits are embedded within the process. Make adjustments to the cycle and continue to

implement with students who are removed from classroom or cause school disruptions. We will monitor the impact of this action step by reviewing discipline data to determine if using this process deters future infractions.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

To effectively disseminate the School Improvement Plan (SIP), UniSIG budget, and School Wellness Plan (SWP) to stakeholders, we will utilize a multi-channel communication strategy. We will host informational meetings for students, families, school staff, and leadership to present the plans and their goals clearly (i.e. Title I Annual meeting within the first 30 days of school). We will utilize translation support to relay this information to non-English speaking families. Additionally, we will distribute printed summaries through newsletters, the school website (<https://www.sbac.edu/alachua>), and social media platforms, ensuring all materials are translated into commonly spoken languages in our community. This approach ensures that all stakeholders are informed, involved, and able to provide feedback, while the information is presented in a clear and understandable format for parents.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Alachua Elementary plans to build positive relationships with parents, families, and community stakeholders by fostering open communication, collaboration, and engagement. We will implement regular parent-teacher conferences, workshops, and family events that encourage active participation and provide valuable insights into student progress and school initiatives. Our approach includes creating accessible communication channels such as monthly newsletters, an informative school

website (<https://www.sbac.edu/domain/564>, and the Skyward Family Access portal where families can track their child's academic progress and receive updates. Additionally, we will establish partnerships with local businesses and organizations to support school programs and events, further integrating the community into the educational experience.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

Alachua Elementary plans to strengthen the academic program and enhance the quality of learning by implementing a multifaceted approach that includes curriculum enhancements, targeted interventions, and professional learning. We will introduce an accelerated curriculum with enriched content and differentiated instruction to meet the diverse needs of all students. To address our focus areas of increasing proficiency among ESSA subgroups, such as students with disabilities and African American students, we will utilize data-driven instructional practices, provide additional resources and support tailored to these groups, and closely monitor progress with targeted assessments. Our approach includes instructional coaching for teachers to improve Tier one instructional practices, ensuring that high-quality, evidence-based strategies are employed across the board. By aligning curriculum improvements with targeted support and ongoing teacher training, we aim to raise academic achievement and provide equitable learning opportunities for every student.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The School Improvement Plan (SIP) is developed to ensure alignment between the SIP's goals and the specific needs identified through ESSA subgroup data. This process begins with a detailed needs assessment that incorporates findings from ESSA subgroup data review to pinpoint critical areas for improvement. School leadership collaborates with district support teams and state BSI support to ensure that the SIP's strategies and objectives address these identified needs and are aligned with the targeted interventions prescribed for Comprehensive Support and Improvement (CSI) schools. Implementation is closely monitored through ongoing evaluation of progress, with regular adjustments made based on data and feedback to ensure the SIP effectively supports the school's improvement efforts.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Our school will leverage on-site counseling groups, restorative practices, and school-based mental health services to enhance students' skills beyond traditional academic subjects by fostering emotional resilience, social skills, and positive behavior. On-site counseling will offer group sessions and workshops focused on social-emotional learning, stress management, and life skills. Restorative practices will be used to build strong interpersonal relationships, resolve conflicts constructively, and cultivate a supportive community environment. Additionally, school-based mental health services will provide students with individualized support to address personal challenges and develop coping strategies, thereby improving their overall well-being and readiness to learn. By integrating these services into the school environment, we aim to support students' holistic development, helping them build essential skills for personal growth and positive social interactions.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.). We also plan to implement student access to digital certifications through our specials rotation.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Our schoolwide focus this year is on using tier one differentiated instruction to ensure that all students have equitable access to the content as well as using PBIS and Restorative Practices to cultivate a positive school environment Every teacher belongs to a professional learning community and will utilize the data-driven decision making cycle to plan instruction.

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

To review the use of resources for meeting the needs of our ESSA Subgroups (students with disabilities, African American students, English language learners (ELLs), Multi-Racial students, Hispanic students, and economically disadvantaged students), our school will implement a multi-step process that includes data analysis, resource evaluation, stakeholder feedback, and ongoing adjustments. We will begin by analyzing disaggregated academic performance data to identify specific needs and gaps among these student groups. This analysis will be followed by a thorough evaluation of the resources and supports currently in place, such as special education services, ELL programs, teacher placements, and curricular materials. Based on this information, we will make data-driven adjustments to programs and resource allocation to better address the identified needs. Regular monitoring and reporting will ensure that these adjustments are effective and that resources are optimally used to support all students.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Increasing the federal index among ESSA subgroups, specifically Students with Disabilities and African American students, is our highest priority for the upcoming school year due to the critical need for targeted improvements in these areas. Alachua Elementary is in year five of Comprehensive Support and Improvement (CS&I) for both subgroups, indicating a sustained focus on addressing these disparities. Despite past efforts, the federal index for African American students has stagnated at 28% over the past two years, reflecting persistent achievement gaps. Meanwhile, while the federal index for Students with Disabilities improved from 21% to 26%, the progress remains insufficient compared to state standards and expectations. Prioritizing these subgroups is crucial to achieving meaningful progress, closing achievement gaps, and fulfilling our commitment to equity and excellence in education.

To support ESSA subgroups effectively, we will implement a structured timeline to ensure that school initiatives are rolled out effectively. In the first quarter, we will establish and train data-driven PLCs, focusing on analyzing student performance data to identify specific needs of ESSA subgroups and setting actionable goals. We will also initiate instructional coaching sessions, pairing teachers with coaches to refine instructional strategies tailored to these subgroups based on data insights from the PLCs. In the second quarter, teachers will have implemented morning meetings consistently and the second cohort of instructional coaching will begin. By the third quarter, we will fully integrate

restorative practices into the classroom and school environment, including training staff on conflict resolution and relationship-building techniques, and implementing restorative circles and conferences. In the fourth quarter, we will review the progress and impact of these initiatives through data analysis and stakeholder feedback to ensure continuous improvement and effectiveness in supporting ESSA subgroups.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/790	UNISIG	0.0	9,118.86
<i>4.21% Allowable Indirect Costs</i>					
Total	Indirect Costs				9,118.86
Areas of Focus	Instructional Practice - Differentiation	6400/130	UNISIG	0.0	4,539.00
<i>Salary - 1 IIC to provide coaching and facilitate collaborative planning for a team of teachers providing Extended School Year (Summer School) instruction for 17, 6-hour days @ \$44.50 /hour</i>					
Areas of Focus	Instructional Practice - Differentiation	6400/290	UNISIG	0.0	23.15
<i>Early Retirement Benefits @ 0.51% for Salary - 1 IIC to provide coaching and facilitate collaborative planning for a team of teachers providing Extended School Year (Summer School) instruction for 17, 6-hour days @ \$44.50 /hour</i>					
Areas of Focus	Instructional Practice - Differentiation	5100/230	UNISIG	0.0	8,949.00
<i>Group Insurance Benefits for Salary - 1 supplemental Class Size Reduction teaching units (beyond the class size amendment) to provide core instruction to students</i>					
Areas of Focus	Instructional Practice - Differentiation	5100/369	UNISIG	0.0	7,000.00
<i>Technology Related Rentals - Achieve 3000 Web-based Program 135 students licenses</i>					
Areas of Focus	Instructional Practice - Differentiation	5100/210	UNISIG	0.0	6,755.55
<i>Retirement Benefits @ 13.63% for Salary - 1 supplemental Class Size Reduction teaching units (beyond the class size amendment) to provide core instruction to students</i>					
Areas of Focus	Instructional Practice - Differentiation	6400/390	UNISIG	0.0	405.00
<i>Staff Training - Contracted Services - 3 Substitutes Teachers @ \$135/day</i>					
Areas of Focus	Instructional Practice - Differentiation	6400/390	UNISIG	0.0	30.98
<i>Staff Training - Contracted Services - SSI Benefits @ 7.65% for 3 Substitutes Teachers @ \$135/day</i>					
Areas of Focus	Instructional Practice - Differentiation	6400/730	UNISIG	0.0	966.60
<i>Staff Training - Virtual Webinar Training for Achieve 3000 Web-based Program</i>					
Areas of Focus	ESSA Subgroups - Students With	5100/369	UNISIG	0.0	3,570.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Technology Related Rentals - Flocabulary Web-based Program - school-wide Site License</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Staff Training from Instructional Empowerment Contracted services for training implementation</i>	6400/310	UNISIG	0.0	3,011.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Staff Training from Instructional Empowerment Contracted services for Virtual Training sessions 4 sessions for a total of 4 hours</i>	6400/730	UNISIG	0.0	3,000.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Staff Training from Instructional Empowerment Contracted services for Onsite Training sessions 5 sessions for a total of 18 hours</i>	6400/310	UNISIG	0.0	9,000.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Staff Training from Instructional Empowerment Digital Subscriptions to the following: 10 licenses for EPG for teachers @ \$150 each 10 licenses for MOI 4DL 101 for Teachers @ \$149 each 2 licenses for EPG for Administrators @ \$500 each 1 license for Agile School Leader 4DL 101 for Principal @ \$250 1 license for Agile School Leader 4DL 101 for Asst. Principal @ \$150 2 licenses for ESG for Leaders @ \$450 each 2 licenses for Rigor Classroom Walk 2.0 4DL @ \$300 each 1 license for Instructional Coach 4DL 101</i>	6400/369	UNISIG	0.0	5,989.00
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Staff Training from Instructional Empowerment Student-led Team Basic Kits 10 kits @ \$299 each Kits contain consumable instructional resources and materials (lesson cards, flash</i>	6400/510	UNISIG	0.0	2,990.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>cards, informational mats)</i>				
Areas of Focus	Instructional Practice - Differentiation	5900/510	UNISIG	0.0	129.52
	<i>Extended Learning Opportunities - General Supplies (paper, pencils, printer ink) to support Extended School Year (Summer School) instruction.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	5900/510	UNISIG	0.0	129.53
	<i>Extended Learning Opportunities - General Supplies (paper, notebooks, pencils) to be used during Extended School Year (Summer School) instruction.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	6300/510	UNISIG	0.0	129.52
	<i>Professional Learning Communities - General Supplies (paper, binders, dividers) to support the Gear Up Leadership Team (July 2025): 4 teachers for 24 hours each @ \$20/hours to review student data, school-wide trends, and planning for benchmark instruction.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	6300/120	UNISIG	0.0	1,920.00
	<i>Teacher Stipends - Professional Learning Community - Gear Up Leadership Team (July 2025): 4 teachers for 24 hours each @ \$20/hours to review student data, school-wide trends, and planning for benchmark instruction.</i>				
Areas of Focus	Instructional Practice - Differentiation	6400/220	UNISIG	0.0	347.23
	<i>SSI Benefits @ 7.65% for Salary - 1 IIC to provide coaching and facilitate collaborative planning for a team of teachers providing Extended School Year (Summer School) instruction for 17, 6-hour days @ \$44.50 /hour</i>				
Areas of Focus	Instructional Practice - Differentiation	5100/120	UNISIG	1.0	49,563.88
	<i>Salary - 1 supplemental Class Size Reduction teaching units (beyond the class size amendment) to provide core instruction to students</i>				
Areas of Focus	Instructional Practice - Differentiation	5100/290	UNISIG	0.0	252.78
	<i>Early Retirement Benefits @ 0.51% for Salary - 1 supplemental Class Size Reduction teaching units (beyond the class size amendment) to provide core instruction to students</i>				

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<p>Areas of Focus</p> <p>SSI Benefits @ 7.65% for Teacher Stipend - 1, Instructional Coach to support 6 teachers with coaching and collaborative planning for 67.5 hours (54 hours of coaching and 13.5 hours of collaborative planning) of Extended Day Intervention (after school tutoring) @ \$28/hour.</p>				
	<p>ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)</p>	6400/220	UNISIG	0.0	144.59
	<p>Areas of Focus</p> <p>SSA Benefits @ 7.65% for Teacher Stipends - 6 teachers for 67.5 hours (54 hours of coaching and 13.5 hours of collaborative planning) of Extended Day Intervention (after school tutoring) @ \$28/hour.</p>				
	<p>ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)</p>	5900/220	UNISIG	0.0	867.51
	<p>Areas of Focus</p> <p>Books - Professional Learning Community - School Improvement Goals: Kagan cooperative learning books</p>				
	<p>ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)</p>	6300/520	UNISIG	0.0	30.60
	<p>SSA Benefits @ 7.65% for Teacher Stipends - Professional Learning Community - Gear Up Leadership Team (July 2025) : 1 Instructional Coach for 24 hours @ \$20/hours to review student data, school-wide trends, and facilitate planning for benchmark instruction.</p>				
	<p>Instructional Practice - Differentiation</p> <p>Retirement Benefits @ 13.63% for Salary - 1 IIC to provide coaching and facilitate collaborative planning for a team of teachers providing Extended School Year (Summer School) instruction for 17, 6-hour days @ \$44.50 /hour</p>	6400/210	UNISIG	0.0	618.67
	<p>Areas of Focus</p> <p>ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)</p> <p>Salary - Intervention Teacher 0.50 FTE for 116 days beginning December 1, 2024</p>	5100/120	UNISIG	0.5	16,069.23
	<p>Areas of Focus</p> <p>ESSA Subgroups - Students With</p>	5100/230	UNISIG	0.0	4,474.50

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)				
	<i>Group Insurance for Salary - Intervention Teacher 0.50 FTE for 116 days beginning December 1, 2024</i>				
Areas of Focus	Instructional Practice - Differentiation	5100/520	UNISIG	0.0	8,476.00
	<i>Supplemental Materials to support Science Instruction: 5 Science Bootcamp Classroom for 5th grade @ \$1,594 each plus \$506 for shipping.</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	5100/210	UNISIG	0.0	2,190.24
	<i>Retirement Benefits @ 13.63% for Salary - Intervention Teacher 0.50 FTE for 116 days beginning December 1, 2024</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	5100/220	UNISIG	0.0	1,229.30
	<i>SSI Benefits @ 7.65% for Salary - Intervention Teacher 0.50 FTE for 116 days beginning December 1, 2024</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	5100/290	UNISIG	0.0	81.95
	<i>early Retirement Benefits @ 0.51% for Salary - Intervention Teacher 0.50 FTE for 116 days beginning December 1, 2024</i>				
Areas of Focus	Instructional Practice - Differentiation	5100/369	UNISIG	0.0	6,188.00
	<i>Technology Related Rentals - IXL web-based programs site license for ELA and Math</i>				
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	6400/130	UNISIG	0.0	200.00
	<i>Teacher Stipends - Professional Learning Community - School Improvement Goals: 1 Instructional Coach to assisting with planning and facilitating PLC for 10 hours @ \$20/hour.</i>				
Areas of Focus	ESSA Subgroups - Students With	6400/130	UNISIG	0.0	480.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Teacher Stipends - Professional Learning Community - Gear Up Leadership Team (July 2025): 1 Instructional Coach for 24 hours @ \$20/hours to review student data, school-wide trends, and facilitate planning for benchmark instruction.</i>				
	Areas of Focus ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Teacher Stipend - 1, Instructional Coach to support 6 teachers with coaching and collaborative planning for 67.5 hours (54 hours of coaching and 13.5 hours of collaborative planning) of Extended Day Intervention (after school tutoring) @ \$28/hour.</i>	6400/130	UNISIG	0.0	1, 890.00
	Areas of Focus ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>SSI Benefits @7.65% for Teacher Stipends - Professional Learning Community - School Improvement Goals: 310 hours divided across 31 teachers (10 hours each) as needed @ \$20/hour</i>	6300/220	UNISIG	0.0	474.30
	Areas of Focus ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>General Supplies - Professional Learning Community - School Improvement Goals: binders, printer ink, pens, notepads, highlighters</i>	6300/510	UNISIG	0.0	400.00
	Areas of Focus ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Teacher Stipends - 6 teachers for 67.5 hours (54 hours of coaching and 13.5 hours of collaborative planning) of Extended Day Intervention (after school tutoring) @ \$28/hour.</i>	5900/120	UNISIG	0.0	11, 340.00
	Areas of Focus ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) <i>Teacher Stipends - Professional Learning Community - School Improvement Goals: 310 hours divided across 31 teachers (10 hours each) as needed @ \$20/hour</i>	6300/120	UNISIG	0.0	6, 200.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	6400/220	UNISIG	0.0	15.30
<i>SSI Benefits @ 7.65% for Teacher Stipends - Professional Learning Community - School Improvement Goals: 1 Instructional Coach to assisting with planning and facilitating PLC for 10 hours @ \$20/hour.</i>					
Areas of Focus	Instructional Practice - Differentiation	5100/220	UNISIG	0.0	3,791.63
<i>SSI Benefits @ 7.65% for Salary - 1 supplemental Class Size Reduction teaching units (beyond the class size amendment) to provide core instruction to students</i>					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK)	6300/220	UNISIG	0.0	146.88
<i>SSI Benefits @ 7.65% for Teacher Stipends - Professional Learning Community - Gear Up Leadership Team (July 2025): 4 teachers for 24 hours each @ \$20/hours to review student data, school-wide trends, and planning for benchmark instruction.</i>					
Total	Areas of Focus				174,047.16
Positive Culture and Environment	Multiple Early Warning Signs	6110/160	UNISIG	0.5	14,104.16
<i>Salary - Family Liaison at 0.50 FTE to support families in need regarding instruction, attendance issues, McKinney Vento Families and General Population.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6110/220	UNISIG	0.0	1,078.97
<i>SSI Benefits @ 7.65% for Salary - Family Liaison at 0.50 FTE to support families in need regarding instruction, attendance issues, McKinney Vento Families and General Population.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6120/210	UNISIG	0.0	528.30
<i>Retirement Benefits @ 13.63% for Salary - School Counselor - Extended School Year (Summer School) for 17, 6-hour days @ \$38/hours to support students during ESY.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6110/210	UNISIG	0.0	1,922.40
<i>Retirement Benefits @ 13.63% for Salary - Family Liaison at 0.50 FTE to support families in need regarding instruction, attendance issues, McKinney Vento Families and General Population.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6110/230	UNISIG	0.0	4,474.50
<i>Group Insurance for Salary - Family Liaison at 0.50 FTE to support families in need regarding instruction, attendance issues, McKinney Vento Families and General Population.</i>					
Positive Culture and Environment	Multiple Early Warning Signs	6110/290	UNISIG	0.0	71.93

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>Early Retirement Benefits @ 0.51% for Salary - Family Liaison at 0.50 FTE to support families in need regarding instruction, attendance issues, McKinney Vento Families and General Population.</i>				
Positive Culture and Environment	Multiple Early Warning Signs <i>SSI Benefits @ 7.65% for Salary - School Counselor - Extended School Year (Summer School) for 17, 6-hour days @ \$38/hours to support students during ESY.</i>	6120/220	UNISIG	0.0	296.51
Positive Culture and Environment	Multiple Early Warning Signs <i>Early Retirement Benefits @ 0.51% for Salary - School Counselor - Extended School Year (Summer School) for 17, 6-hour days @ \$38/hours to support students during ESY.</i>	6120/290	UNISIG	0.0	19.77
Positive Culture and Environment	Multiple Early Warning Signs <i>Educational Conference - BSI Conference - Instructional Coaches' Travel Expenses Hotel - 2 room for 3 days each - \$1400 Per Diem Mileage: 45 mileage x 258 miles 1 car - \$116.19 Per Diem Food Allowance: \$19 x 2admin x 1 day and \$36 x 2admin x 3 days - \$254.00 Per Diem Tolls & Parking @ \$28.00 per day - \$142.00</i>	6400/330	UNISIG	0.0	1,912.19
Positive Culture and Environment	Multiple Early Warning Signs <i>Educational Conference - BSI Conference - Instructional Coaches' Stipends for 18 hours @ \$20/hour to attending the conference beyond contract hours</i>	6400/130	UNISIG	0.0	360.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Educational Conference - BSI Conference - Instructional Coaches' SSI Benefits @ 7.65% for Stipends for 18 hours @ \$20/hour to attending the conference beyond contract hours</i>	6400/220	UNISIG	0.0	27.54
Positive Culture and Environment	Multiple Early Warning Signs <i>Salary - School Counselor - Extended School Year (Summer School) for 17, 6-hour days @ \$38/hours to support students during ESY.</i>	6120/130	UNISIG	0.0	3,876.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Extended Learning Opportunities - General Supplies (paper, pencils, printer ink) to be used by the school counselor supporting students during Extended School Year (Summer School).</i>	5900/510	UNISIG	0.0	129.52
Positive Culture and Environment	Multiple Early Warning Signs <i>Educational Conference - FASA Discover 24 Leadership Conference: Hotel: 3 Days x 2 room admin - \$1300 Admin Registration - \$900 Per Diem Mileage: .45 mileage x 260 miles 1 car - \$124 Per Diem: Food Allowance - 2 admin x 1 day x 19 and 36 x 2 admin x 3 days - 254.00 Per Diem Tolls & Parking @ \$28.00 per day - \$142.00</i>	7730/330	UNISIG	0.0	2,720.00
Positive Culture and Environment	Multiple Early Warning Signs <i>Educational Conference - BSI Conference - Admin Travel Expenses Hotel - 2 room for 3 days each - \$1400 Per Diem Mileage: 45 mileage x 258 miles 1 car - \$116.19 Per Diem Food Allowance: \$19 x 2admin x 1 day and \$36 x 2admin x 3 days - \$254.00 Per Diem Tolls & Parking @ \$28.00 per day - \$142.00</i>	7730/330	UNISIG	0.0	1,912.19
Total	Positive Culture and Environment				33,433.98

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					216,600.00