Apalachee Elementary School

2022-23 Schoolwide Improvement Plan

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Apalachee Elementary School

650 TROJAN TRL, Tallahassee, FL 32311

https://www.leonschools.net/apalachee

Demographics

Principal: Pam Hightower

Start Date for this Principal: 6/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (36%) 2018-19: C (45%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Apalachee Elementary School

650 TROJAN TRL, Tallahassee, FL 32311

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Apalachee Tapestry Magnet School of the Arts (ATMSA) is to empower the students to become lifelong learners and responsible citizens by enabling them to be self-directed and self-sufficient individuals in a constantly changing world. Students are enthusiastic and engaged in a dynamic, creative program. They develop through the study of core curriculum and dance, drama, visual art, and music.

Provide the school's vision statement.

ATMSA is an arts integrative environment where learning is purposeful, expressive, and creative with high expectations that build character in a loving environment.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Tyler-McIntosh, Brandy	Assistant Principal	• Provides proactive leadership in promoting the vision and mission of the school. • Utilizes collaborative leadership. • Establish and monitor the school mission and facilitates the active participation of ALL stakeholders in the school improvement process. • Assists in coordinating professional development to enhance teacher development. • Checking for student understanding and student engagement. • Collaborative teaching and planning for rigorous instruction. • Disaggregating data to influence instructional decisions. • Monitors the implementation of all core and supplementary curricula. • Progress monitor to ensure students achieve a proficient level. • Monitors to ensure differentiated instructional materials are taught with fidelity (interventions and enrichment). • Effective collaborative planning for all subgroups (bottom 25%, Students with disabilities, ESOL, and Access). • Monitors the MTSS process to ensure students are receiving recommended support. • Assists the Principal in recruiting and retaining highly qualified faculty and staff. • Leon LEADS is used to evaluate effective teaching instruction. • Coordinates professional development. • Work with teachers to use strategies that increase student engagement. • Works with teachers before, during, and after planning to improve student growth. • Attendance and discipline.
Hightower, Pam	Principal	• Provides proactive leadership in promoting the vision and mission of the school. • Utilizes collaborative leadership. • Establish and monitor the school mission and facilitates the active participation of ALL stakeholders in the school improvement process. • Assists in coordinating professional development to enhance teacher development. • Checking for student understanding and student engagement. • Collaborative teaching and planning for rigorous instruction. • Disaggregating data to influence instructional decisions. • Monitors the implementation of all core and supplementary curricula. • Progress monitor to ensure students achieve a proficient level. • Monitors to ensure differentiated instructional materials are taught with fidelity (interventions and enrichment). • Effective collaborative planning for all subgroups (bottom 25%, Students with disabilities, ESOL, and Access).

Name	Position Title	Job Duties and Responsibilities
		• Monitors the MTSS process to ensure students are receiving recommended support. • Assists the Principal in recruiting and retaining highly qualified faculty and staff. • Leon LEADS is used to evaluate effective teaching instruction. • Coordinates professional development. • Work with teachers to use strategies that increase student engagement. • Works with teachers before, during, and after planning to improve student growth. • Manage the school's budget and inventory of the school's assets. • Read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and any other state and federal law • Use effective interview techniques, coaching procedures, and evaluation procedures. • Leon LEADS is used to evaluate effective teaching instruction. • Support collective bargaining agreements.
Johnson-West, Rekeysha	Reading Coach	• Support ALL Pre-K – 5 in the implementation of the B.E.S.T standards. • Lead and support standards-based instruction with the new core curriculum (SAAVAS). • Support classroom instruction for Interventions for Tier 2 and 3 students. • Facilitates implementation of the school/district reading plan. • Work collaboratively with classroom teachers. • Focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of their learning. • Conducts classroom walkthroughs and provide feedback. • Work closely with administrators and teachers to progress monitor student growth and achievement. • Institute best standards-based instructional practices, collaborative planning, and provide meaningful feedback with administrators and teachers. • Works with teachers to use strategies that enhance student engagement. • Works with teachers before, during, and after planning to improve student growth.
Love, Samantha	School Counselor	As school counselor: • Establish small group counseling sessions (individually and in groups). • Provide materials, suggestions, and classroom-oriented guidance activities. • Work with families as needed. • Provide preventive and responsive services. As referral coordinator:

Name	Position Title	Job Duties and Responsibilities
		• Support the academic achievement of all students ensuring equity and access. • Arrange student, parent, and teacher conferences. • Assist in the early identification of students for proper educational placement. • Meet with teachers to present and explain the results of various testing programs. • Assist teachers in effective utilization of test results. • Provide consultation to teachers and other school personnel regarding students and makes referrals as appropriate, and serve as referral coordinator for MTSS.

Demographic Information

Principal start date

Monday 6/13/2022, Pam Hightower

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

518

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	91	103	88	69	97	70	0	0	0	0	0	0	0	518
Attendance below 90 percent	46	38	33	26	29	17	0	0	0	0	0	0	0	189
One or more suspensions	5	10	8	17	7	12	0	0	0	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	40	43	23	0	0	0	0	0	0	0	106
Level 1 on 2022 statewide FSA Math assessment	0	0	0	43	45	37	0	0	0	0	0	0	0	125
Number of students with a substantial reading deficiency	18	23	21	40	26	18	0	0	0	0	0	0	0	146

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	17	13	28	26	18	0	0	0	0	0	0	0	113

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	9	4	9	3	1	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	2	0	3	1	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 7/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	88	69	103	63	76	0	0	0	0	0	0	0	502
Attendance below 90 percent	44	35	23	21	23	33	0	0	0	0	0	0	0	179
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	29	27	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	33	27	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	13	19	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	9	2	7	3	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	1	0	2	0	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	88	69	103	63	76	0	0	0	0	0	0	0	502
Attendance below 90 percent	44	35	23	21	23	33	0	0	0	0	0	0	0	179
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	29	27	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	33	27	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	13	19	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	9	2	7	3	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	1	0	2	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	57%	56%				44%	57%	57%
ELA Learning Gains	51%						51%	54%	58%
ELA Lowest 25th Percentile	57%						51%	47%	53%
Math Achievement	30%	47%	50%				55%	64%	63%
Math Learning Gains	32%						42%	63%	62%
Math Lowest 25th Percentile	30%						33%	45%	51%
Science Achievement	19%	57%	59%				36%	52%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	61%	-18%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	48%	57%	-9%	58%	-10%
Cohort Comparison		-43%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	37%	56%	-19%	56%	-19%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	63%	1%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	59%	66%	-7%	64%	-5%
Cohort Comparison		-64%				
05	2022					
	2019	33%	61%	-28%	60%	-27%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	54%	-19%	53%	-18%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	28	37	38	17	23	8					
ELL	17	50		25	30						
BLK	33	49	58	30	32	35	18				
HSP	29	67		13	36						
MUL	50			44							
WHT	42			36							
FRL	32	46	53	27	26	29	18				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	18		8	7		20				
ELL	23			50							
BLK	40	44	47	33	17	17	30				
HSP	21			33							
MUL	40			30							
WHT	41			38							
FRL	36	46	53	32	18	19	24				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	38	40	23	42	37	9				
BLK	42	48	48	52	40	29	36				
MUL	43	55		71	45						
WHT	56	73		64	60						
FRL	42	52	52	53	38	33	37				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

In looking at progress monitoring data, we consistently show decline from the winter assessment to the spring assessment across almost all grade levels and subjects. Our ELL and students in the bottom 25th percentile are consistently showing a decline in proficiency in ELA and Math on the FSA. All of our subgroup data shows a gap in proficiency over the last three years.
Our final iReady assessment from 20-21 shows the following:
• 8% of students in grades 3rd – 5th are 3 or more grade levels below.
• 14% of students in grades 3rd – 5th are 2 grade levels below.
• 34% of students in grades 3rd – 5th is 1 grade level below.
• 18% of our students in grades 3rd – 5th is on early grade level.
• 56% of the students in grades 3rd -5th are at least one grade level below in ELA.
If students are unable to read, they tend to struggle across all other subject areas, i.e., math, science, and social studies. Our science data shows a significant decline in proficiency over the last three years on FCAT.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The ELL subgroup is the lowest performing at 17% in ELA and 25% in Math. Our students with disabilities subgroup show 28% in ELA and 17% in Math; however, this is a 14% increase in ELA and a 9% increase in math from the 2021 FSA assessment. It continues to be an area of focus because our students, although showing an increase, need more instructional support to improve their academic proficiency.

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

Our students need support within the following reading components: Phonics, phonemic awareness, oral language, written expression, vocabulary, fluency, and reading comprehension. Some additional contributing factors that cause this need for improvement with our students across subject areas are the understanding of basic foundational skills, moving students to more complex conceptual thinking processes, and teacher effectiveness.

We have to improve our students' attendance, decrease disciplinary disruptions, specific professional development, common planning, and consistent progress monitoring that informs instructional decision-making.

We will employ standards-based instruction in all ELA, Math, and Science classrooms. We will have

push-in support from ESE, resource teachers, and instructional coaches. We have increased our ELA blocks from 90 minutes to 120 minutes minimally. All teachers will pull small groups and provide tier 2 and 3 interventions, enrichment, and differentiated instruction to meet the needs of all students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The two components that showed the most improvement were the learning gains in ELA (51%) and Math (32%) and overall proficiency for our students with disabilities in ELA (28%) and Math (17%). Our learning gains in ELA show a 5% increase and math an 11% increase from the previous school year. Our students with disabilities show a 14% increase in ELA and a 9% increase in math proficiency.

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

We have revamped data collection and how we utilized that data to drive instruction. We integrated a new intervention plan at each grade level in ELA. This plan enabled us to delve deeper into the standards and provide remedial instruction based on the needs of our students. We were intentional in tracking student progress and differentiating instruction to enhance student growth in ELA and Math. We progress monitored through common assessments of standards taught which allowed us to make sound instructional decisions for those target groups of students.

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

The strategies that we will implement to accelerate student learning are as follows:

• Standards-based planning, instruction, and learning.
• Intentional development and implementation of strategies that will help deepen student understanding across grade levels and subject areas.
• Focus on ensuring ALL students receive ON GRADE level instruction, regardless of their current learning
needs.
• Implementation of interventions with fidelity.
• Common planning with instructional coaches and administrators.
• Common formative assessments in ELA, math, science, and social studies.
• Data disaggregation with administrators and coaches.
• Purposeful walk-throughs to provide effective feedback.
• Integration of the Instructional Look-Fors Model – rigor, standards-based teaching and learning, and expectations that reflect student and teacher engagement.
• Configuration boards to reflect learning expectations for the school day.
• Using common planning times and other selected professional development days to enhance teachers' understanding of the planning process (what do before, during and after a lesson).
• Ongoing progress monitoring to improve student academic growth.

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

Specific professional development on B.E.S.T standards, SAAVAS, ACALETICS, ESE (Universal Design for Learning), Write Score, Best Practices for teaching science, data analysis, ELL, and the Instructional Look-Fors Model will be conducted throughout the school year. All of our instructional staff will be provided additional common planning days throughout the school year to collaborate with their teams, get more in-depth the standards and create differentiated lessons to support student learning.

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

Full implementation of an inclusive push-in model will be implemented for our SWD and tier 3 students. We will have an instructional coaches' team – Literacy Coach, Math Coach, Writing Coach, and an Interventionist. These additional positions will focus on standards-based integration across all curriculum subjects, planning, data implementation, differentiated instruction, use of digital resources, and allow for greater emphasis on leading small group intervention instruction as well as providing instructional coaching and support on our school campus. By creating a multitude of systems, this provides teachers the opportunity to learn and grow not only for the current school year but also for years to come.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We have had a decline in student achievement across all curriculum areas. It is imperative that we place our focus on grade level standards and align instruction to accelerate student learning. This is even more critical as we fully implement the B.E.S.T standards in grades K-5 in ELA and Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By Spring 2023, 100% of classrooms will implement standards-based instruction and learning in ALL grade levels. Standards aligned instruction during whole group and small group instructional blocks as evidenced by classroom walkthroughs and progress monitoring.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will use our District platform, Leon Leads, to monitor standards aligned instructional practices during classroom walk-throughs, common planning, and progress monitoring.
Person responsible for monitoring outcome:	Pam Hightower (hightowerp@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	FOCUS on acceleration of student learning by ensuring that teachers are providing quality instruction ON grade level in ALL classrooms; differentiated instruction is provided for Tier 2 and 3 students; the inclusion model with ESE and Instructional Coach support is fully operational; and on-going progress monitoring to make informed instructional decisions ensure student mastery of the B.E.S.T. standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The past 2 years data reflects the need to train, monitor, and support teachers to fully implement core curriculum across the grade levels. Discipline is also a huge barrier impacting student achievement. We will execute a plan that is rooted in evidence-based instructional practices and includes positive classroom management strategies. Making the shift in mindset is imperative to our future success.

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

Before Planning:
• Review the B.E.S.T. standards and pacing guides .
• Review interventions and enrichment materials that support the lesson.
• Review student data that are specific to the standard being taught for the 5- 14 day cycle.
• Review and select potential informal assessments aligned with the standards.
• Pull formal assessments for the instructional cycle.
• Take any upcoming or bi-weekly assessments to anticipate student responses.
During Planning:

• Use multiple evidence-based strategies through learning projections, learning goals and student outcomes.
• Determine performance task.
• Identify tasks that will be imbedded in the lesson and create questions to engage and elicit student thinking.
• Multiple modalities for Student Engagement
• Sequencing and chunking the lesson – which strategies will be highlighted and when over the course of the lesson.
• Differentiate Instruction – look for opportunities to enrich and differentiate.
• Determine what formal and informal assessment will be used to monitor student progress.
• Determine allotted time per task.
After Planning:
• Monitor student's progress toward the standard. (Were they proficient/successful?)
• Select and sequence remaining tasks needed.
• Reteach, remediate and retest.
• Share any select resources with team, coaches and admin
• Look at best practices based on student performance and mastery of the standard.

Person Responsible   Brandy Tyler-McIntosh (tylerb@leonschools.net)

Clear understanding of the expectations for instruction, best practices that are rooted in evidence-based research, and on-going progress monitoring,

Person Responsible   Pam Hightower (hightowerp@leonschools.net)

It is our goal at ATMSA to fully implement PBIS as a process for improving behavior, citizenship, and academic achievement for all of our students. We will have a common culture, vision, language, and positive outcomes. Our behavior plan will include the following:
• Systems of support implementation.
• Increase academic in the classroom by maximizing time on task.
• Reduce the number of office referrals.
• Positive school culture.
• Use data to monitor the effectiveness of the program and make any necessary changes to improve it.
• Establish school-wide expectations and define them for school routines and settings.
• Explicitly teach the expectations and other key social, emotional, and behavioral skills to set students up for success.
• Provide ongoing positive feedback to students and encourage contextually appropriate behavior when adversity arises.
• Ongoing strategies to re-teach, problem-solve, and de-escalate, behaviors that are not positive.

Person Responsible   Brandy Tyler-McIntosh (tylerb@leonschools.net)

Address all attendance and truancy issues. Work the teachers, social workers, school counselors, and the families to improve student's attendance.

Person Responsible   Brandy Tyler-McIntosh (tylerb@leonschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in this category performed lower than other subgroups. The students within this subgroup (SWD) need to show academic growth this upcoming school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The SWD subgroup will increase their proficiency in ELA by 7% as measured by the 2023 F.A.S.T. assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Goal setting for each student will take place once baseline progress monitoring assessments are administered. We will use the data from F.A.S.T. and STAR to create a needs assessment for those students who fall in the bottom 25%. We will utilize the B.E.S.T. standards-based assessments from SAAVAS and other supplementary materials to monitor students' mastery. Feedback will be provided to students on an ongoing bases. Data disaggregation and data chats will occur during progress monitoring meetings and collaborative planning days. Specific strategies for SWDs, the bottom 25%, and ELLs will be shared with teachers during professional development, as well as during collaborative planning meetings and new goals will be set for students as make progress. These strategies will be monitored through walk-throughs and observations by coaches and administration.
Person responsible for monitoring outcome:	Rekeysha Johnson-West (johnsonr4@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Targeting vocabulary proficiency for students in grades Pre-K - 5 to increase phonemic awareness, vocabulary, oral reading fluency, language knowledge, and comprehension using the bloom taxonomy and depths of knowledge instructional strategies.

Enhancing Pre-K - 5 students in evidence-based instruction in writing and reading comprehension skills utilizing graphic organizers, explicit vocabulary instruction, building background knowledge, gradual release model, reciprocal teaching, and direct instruction. |

being implemented for this Area of Focus.	Targeted professional development will be facilitated monthly to implement the evidence-based strategies in the classroom through professional learning communities (PLCs), model classrooms, peer observations, academic coaching, and instructional walk-throughs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By using standards-based assessments, teachers will plan and teach rigorous and engaging lessons to address those areas of deficiencies and increase student proficiency.

Action Steps to Implement

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

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. ELA instructional cycles with SAVVAS Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in ELA.
9. Provide teachers with professional development opportunities to get ESOL and Reading Endorsed.
10. Ongoing follow-up with teachers regarding their progress with completion of ESOL and Reading Endorsements.

Person Responsible	Pam Hightower (hightowerp@leonschools.net)

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. ELA instructional cycles with SAVVAS Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.

8. Implementing small group instruction in ELA.
9. Provide teachers with professional development opportunities to get ESOL and Reading Endorsed.
10. Ongoing follow-up with teachers regarding their progress with completion of ESOL and Reading Endorsements.

Person Responsible   Brandy Tyler-McIntosh (tylerb@leonschools.net)

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. ELA instructional cycles with SAVVAS Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in ELA.

Person Responsible   Rekeysha Johnson-West (johnsonr4@leonschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in this category performed lower than other subgroups. The students within this subgroup (Bottom 25%) need to continue to develop and show growth this upcoming school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The bottom 25% subgroup will increase their proficiency in Math by 5% as measured by the 2023 F.A.S.T. assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed and begin standards-based instruction in math to enhance student proficiency. Goal setting for each student will take place once baseline progress monitoring assessments are administered. We will use the data from F.A.S.T. and ACALETICS to create a needs assessment for those students who fall in the bottom 25%. We will utilize the B.E.S.T. standards-based assessments from GoMath and iReady and other supplementary materials to monitor students' mastery. Feedback will be provided to students. Data chats between teachers and administration will be ongoing, and new goals will be set for students as they progress. Specific strategies for SWDs, the bottom 25%, and ELLs will be shared with teachers during professional development, as well as during collaborative planning meetings in order to meet the needs of their students. These strategies will be monitored through walk-throughs and observations by coaches and administration.
Person responsible for monitoring outcome:	Brandy Tyler-McIntosh (tylerb@leonschools.net)
Evidence-based Strategy: Describe the evidence-based	Targeting mathematical concepts, progression of the standards and proficiency for students in grades Pre-K - 5 to increase math thinking and reasoning standards, math fluency, deeper learning and understanding of mathematical concepts and instruction, and proficiency on grade level strands. Enhancing Pre-K - 5 students in standards-based instruction in mathematics utilizing

strategy being implemented for this Area of Focus.	explicit mathematical instruction, building background knowledge, gradual release model, reciprocal teaching, and direct instruction. Targeted professional development will be facilitated monthly to implement the evidence-based strategies in the classroom through professional learning communities (PLCs), model classrooms, peer observations, academic coaching, and instructional walk-throughs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By using standards-based assessments to measure student progress and deficiencies, grade levels and administration will prescribe appropriate and effective lessons to be address those areas and increase student proficiency. Tier 1 students will receive at least 90 minutes of instruction in ELA using SAAVAS, MTRs in Mathematics and standard aligned math curriculum. Tier 2 students will receive at least 90 minutes of core instruction, and additional individualized instruction using LEXIA. Tier 3 students will receive, 90 minutes of core instruction using the SAAVAS curriculum, individualized LEXIA lessons, and an additional 30 minutes of evidence-based interventions.

Action Steps to Implement

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

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. Math instructional cycles with GoMath and iReady Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in Math.

Person Responsible	Pam Hightower (hightowerp@leonschools.net)

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. Math instructional cycles with GoMath and iReady Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.

7. Ongoing data chats with teachers, students, and parents.

8. Implementing small group instruction in Math.

Person Responsible Brandy Tyler-McIntosh (tylerb@leonschools.net)

Coaches will check on progress monitoring with teachers on consistent basis.

• Lexia with Coach Support.

• SAAVAS with Coach Support.

• Differentiated instruction with Lexia, Corrective, and Reading Mastery.

Person Responsible Rekeysha Johnson-West (johnsonr4@leonschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in this category performed District and State average. These students need to continue to develop and meet the state expectations.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	48% of matched students in grades Kdg. - 2nd will achieve proficiency in ELA as measured on the 2023 STAR Reading progress monitoring assessment. 41% of matched students in grades 3rd-5th will achieve proficiency in ELA as measured on the 2023 F.A.S.T. progress monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will use our District platform, Leon Leads, to monitor standards aligned instructional practices during classroom walk-throughs, common planning, and progress monitoring. The Administrators and the Literacy Coach will also monitor the outcome of this Area of Focus.
Person responsible for monitoring outcome:	Pam Hightower (hightowerp@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	FOCUS on acceleration of student learning by ensuring that teachers are providing quality instruction ON grade level in ALL classrooms; differentiated instruction is provided for Tier 2 and 3 students; the inclusion model with ESE and Instructional Coach support is fully operational; and on-going progress monitoring to make informed instructional decisions ensure student mastery of the B.E.S.T. standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By using standards-based assessments to measure student progress and deficiencies, grade levels and administration can prescribe appropriate and effective lessons to be address within those areas

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

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. ELA instructional cycles with SAVVAS Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers twice a month and students once a month.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in ELA.

Person Responsible	Pam Hightower (hightowerp@leonschools.net)

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. ELA instructional cycles with SAVVAS Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers twice a month and students once a month.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in ELA.

Person Responsible   Rekeysha Johnson-West (johnsonr4@leonschools.net)

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards.
2. ELA instructional cycles with SAVVAS Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers twice a month and students once a month.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in ELA.

Person Responsible   Brandy Tyler-McIntosh (tylerb@leonschools.net)

#5. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students in this category performed District and State average. These students need to continue to develop and meet the state expectations.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	51% of matched students in grades Kdg. - 2nd will achieve proficiency in Math as measured on the 2023 STAR Math progress monitoring assessment. 40% of matched students in grades 3rd-5th will achieve proficiency in Math as measured on the 2023 F.A.S.T. progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will use our District platform, Leon Leads, to monitor standards aligned instructional practices during classroom walk-throughs, common planning, and progress monitoring. The Administrators will also monitor the outcome of this Area of Focus through GoMath, ACALETICS and iReady.
Person responsible for monitoring outcome:	Brandy Tyler-McIntosh (tylerb@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Targeting mathematical concepts, progression of the standards and proficiency for students in grades Pre-K - 5 to increase math thinking and reasoning standards, math fluency, deeper learning and understanding of mathematical concepts and instruction, and proficiency on grade level strands. Enhancing Pre-K - 5 students in standards-based instruction in mathematics utilizing explicit mathematical instruction, building background knowledge, gradual release model, reciprocal teaching, incorporation of mathematical MTRs, and direct instruction. Targeted professional development will be facilitated monthly to implement the evidence-based strategies in the classroom through professional learning communities (PLCs), model classrooms, peer observations, academic coaching, and instructional walk-throughs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By using standards-based assessments to measure student progress and deficiencies, grade levels and administration can prescribe appropriate and effective lessons to be address within those areas

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

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards and inclusion of

mathematical MTRs.
2. Math instructional cycles with GoMath and iReady Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in Math.

Person Responsible   Pam Hightower (hightowerp@leonschools.net)

By using standard-based assessments to measure student progress and deficiencies, grade levels, and administration and prescribe appropriate and effective lessons to address those areas thru the following:

1. Rigorous standards-based instruction in all classrooms with the B.E.S.T standards and inclusion of mathematical MTRs.
2. Math instructional cycles with GoMath and iReady Assessments to measure student growth.
3. Ongoing data chats during their team meetings, PLCs and common planning days.
4. Progress monitoring with teachers and students.
5. Inclusion model with SWD, ELL, and the bottom 25%.
6. 3rd – 4th grade ability grouped based on student needs. Created smaller class sizes for the students with the highest needs.
7. Ongoing data chats with teachers, students, and parents.
8. Implementing small group instruction in Math.

Person Responsible   Brandy Tyler-McIntosh (tylerb@leonschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

43% of K students achieved at a level of 3 or higher on the 2021-2022 Spring STAR Literacy
Assessment.
40% of 1st grade students at a level of 3 or higher on the 2021-2022 Spring STAR Literacy Assessment.
36% of 2nd Grade students at a level 3 or higher on the 2021-2022 Spring STAR Assessment.

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

34% of 3rd grade students achieved a level 3 or higher on the 20221-2022 FSA ELA Assessment.
22% of 4th grade students achieved a level 3 or higher on the 2021-2022 FSA ELA Assessment.
34% of 5th grade students achieved a level 3 or higher on the 2021-2022 FSA ELA Assessment.

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

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

48% of K students will achieve proficiency on the state wide ELA assessment.
48% of first grade students will achieve proficiency on the State wide ELA Assessment.
48% of second grade students will achieve proficiency on the state wide ELA Assessment.

Grades 3-5: Measureable Outcome(s)

41% of 3rd grade students will achieve proficiency on the state wide ELA Assessment.
41% of 4th grade students will achieve proficiency on the state wide ELA Assessment.
41% of 5th grade students will achieve proficiency on the state wide ELA Assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will begin Tier II and Tier III Interventions based on the prior years data. Goal setting and specific interventions will be based on individualized student needs by the literacy team after state assessment data is assessable. B.E.S.T. standards-based assessments, STAR data and FAST data will be used to progress monitor students. Data chats between teachers and the literacy team will be ongoing, and new goals will be determined based on current data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Tyler-McIntosh, Brandy, tylerb@leonschools.net

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The MY View by SAVVAS reading program will be used in grades K-5 for the 2022-2023 school year. This program meets Florida's definition of evidenced based, is aligned with the district's K-12 Comprehensive Reading Plan and is aligned with the BEST standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

The My View reading program includes resources for all tiers of students instruction. My Focus is an intensive Tier 2 intervention aligned with My View and will be used for all Tier 2 students. Tier 3 students will receive evidenced-based instruction based on their individualized needs.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning Apalachee will have a Literacy Team which will consist of administration, reading coach, intervention teachers, and resource teachers. this team will meet monthly to plan professional development opportunities related to literacy. Based on student data the Literacy Team will develop appropriate PLC's with specific goals.	Hightower, Pam, hightowerp@leonschools.net
Literacy Leadership a) Identify leadership team which will include Principal, AP, Dean, Guidance Counselor, Reading and Math Coach and Media Specialist b) develop an action plan c) offer instructional support **Literacy Coaching** a) focus instruction on essential curriculum elements b) make sure sound instructional programs are in place and implemented correctly and consistently c) conduct classroom walkthroughs and provide feedback **Assessment** a) clearly define and identify learning outcomes b) collect and analyze data c) adjust/improve programs following results of learning outcomes **Professional Learning** a) measure and determine what needs to be learned b) reflect on practice c) change and improve practice d) gain/share expertise	Tyler-McIntosh, Brandy, tylerb@leonschools.net
Literacy Leadership a) Identify leadership team which will include Principal, AP, Dean, Guidance Counselor, Reading and Math Coach and media specialist b) develop an action plan c) offer instructional support **Literacy Coaching** a) focus instruction on essential curriculum elements b) make sure evidenced based instructional programs are in place and implemented correctly and consistently c) conduct classroom walkthroughs and provide feedback **Assessment** a) clearly define and identify learning outcomes b) collect and analyze data c) adjust/improve programs following results of learning outcomes **Professional Learning** a) measure and determine what needs to be learned b) reflect on practice	Hightower, Pam, hightowerp@leonschools.net

Action Step	Person Responsible for Monitoring

c) change and improve practice
d) gain/share expertise

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Building a positive school climate is about centering equity and focusing on diversity through the inclusion of students, faculty, staff, parents, and our community. At Apalachee Elementary School, promoting a safe positive school culture and environment is at the core of what we strive for. ATMSA cultivates an environment that promotes respect and an ongoing process of developing and utilizing talents. We strive to have an open mindset and generate opportunities to employ various learning modalities to meet ALL student needs while establishing a clear vision and focus on growth for adults and students alike.

We will work with all stakeholders to uphold positive norms, values, and expectations that support the social, emotional, and physical well-being of our students. We will institute an effective and proactive positive behavior support system, emphasize the importance of literacy and integration of the arts (music, theatre, dance, strings, art, SEL (social emotional learning), and character development

Ongoing dialogue to ensure high expectations are maintained throughout the year with all stakeholders. Teams will continue to collaborate and plan together, build positive relationships that will add to the overall positive school climate and culture, and continue to build morale. The PBIS team along with the leadership team will ensure that a school-wide discipline plan is consistently applied and adjustments are being made as needed. Students and staff members of the week will be chosen based on academic, behavioral, attendance, and other criteria. Weekly celebrations will be held to highlight students in different areas. Awards celebrations will be held throughout the year for our scholars. Classroom incentives such as celebrations, academic obstacle courses, AR activities, and maker spaces will be in place to motivate students to achieve at their highest level in all areas. Ultimately, its our goal to set the tone of high expectations for ALL of our shining stars.

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

It is the expectation that the students will follow the rules at Apalachee Tapestry Magnet School of the Arts. Parents help in this endeavor by supporting their students, the teachers, and staff by attending school functions, communicating regularly, and ensuring their child is in attendance.

Teachers and staff - Everyone promotes a positive culture and environment by holding to their belief that all

students can learn and will learn to their highest ability, and by providing daily opportunities for success.

Administrators- The leadership team will uphold the vision and mission of the school. They will ensure that all stakeholders work collaboratively to ensure student success, build morale, and uphold a positive culture and nurturing school environment. The leadership team will be integral in the implementation process of the PBIS processes. They will be responsible for the promotion of the new system and monitor it's implementation schoolwide.

The PBIS Committee Members are representatives of the entire staff. The team will create the schoolwide focus statement and goals for the PBIS Implementation. They will lead schoolwide training and create materials for school use.

School Counselors- They will meet with individual students, lead classroom social skills lessons and character trait lessons as well as work with small groups. One of the school counselors will also be responsible for leading the anti-bullying campaign for our school. Additionally, the school counselors will serve as our Partners Coordinator to foster positive relationships between our school and community.

Business community partners will engage with our parents, staff and students. Business partners will sponsor events such as: backpack and supply giveaways, book fairs, family nights, muffins for moms, donuts for dads, curriculum nights, and other events throughout the year. Florida State University Education Department, FAMU, TCC, and Athletics Departments along with other local universities and volunteer service organizations will serve a vital role on the campus.