

School District of Osceola County, FL

Renaissance Charter School At Tapestry School



2023-24

Schoolwide Improvement Plan (SIP)

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Renaissance Charter School At Tapestry

2510 W CARROLL ST, Kissimmee, FL 34741

www.rectapestry.org

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To create a positive school culture that fosters student success through empowerment and ownership of their education.

Provide the school's vision statement.

Renaissance Charter School at Tapestry will promote positive relationships through family and community involvement. We will nurture students to achieve their highest individual potential by providing advanced learning opportunities to broaden their academic horizons through critical thinking and collaborative problem-solving.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Mendez, Priscilla	Principal	

Stakeholder Involvement and SIP Development

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

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

School Leadership Team analyzed 2022-2023 Spring FAST data to determine goals for the 2023-2024 school year and content areas in need of additional instructional support. During monthly SAC meetings, parent input was gathered around school wide data. Leadership Team used parent and teacher input, to ensure our Master Schedule maximized instructional minutes, staffing aligned to student needs, and instructional support was directly aligned to areas in need of improvement.

SIP Monitoring

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

The SIP will be monitored monthly during Instructional Leadership Team meetings to determine if action items are in progress, ongoing, or completed and as an accountability measure for action item owners. Monthly, our team will determine if we are approaching, meeting, or need to work more intentionally on the specific goals. Tracking student data will be the driver of monitoring our SIP, with an emphasis on our subgroup population. Quarterly, our Instructional Leadership Team will determine if the plan needs revising, if staffing shifts must occur, or if supplemental resources are needed to achieve our goals. In

addition, our Leadership Team will meet weekly with teams that directly support our subgroups, analyzing benchmark data, opportunities to close the gap, and review instructional support offered to students.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	48	57	49	47	39	39	5	25	312	
One or more suspensions	3	3	3	3	5	7	10	11	19	64	
Course failure in English Language Arts (ELA)	0	0	10	6	1	0	4	2	4	27	
Course failure in Math	0	0	5	1	0	0	0	14	0	20	
Level 1 on statewide ELA assessment	36	14	0	40	59	64	61	67	64	405	
Level 1 on statewide Math assessment	22	23	62	31	44	86	35	39	36	378	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	15	20	15	10	18	25	23	135	

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	14	3	0	17	36	53	30	30	0	183

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

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

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

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	48	53	44	50	55	38		
ELA Learning Gains				53			52		
ELA Lowest 25th Percentile				44			49		
Math Achievement*	49	47	55	48	42	42	39		
Math Learning Gains				56			52		
Math Lowest 25th Percentile				49			56		
Science Achievement*	39	46	52	49	45	54	39		
Social Studies Achievement*	68	67	68	76	53	59	72		
Middle School Acceleration	69	75	70	90	45	51	79		
Graduation Rate		77	74		46	50			
College and Career Acceleration		59	53		67	70			
ELP Progress	52	53	55	50	73	70	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 (FPPI) than in school grades calculation.

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	56

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	4
ELL	47			
AMI				
ASN	78			
BLK	44			
HSP	50			
MUL				
PAC				
WHT	60			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	3
ELL	53			
AMI				
ASN	64			
BLK	49			
HSP	55			

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%
MUL				
PAC				
WHT	61			
FRL	52			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			49			39	68	69			52
SWD	14			26			19	36			5	29
ELL	36			44			32	64	65		7	52
AMI												
ASN	68			73			71	100			4	
BLK	33			42			44	55			4	
HSP	40			47			37	66	67		7	51
MUL												
PAC												
WHT	63			60			35	75			5	69
FRL	39			46			35	66	65		7	51

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	53	44	48	56	49	49	76	90			50
SWD	12	40	34	21	40	32	18	50				13
ELL	39	53	46	46	55	47	43	67	88			50
AMI												
ASN	52	53		72	68		75					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	40	63		40	46		56					
HSP	42	53	45	46	55	48	46	74	89			50
MUL												
PAC												
WHT	52	47		61	66		52	75	90			45
FRL	42	50	38	44	52	40	44	75	90			46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	52	49	39	52	56	39	72	79			50
SWD	9	26	24	18	47	41	6					34
ELL	32	51	50	37	57	57	30	68	76			50
AMI												
ASN	64	75		60	44		70					
BLK	33	39		26	35							
HSP	36	52	51	38	53	58	35	70	75			50
MUL												
PAC												
WHT	49	51		51	53	30	58	85	90			57
FRL	37	44	35	34	50	54	35	73	67			43

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	44%	-8%	54%	-18%
07	2023 - Spring	29%	39%	-10%	47%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	40%	2%	47%	-5%
04	2023 - Spring	48%	49%	-1%	58%	-10%
06	2023 - Spring	43%	39%	4%	47%	-4%
03	2023 - Spring	38%	44%	-6%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	40%	4%	54%	-10%
07	2023 - Spring	36%	39%	-3%	48%	-12%
03	2023 - Spring	52%	49%	3%	59%	-7%
04	2023 - Spring	61%	48%	13%	61%	0%
08	2023 - Spring	57%	48%	9%	55%	2%
05	2023 - Spring	32%	41%	-9%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	28%	35%	-7%	44%	-16%
05	2023 - Spring	32%	40%	-8%	51%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	40%	25%	50%	15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	36%	56%	48%	44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	63%	-3%	66%	-6%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	57%	38%	63%	32%

III. Planning for Improvement

Data Analysis/Reflection

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

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

ELA showed the lowest performance as measure by FAST. We are specifically targeting 7th grade ELA [29% proficient] and 5th grade [36% proficient]. Contributing factors for low 7th grade proficiency was teacher turnover throughout the school year. Contributing factors for low 5th grade proficiency was having two new teachers in the grade level and inadequate coaching and support from the beginning of the school year.

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

Our school showed improvement in all content areas from the 2021-2022 school year in terms of proficiency. In the area of Lowest 25th percentile, we saw a decline in the area of Mathematics. Contributing factors included the impact of small group instruction, aligned to the BEST standards. Another contributing factor was the use of resources in small group instruction. Our goal is to select effective resources, select the right students, and collecting data to ensure we are closing the gap that exists.

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.

In comparison to the state, the greatest gap occurs in the area of Science. Contributing factors include a shorter Science block in grade K-4, which leads to students not being prepared for the 5th grade Science assessment. A contributing factor in our 8th grade Science proficiency is high achieving students being placed in Biology.

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

Math achievement showed the most improvement. An action item that lead to this positive impact is the implementation of Math 360, use of manipulatives and hands-on learning. In addition, we strengthened our Middle School Math team PLC's and coaching and support, which yielded great results. Another

area of improvement was Middle School Acceleration. This was the result of truly tracking student data and ensuring students were properly placed in accelerated courses, tracking data/progress, and offering tutoring throughout the school year for these students.

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

An area of concern is our subgroup data for our Students with Disabilities in the area of ELA and Science. Another area of concern is our subgroup data for for ELL students in the area of ELA and Science.

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

1. Achievement for subgroups
2. Tier I instruction [ELA, Math, and Science]
3. Tracking Acceleration

Area of Focus

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

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

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

Improve outcomes for student subgroups as measured by ESSA. Using intentional and targeted services, we will close the opportunity gap within this subgroup.

Measurable Outcome:

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

Increase proficiency of SWD from 12% to 22% as measured by FAST ELA.

Increase proficiency of ELL from 39% to 45% as measured by FAST ELA.

Monitoring:

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

This area of focus will be monitored by:

FAST Data [PM 1- PM 3]

NWEA % of students meeting RIT target

Formative Assessments

Person responsible for monitoring outcome:

Priscilla Mendez (pmendez@recstapestry.org)

Evidence-based Intervention:

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

1. Interventions aligned to students IEP goals [provided by ESE teachers] and accommodations/targeted support provided by classroom teachers.
2. Use of Interventions aligned to state approved resources
3. Use of Goalbook to select appropriate interventions

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through intentional scheduling, students will receive their ESE services in their ELA/Math classrooms, as outlined in their IEPs. ESE teachers will use approved resources and document their services via their accommodation logs and measure effectiveness through progress monitoring.

Using our Resource Matrix, we will ensure appropriate use of evidence-based resources for our Students with Disabilities, ensuring they are receiving interventions that are aligned to their IEP goals. Differentiated resources will be used in the general classroom setting, during their time with their ESE teachers, during tutoring [if applicable], and during small group instruction.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide professional development for Special Pops/MTSS/ESOL team
Maximize Walk to RTI and provide daily interventions
Intentional use and tracking of instructional software by subgroup
Analyze FAST data by subgroups 3x per year to offer targeted support
Monitoring of service logs, instruction, and use of accommodations/interventions
Use of Goalbook, Lexia English, and Easy CMB with fidelity

Person Responsible: Priscilla Mendez (pmendez@recstapestry.org)

By When: August 2023-May 2024

Track SWD data during PLC's
Provide additional learning opportunities via tutoring in small groups
Provide targeted walkthrough feedback with an emphasis on the learning opportunities, equity, and data driven instruction for SWD students

Person Responsible: Priscilla Mendez (pmendez@recstapestry.org)

By When: Quarterly

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

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

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

Build teacher capacity school wide to improve Tier 1 instruction. Use of high yield strategies, increased student engagement, and exploratory learning leads to increased proficiency.

Measurable Outcome:

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

Improve Tier 1 instruction in the areas of ELA, Math, and Science to increase proficiency by 2% in ELA [46%], 15% in Math, and 17% in Science.

Monitoring:

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

(% Proficient) FAST [ELA/Math]

(% Proficient) Science: Grade Biology 1 EOC

(% Proficient) NWEA

Classroom Observations, measured by TFET [Teacher Evaluation Tool]

Person responsible for monitoring outcome:

Priscilla Mendez (pmendez@recstapestry.org)

Evidence-based Intervention:

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

-Implementation of WICOR Strategies in all classroom

-Implementation of ADI [Argumentative Driven Inquiry] in Science

-Use of the 5E's Model for lesson planning in Science

-Differentiated professional development via The Titan Bolt Academy, which is designed for teachers to learn effective best practices in the areas they need to improve in

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

-WICOR: As an AVID school, we are implementing the WICOR framework, which will provide students with the opportunity to write, engage in inquiry, increase collaboration, focus on organization, and reading to learn

-ADI: Enables Science teachers to make labs more active and engaging for students. Students will use argument to construct, support, and evaluate scientific claims of their own and others.

-5E Model for lesson planning: Science teachers will ensure students engage, explore, explain, elaborate, and evaluate in their lessons, while pre-assessing prior understanding.

-Titan Bolt Academy: Teachers will have weekly professional learning opportunities to help improve their instructional practices.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Establish strong systems for small group instruction
Use of Close Reading strategies in all ELA classrooms
Implementation of Math 360 and use of manipulatives in all math classes
Targeted walkthroughs in SFS to assess Tier I instruction

Person Responsible: Priscilla Mendez (pmendez@recstapestry.org)

By When: August 2023-May 2024

Data Chats to monitor the implementation of ADI and PENDA
Implement IFA's and track student data
All instructional staff attend PLCs weekly
All Science teachers implement 1 hands-on lab per week and focus on vocabulary
Use AVID strategies to increase rigor, collaboration, and notetaking
Implement peer coaching and instructional rounds weekly

Person Responsible: Priscilla Mendez (pmendez@recstapestry.org)

By When: August 2023-May 2024

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

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

Implement our School Identity Initiatives with fidelity ultimately impacting student retention. Use of the AVID framework to drive our focus on health and wellness in preparation for college and career readiness.

Measurable Outcome:

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

Increase survey data as measured by our Staff and Student Surveys [Fall/Spring] by 5% in the Strongly Agree category

Monitor via AVID CCI [Coaching and Certification Instrument] rubric to improve from Beginning to Developing/Applying in each category.

Monitoring:

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

Student Success - Wellness/Student Wellness - Total Wellness
 Student Success - Wellness/Student Wellness - Self-Management
 Student Success - Wellness/Student Wellness - Self-Awareness
 Student Success/Student Survey - SEL
 Student Success/Student Survey - Loyalty

Person responsible for monitoring outcome:

Priscilla Mendez (pmendez@recstapestry.org)

Evidence-based Intervention:

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

- Increase the # of PE minutes in our Master Schedule
- Strengthen School Identity: College and Career Readiness, Environmental Awareness and Sustainability, and Health and Wellness
- Implement wellness and mindfulness activities and events in our Events Calendar

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Provide students with more time spent on physical activities throughout the school day
- Provide students with a well-rounded experience and opportunities to plan for their future
- Create learning opportunities that extend beyond the classroom
- Focus on mental and emotional well-being to decrease threat assessments in the 2023-2024 school year

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Use CSUSA Wellness Surveys and CSUSA Satisfaction Surveys to track progress
 School-Wide messaging to reflect identity initiatives
 Increase PE minutes in grades K-5, events aligned to wellness, and partnerships
 Implementation of AVID and a focus on College and Career readiness

Person Responsible: Priscilla Mendez (pmendez@recstapestry.org)

By When: August 2023-May 2024

Align school-wide activities and Look and Feel to reflect our School Identity
 Monthly social media posts around identity initiatives
 Plan, complete, and submit 2023-2024 Marketing Plan

Person Responsible: Priscilla Mendez (pmendez@recstapestry.org)

By When: August 2023-May 2024

CSI, TSI and ATSI Resource Review

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

Leadership Team and Instructional Team uses multiple data sources to ensure resources used are impacting Students with Disabilities in a positive way. Resources are reviewed throughout the school year to ensure a positive impact and increase in student data. All resources are approved and are grounded in research. After resource review, resources were updated to target SWD's needs. Quarterly, we determine if student data show that resources/interventions are effective.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

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

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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

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

N/A

Rationale:

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

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

N/A

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**

N/A

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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

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

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

Schoolwide Program Plan is disseminated to parents during our Annual Title I meeting and posted on our school's website for parent visibility. In addition, we share this information via our Parent Academy. In the 2023-2024 school year, we will create a video that outlines how we will use our Title I funding and resources made available to students.

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

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

We will build positive relationships with families in the following ways:

- Weekly parent newsletter [in English and Spanish] - The Titan Times to keep parents informed of school initiatives, vision, mission, and upcoming events
- Weekly teacher emails focusing on what teaching and learning looks like for the upcoming week
- Monthly Title I Parent Engagement events
- Dissemination of student data [FAST and NWEA] 3x per year
- Dissemination of Parent Compacts, which includes norms for each grade level band
- Volunteer opportunities
- Family Engagement events
- Student-Led Conferences

PFEP can be found on the school website: www.recstapestry.org

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

Tier 1 instruction (goal #1) will be strengthened through weekly PLCs, data driven conversations and planning, lesson plan reviews and classroom walkthroughs focused on monitoring minute by minute schedules. Teachers are using their curriculum resources and embedding engagement strategies into their lessons. Data chats and weekly differentiated professional learning sessions are offered to teachers on topics covering all subjects. Teachers are provided with professional learning and lesson planning support on accelerated curriculum. Data conversations include identifying strengths, weaknesses and trends within the standards.

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

The plan is developed and implemented utilizing Title I and ESSA funds and resources. District support is utilized for professional learning to include collaboration with district and CSUSA departments.

Optional Component(s) of the Schoolwide Program Plan

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

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

The school ensures counseling services are provided and employees two school-based counselors, one that focuses on K-4th and one that focuses on 5th-8th grade. Systems are in place for teachers to refer students as needed. In addition, our counselors publish a Wellness newsletter for families to raise awareness and share mental health tips, coordinate guest speakers and wellness activities for students, and lead anti-bullying presentations quarterly. Our school also employs an outside mental health provider through Progressus. 20 students are receiving services through the IMPACT program. One of our school identity focus areas is Health and Wellness. As such, we have increased our efforts in the area of wellness.

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

Tapestry offers a variety of accelerated courses, which prepares students for their postsecondary education. We offer Algebra, Geometry, Biology, and Honors US History. We offer AVID as an elective for 6th and 7th grade students, which focuses on a myriad of college and career opportunities and planning for the future. Monthly, we bring guest speakers to speak with our students about career exploration and preparation. We are expanding our reach to ensure our students are exploring their options at an early age.

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

Tapestry uses a multi-tiered framework to support student behavior. The system establishes a social culture and behavior supports needed to improve social, emotional, and behavioral outcomes for students. Teachers, guidance counselors and deans are involved in teaching the behavioral expectations to all students.

Tier 1 behavior support enables 80% or more students to experience success utilizing the teacher's classroom management plan and incentives. Classroom plans focus on positive behaviors and incentives and support students struggling with behavior.

Students struggling with Tier 1 expectations are moved to Tier 2 and receive individualized support. Tier 2 behavior support involves additional staff such as Deans or guidance counselors along with the implementation of individualized behavior plans with a focus on positive behaviors.

Students who struggle with Tier 2 behavior supports are then provided with Tier 3 support. Tier 3 support focuses on the individual needs of the student and require intensive intervention.

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

Professional learning is a school-wide focus and an area in which we are growing. Teachers engage in two PLC's [Professional Learning Communities], where the focus is on lesson planning, lesson delivery, and diving into benchmarks, as well as data analysis. Weekly, we offer differentiated professional learning via our Titan Bolt Academy. Teachers are able to sign up to be presenters and share their expertise and have the opportunity to select professional development that they are interested in or topics they wish to learn more about. This has increased teacher buy-in and has provided teachers with a platform to grow their leadership skills. In addition, we offer a series of AVID PD opportunities and work with consultants to train our staff.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

No