

Leon County Schools

Apalachee Elementary School



2017-18 School Improvement Plan

Apalachee Elementary School

650 TROJAN TRL, Tallahassee, FL 32311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Apalachee Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Apalachee Tapestry Magnet School of the Arts 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Apalachee will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2210, as applicable to appropriate levels, including but not limited to: (1) History of Holocaust, (2) History of Africans and African Americans, (3) Hispanic Contributions, (4) Women's Contributions, and (5) Sacrifices of Veterans.

In addition, ATMSA has a standing committee that plans lessons/events/workshops/book studies to ensure that our school community is culturally sensitive and responsive. Diverse community members are invited to speak to our students and staff to increase cultural awareness. This process is enhanced through our arts integration program.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Apalachee refined our school-wide positive behavior program. Teachers and staff participated in professional development to implement P.R.I.D.E.

P - I will be positive with my actions

R- I will show respectful behavior

I- I have integrity in my work and my relationships

D- I have direction because I do not quit

E- I have excellence because I always do my best.

In coordination with the guidance counselor, a school-wide assembly is held to model P.R.I.D.E. and establish a positive learning environment. Quarterly celebrations are held as well as recognition on morning news.

ATMSA is also implementing AVID (Advancement via Individual Determination) to further develop future educational goals.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All teachers are trained in our school-wide P.R.I.D.E. (PBIS) program. Each week a school-wide Life Skill is focused. Students and staff receive specific feedback regarding adherence to behavioral expectations. Classroom and school rules/procedures are posted and reviewed during class meetings.

Apalachee students and staff are required to wear uniforms to reduce distractions and maintain a positive learning environment.

Instruction is differentiated to meet the varying needs of our students. Mentors and volunteers provide additional support. Extracurricular activities are available such as the Gentlemen's Club, to reinforce behavioral and instructional expectation.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

ATMSA's Intervention and Assistance Team meets weekly to discuss students with barriers to academic and social success. The guidance counselor meets weekly with primary classes and holds small/individual group sessions to meet the varying needs of our students.

Families are connected with agencies who have Cooperative Agreements or are on campus such as CCYS, to provide additional support to our young learners.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

ATMSA has implemented systems to promptly identify students who have attendance, behavioral, or academic concerns. The Early Warning System Team meets monthly to identify students that may have attendance, behavioral, or academic struggles and all teachers have been trained on the procedures and are aware of the notification steps taken at each level.

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	9	10	11	15	5	16	0	0	0	0	0	0	0	66
One or more suspensions	0	3	3	5	10	11	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	1	1	15	12	11	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	8	25	41	0	0	0	0	0	0	0	74

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	5	13	16	0	0	0	0	0	0	0	34

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

ATMSA has an effective intervention team in place to problem solve and create action plans. A comprehensive intervention system is in place that consists of Reading Pals, Corrective Reading, SuccessMaker9, Early Interventions in Reading, Support Coach, Reflex Math, Ready, and Team Teaching by Content Areas.

In addition, reading and science academic coaches are providing remediation and acceleration.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/451574>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

ATMSA has a Partner, Mentor, and Volunteer coordinator who reaches out to volunteers, mentors and partners. These supporters are invited to workshops and special events. ATMSA holds an annual appreciation event to recognize all of these supporters. They are included in school newsletters and the school yearbook. We also invite them to the district annual partnership event.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wilson, Iris	Principal
Rudenburg, David	Assistant Principal
Love, Samantha	Guidance Counselor
James, Beryl	Instructional Coach
Gallon, Gloria	Teacher, K-12
Harrison, Jennifer	Teacher, K-12
Washington, Kawanis	Teacher, K-12
Moser, Erika	Teacher, K-12
Penny, Tamela	Teacher, K-12
Shorter, Sherry	Teacher, K-12
Mathews, Crystal	Instructional Media
Bruce, Tiffany	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team meets monthly to discuss school wide decisions/recommendations for instructional practices and student needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The RtI Leadership team consists of the principal, one representative from each grade level and tapestry team, guidance counselor, district program specialist, school psychologist, and school social worker. This team reviews, monitors, and meets with teachers and/or parents to collaborative develop strategies to meet individual needs of students.

Title I, Part A will fund teachers to further reduce class size. An intermediate language arts teacher will be provided to increase support to identified students who need extra support with a different curriculum that supports reading, writing, and mathematics. students are identified using historical data from progress monitoring. A STEM teacher also provides instruction to targeted students.

Title II funds targeted professional development based on student achievement data analysis and implementation of the Florida Continuous Improvement Model. Math specialist will provide training to intermediate teachers focusing on Florida Standards. An additional part-time ESE Specialist in Kindergarten will support students in ELA and Math instruction. In addition, professional development will continue in Florida Standards, Differentiated Instruction, Science, STEAM, Behavior Management, Corrective Reading, Junior Grade Books, Go Math, Arts Infusion through Literacy and the integration of technology throughout the curriculum.

Title III services are provided by the district for educational materials and ELL support services to improve the education of ELL students. The district provides professional development for those seeking ESOL endorsement.

Title X funds support homeless students and families. The district homeless liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.

Supplemental Academic Instruction funds further reduce class size and add additional support for our lowest performing students.

Violence Prevention Programs at the district and school level provide trainings in regards to Bully Prevention, Life Skills, and Positive Behavior.

Nutritional Programs support our school as a Provision II site providing breakfast and lunch to all students. In addition, our 21st Century and Extended Day students are served a healthy dinner each day.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Iris C. Wilson	Principal
Dwanna Moore	Parent
Cheryl Marrs	Education Support Employee
Samantha Love	Parent
Janice Sellars	Education Support Employee
Tremaine Hughes	Parent
Jamecia Franklin	Parent
Roshanna Beard	Parent
Jessica Hughes	Parent
Michael Scarpone	Teacher
Edward Laurienzo	Business/Community
Cheryl Pye	Business/Community
Jessica Hughes	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

ATMSA SAC convened and reviewed progress of the 2016 - 2017 SIP. SIP goals were met in the areas of Science, Lowest 25% for Reading and math, school climate, arts integration, and parent involvement. Progress toward the goals were achieved in Reading and Mathematics.

b. Development of this school improvement plan

A SAC member serves on each SIP Action Committee. These subgroups regularly meet to review goals, data, and discuss strategies to ensure we are on track to meeting goals. SAC reviews and

approves the SIP/Title I Plan/Evaluation and budget, Parent Involvement Plan/Evaluation and Budget, Staff Development Plan/Evaluation and Budget, and approves the Parent and School Annual Agreement (Compact). In addition, SAC reviews all input from surveys and provide input for strategies to ensure a positive school climate.

c. Preparation of the school's annual budget and plan

ATMSA School Advisory Council will convene to review identified school needs and determine how best to meet those needs with given allocations since 2016 - 17 SIP funds will not be allocated. The expenditure will be based on Florida Statute 21.121(5)c. Any decisions will be documented in the SAC minutes.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no school improvement funds allocated in the 2016-17 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wilson, Iris	Principal
James, Beryl	Instructional Coach
Rudenburg, David	Assistant Principal
Love, Samantha	Guidance Counselor
Shorter, Sherry	Teacher, K-12
Wells, Maduyan	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives for the 2017 -2018 school year is the continuation of providing parent literacy involvement programs, integrating literacy through the arts, school-wide emphasis on reading a book every two weeks, Junior Grade Books, Support Coach, Achieve 3000, Reading, Bi-Annual Reading Picnic, and Corrective Reading in grades 3-5. In addition, the school is continuing Wonders, the district reading program.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

ATMSA encourages positive working relationships with teachers through participation in Learning Team meetings and PLCs. The master schedule has been developed to provide consistent time for teachers to meet during common planning by grade levels. Research-based protocols are utilized to focus the meeting on the students' academic needs and how best to assess these needs. On the school's shared drive, a data sheet is maintained that highlights students identified as needing additional support. This document drives an academic focus during these meeting as well as intervention team meetings. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal establishes interview teams to identify potential teachers. These interviews include teaching philosophy, and personal beliefs about the efficacy of arts integrated/STEM curriculum to facilitate student proficiency gains in core academic areas.

ATMSA participates in jobs fairs and personnel workshops designed to expedite the identification of the most talented, instructional applicants.

The administration has established and maintains a positive relationship with colleges and officials in the education field to promote the District.

The administrators establish mentor pairing on grade level and cross grade levels.

The administrators provide on-going support to teachers.

An intermediate and primary mentor is identified to work with beginning and/or first year teachers to the school.

Professional Development/Professional Learning Communities are established in collaboration by TEC Committee and Administration.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers participate in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systemic mentoring, coaching, and induction programs that are consistent with our values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. ATMSA mentors are grade level specific and the support team pairs across grade level teachers to provide optimal, on-going support to new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

ATMSA creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading/writing curriculum that aligns with the standards. Each grade level has an instructional leader for reading and mathematics. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The RtI team reviews, monitors, and meets with teachers and/or parents to collaboratively develop strategies to meet the individual needs of students. The team meets weekly to review data and students who have been brought before the team by teachers and/or parents. Data points are used for the various content areas.

The administration meets with grade levels to discuss students in need of remediation as well as acceleration. The focus of this meeting is to review the data chart and discuss strategies to improve, maintain, or stretch student performance. Classroom walkthroughs along with follow ups monitor effective, instructional practices and identify areas for additional professional development.

ATMSA's master schedule allows for 120 minutes Language Arts Block and a 120 minute Mathematics/Science block. Intervention blocks provide Corrective Reading, EIR, Support Coach, Achieve 3000, and Reading Mastery. Acaletics, SuccessMaker 9, Reflex Math, and Accelerated Reader programs are utilized on specific grade levels. ELL/ESE students receive push in/pull out services and teachers conduct data chats with students on a regular basis.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 37,800

Students in grades PreK-5 participate in the Extended Day program. Certified teachers and paraprofessionals provide a block of academic instruction in core areas. ATMSA also provides a STEM Robotics program through 4H.

Reading Pals (K-2) and Math Pals (3rd) through the United Way provides literacy and math support to forty K - 3 grade students for one-hour each week.

ATMSA Staff participate in Book Studies, Lesson Study, Arts Integration, and Instructional Strategies after school and on planning days. In addition, the school opens on the first and third Saturday to allow for collaborative planning.

Strategy Rationale

Extended Day opportunities are provided for core academic instruction, enrichment, and teacher collaboration, planning, and targeted professional development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wilson, Iris, wilsoni@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through teacher observation, peer observation, lesson plans, and progress monitoring tools.

Strategy: Extended School Day

Minutes added to school year: 2,400

Targeted professional development based on Needs Assessment.

Strategy Rationale

Teachers are provided uninterrupted time to plan and collaborate to effectively meet the varying needs of students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wilson, Iris, wilsoni@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through formal and informal walkthroughs as well as formal observations conducted by administrators. Student data is reviewed to track impact on student performance.

Strategy: Before School Program

Minutes added to school year: 4,320

In September, identified students in grades 3 through 5 will receive extra daily (M-Th) instruction (30 minutes) in ELA and Math with certified teachers.

Strategy Rationale

Before school Scholars' Club allows teachers to remediate and accelerate skills in a more timely manner to prevent students from getting further behind. In addition it provides a smaller setting to accelerate students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rudenberg, David, rudenbergd@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessment data from STAR, Achieve3000, AIMSweb and SuccessMaker are used to track progress.

Strategy: Extended School Day

Minutes added to school year: 37,800

Students in grades 2-5 participate in 21st Century program. Certified teachers provide academic remediation as well as academic enrichment.

Teachers collaborate as a team weekly and participate in targeted professional development the first and third Thursday of each month based on Needs Assessment.

Strategy Rationale

Program provides additional support for students needing additional time to achieve proficiency in core academic areas. In addition, enrichment activities are provided to balance the program support for students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wells, Maduyan, wellsm2@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School-wide data team reviews data and determine if school is on track. Grade level teams review data and make adjustments, when necessary to instructional practices. Administrative teams meets monthly with district team to review data, instructional strategies, as well as classroom walkthroughs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Apalachee Tapestry has two preschool classes. Articulation takes place with preschools that have children at the school to discuss curriculum, needs of children, and strategies to increase kindergarten readiness. In addition, pre-kindergarten children are invited in January to spend a half-day on campus to orient them to their new school.

Fifth grade teachers meet with middle school teachers as fifth graders transition to middle school. In addition, fifth graders visit the middle school as well as have the opportunity to shadow in the middle school for a day. Middle school administrators visit our campus to speak with students and meet with our SAC and PTO parents to discuss the transition from elementary to middle.

Apalachee is currently the host site for adult aducation classes through ACE (Adult and Community Education) for the benefit of our parents and community members. We recognize ACE students over the intercom as they achieve their high school equivalency diploma.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students. ATMSA has implemented AVID Elementary, a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. In addition, our Parent Liaison includes workshops/seminars for parents with Adult Education and our local colleges, universities, and vocational institutions.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The depth of science, technology, engineering, arts, and mathematics will be integrated and strengthened to improve critical thinking skills as evidenced by a 5% increase in student proficiency on the district science achievement assessment.
- G2.** Sixty seven percent of students in grades 3-5 will score at or above Level 3 and eighteen percent at or above level 4 on FCAT Science.
- G3.** Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in mathematics on the FSA Math Assessment.
- G4.** Fifty percent of students identified with disabilities will demonstrate learning gains on FSA ELA and Math.
- G5.** Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in reading on the FSA ELA Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The depth of science, technology, engineering, arts, and mathematics will be integrated and strengthened to improve critical thinking skills as evidenced by a 5% increase in student proficiency on the district science achievement assessment. 1a

G088499

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	67.0

Targeted Barriers to Achieving the Goal 3

- Instructional time limited to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Arts integration collaborative strategies integrated in all content areas. Kennedy Center Professional Development. Continuation of STEM-focused, hands-on experiences, and content specific vocabulary.

Plan to Monitor Progress Toward G1. 8

Data Review

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student proficiency in reading, vocabulary development, mathematics, science, and writing.

Plan to Monitor Progress Toward G1. 8

Arts Integration / STEAM Infusion

Person Responsible

Iris Wilson

Schedule

On 5/31/2018

Evidence of Completion

STEAM Robotics projects, Bi-Weekly Hands-on Science Experiments, Lesson Plans, Leon LEADS Observations, Resident Artist Visitations

G2. Sixty seven percent of students in grades 3-5 will score at or above Level 3 and eighteen percent at or above level 4 on FCAT Science. **1a**

G088500

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	67.0

Targeted Barriers to Achieving the Goal **3**

- Consistent implementation of Fusion and students' limited skills to enable them to use and look for errors in logic/reasoning.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teacher will continue implementing Gizmo to deepen students' knowledge of informational content. Bi-weekly experiments will be held and community experts will visit classrooms to provide authentic science experiences. Extensive, ongoing STEM professional development by teachers on campus.

Plan to Monitor Progress Toward G2. **8**

Data Review

Person Responsible

David Rudenberg

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased number of students proficient (Science benchmarks)

G3. Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in mathematics on the FSA Math Assessment. 1a

G088501

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- Some students lack varied background knowledge and have had limited opportunities to solve complex problems.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Explicit, differentiated instruction will be provided to target problem solving. Math journals will be used for writing word problems and using correct math vocabulary. Acaletics implemented in grades 1 - 5. Math Talks will be incorporated in lessons in grades 3-5. Reflex Math will be used to increase math fluency in grades 1 - 5.

Plan to Monitor Progress Toward G3. 8

Data Review

Person Responsible

David Rudenberg

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

67% of matched students will demonstrate proficiency on the FSA and 50% in the lowest quartile will show learning gains.

G4. Fifty percent of students identified with disabilities will demonstrate learning gains on FSA ELA and Math. 1a

G088502

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Instructional practices not consistently based on item specifications or levels of cognitive complexity.
- Students not positively responding to core curriculum instructional practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math instructional support teacher, ELA instructional support teacher, Focused-Instructional programs keyed to students needs, and hands-on activities to support deeper learning

Plan to Monitor Progress Toward G4. 8

Data reviews

Person Responsible

David Rudenberg

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased monitoring of identified students (Direct Path / Achieve3000 / Support Coach) and increased percentage of students indicating learning gains on the FSA Math/ELA assessment.

G5. Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in reading on the FSA ELA Assessment. 1a

G088503

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

- Student attendance and mobility rate.
- Teacher consistency in utilizing district pacing guide, school focus calendars, and item specifications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher scaffolding and differentiation of reading instruction to meet the varying needs of students.
- Students may participate in morning tutorials, daily intervention sessions, or extended day.
- Achieve 3000 used to differentiate instructional methods.
- Integration of arts into core curriculum instruction.

Plan to Monitor Progress Toward G5. 8

Attendance

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty percent in the lowest quartile will show learning gains in reading on the FSA ELA Assessment.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The depth of science, technology, engineering, arts, and mathematics will be integrated and strengthened to improve critical thinking skills as evidenced by a 5% increase in student proficiency on the district science achievement assessment. **1**

 G088499

G1.B1 Instructional time limited to meet the needs of all students. **2**

 B235483

G1.B1.S1 Regular, explicit creative problem solving strategies, think alouds, scaffolded student practices provided to extend learning. **4**

 S248253

Strategy Rationale

Increase critical thinking skills.

Action Step 1 **5**

Creative problem solving

Person Responsible

Iris Wilson

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Arts integration strategies evident in classroom environment, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Arts Integration / STEAM

Person Responsible

Iris Wilson

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

STEM Robotics projects, Lesson Plans, iObservation Tool

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Instructional Practices

Person Responsible

Iris Wilson

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom environment, Lesson Plans, Student samples, Leon LEAD Observations


G2. Sixty seven percent of students in grades 3-5 will score at or above Level 3 and eighteen percent at or above level 4 on FCAT Science. **1**

 G088500

G2.B1 Consistent implementation of Fusion and students' limited skills to enable them to use and look for errors in logic/reasoning. **2**

 B235484

G2.B1.S1 Team planning-collaboration using district pacing guide, item specs, and school focus calendar. Teacher facilitates students deepen knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of information presented. **4**

 S248254

Strategy Rationale

Planning and collaboration lead to effective implementation.

Action Step 1 **5**

Common assessments, bi-weekly experiments

Person Responsible

David Rudenberg

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Class observations, student science journals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Student Engagement, Collaboration with Math/Science Instructional teacher

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Consistency across grade level, alignment with Pacing Guide, Focus Calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Instructional practices, student engagement

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student performance (Fusion Assessment, district assessment), Leon LEADS Observations, Lesson Plans

G3. Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in mathematics on the FSA Math Assessment. 1

G088501

G3.B1 Some students lack varied background knowledge and have had limited opportunities to solve complex problems. 2

B235485

G3.B1.S1 Explicit instruction provided on problem solving. Students will be actively engaged in solving complex problems and recording their solutions in the Math Journals. Math Club (Acaletics), STEAM, Math Talks, and arts integration will increase opportunities for higher level thinking. 4

S248255

Strategy Rationale

Students with limited experiences require explicit, direct instruction from a variety of robust experiences.

Action Step 1 5

Complex problem solving, Problem of the Day, Math Club (Acaletics), Math Walks, AVID, Reflex Math

Person Responsible

David Rudenberg

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom observation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

High complexity Problems, Common Assessment, Pacing Guide/Focus Calendar

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Observations, Student data, Data Tracking Analysis

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Instructional practices

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student performance (SM9, Go Math, Math Trainer, Reflex Math, District Progress Monitoring assessments)

G4. Fifty percent of students identified with disabilities will demonstrate learning gains on FSA ELA and Math.

1

G088502

G4.B1 Instructional practices not consistently based on item specifications or levels of cognitive complexity.

2

B235486

G4.B1.S1 Cross grade level collaboration and planning, focused on item specifications and levels of cognitive complexity. 4

S248256

Strategy Rationale

Team/grade level support and consistent planning helps maintain a common approach and focused level of instruction.

Action Step 1 5

Rigorous instructional strategies

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Varying lesson complexity, Weekly reviews of lesson plans, weekly team collaboration meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Common, Collaborative planning indicating use of item specifications and levels of cognitive complexity

Person Responsible

David Rudenberg

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased percentage of identified students on FSA Reading / Math, documented complexity levels in lesson plans, demonstrated activities in lesson observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Effective planning, identifying key components of item specifications in instructional actions

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased percentage of students making learning gains on FSA Mathematics and ELA

G4.B2 Students not positively responding to core curriculum instructional practices. 2

B242324

G4.B2.S1 Students will be provided with varying instructional methods based from the Florida Standards (Math and ELA). 4

S255426

Strategy Rationale

Students respond to varying instruction differently. For students with disabilities, varying methods/ experiences may help in the process of standards mastery.

Action Step 1 5

Students will be instructed with varying researched based ELA curriculum

Person Responsible

Maduyan Wells

Schedule

Daily, from 9/5/2017 to 4/27/2018

Evidence of Completion

Progress monitoring using STAR, Exact Path, FSA, and other standards based measuring tools

Action Step 2 5

Students will be instructed with varying researched based Math curriculum

Person Responsible

Brian Wise

Schedule

On 4/27/2018

Evidence of Completion

Progress monitoring using STAR, Exact Path, FSA, and other standards based measuring tools

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Lesson Plan Reviews, On-Going Standards Progress Monitoring

Person Responsible

David Rudenberg

Schedule

Biweekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

Standards mastery, level-set monitoring (STAR, Direct Path)

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Bi-Weekly Data Review Meetings

Person Responsible

Iris Wilson

Schedule

On 5/31/2018

Evidence of Completion

Student standards mastery and on-going progress monitoring data will be collected and reviewed on a bi-weekly basis.

G5. Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in reading on the FSA ELA Assessment. 1

G088503

G5.B1 Student attendance and mobility rate. 2

B235487

G5.B1.S1 Guidance Counselor and Assistant Principal follow-up on attendance concerns Registrar closely monitor receipt of records and notify administrator and Guidance Counselor for prompt reviews

4

S248258

Strategy Rationale

Students must be in school to benefit from the educational experience.

Action Step 1 5

Attendance Records

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Accurate Database of follow-up on attendance problems Targeted students on IAT Agenda

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Attendance and Receipt of Records

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Accurate monitoring of attendance and record receipt

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Attendance

Person Responsible

David Rudenberg

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased daily attendance

G5.B2 Teacher consistency in utilizing district pacing guide, school focus calendars, and item specifications. 2

 B235488

G5.B2.S1 Teacher consistency in using FSA, item specs, and cognitive levels and the development of common assessments. 4

 S248259

Strategy Rationale

Use of Item Specs encourages rigorous instruction based on Florida Standards.

Action Step 1 5

Differentiated instruction and common assessments

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Consistency in instructional practices

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Instructional practices

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student performance (AIMSweb, SM9)

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Instructional Rounds, Assessment tools, Observations

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased percentage of reading proficient students in lowest quartile

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B2.S1.A2 A335074	Students will be instructed with varying researched based Math curriculum	Wise, Brian	9/5/2017	Progress monitoring using STAR, Exact Path, FSA, and other standards based measuring tools	4/27/2018 one-time
G4.B2.S1.A1 A335073	Students will be instructed with varying researched based ELA curriculum	Wells, Maduyan	9/5/2017	Progress monitoring using STAR, Exact Path, FSA, and other standards based measuring tools	4/27/2018 daily
G4.B2.S1.MA1 M353063	Lesson Plan Reviews, On-Going Standards Progress Monitoring	Rudenberg, David	9/5/2017	Standards mastery, level-set monitoring (STAR, Direct Path)	4/27/2018 biweekly
G3.B1.S1.A1 A323837	Complex problem solving, Problem of the Day, Math Club (Acaletics), Math Walks, AVID, Reflex Math	Rudenberg, David	8/14/2017	Lesson plans, classroom observation	5/31/2018 monthly
G4.MA1 M337470	Data reviews	Rudenberg, David	8/14/2017	Increased monitoring of identified students (Direct Path / Achieve3000 / Support Coach) and increased percentage of students indicating learning gains on the FSA Math/ELA assessment.	5/31/2018 biweekly
G5.MA1 M337475	Attendance	Rudenberg, David	8/14/2017	Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty percent in the lowest quartile will show learning gains in reading on the FSA ELA Assessment.	5/31/2018 weekly
G1.B1.S1.MA1 M337457	Instructional Practices	Wilson, Iris	8/14/2017	Classroom environment, Lesson Plans, Student samples, Leon LEAD Observations	5/31/2018 quarterly
G1.B1.S1.MA1 M337458	Arts Integration / STEAM	Wilson, Iris	8/14/2017	STEM Robotics projects, Lesson Plans, iObservation Tool	5/31/2018 quarterly
G1.B1.S1.A1 A323835	Creative problem solving	Wilson, Iris	8/14/2017	Arts integration strategies evident in classroom environment, walkthroughs	5/31/2018 quarterly
G2.B1.S1.MA1 M337460	Instructional practices, student engagement	Rudenberg, David	8/14/2017	Increased student performance (Fusion Assessment, district assessment), Leon LEADS Observations, Lesson Plans	5/31/2018 weekly
G2.B1.S1.MA1 M337461	Student Engagement, Collaboration with Math/Science Instructional teacher	Rudenberg, David	8/14/2017	Consistency across grade level, alignment with Pacing Guide, Focus Calendar	5/31/2018 weekly
G2.B1.S1.A1 A323836	Common assessments, bi-weekly experiments	Rudenberg, David	8/14/2017	Class observations, student science journals	5/31/2018 monthly
G3.B1.S1.MA1 M337463	Instructional practices	Rudenberg, David	8/14/2017	Increased student performance (SM9, Go Math, Math Trainer, Reflex Math, District Progress Monitoring assessments)	5/31/2018 weekly
G3.B1.S1.MA1 M337464	High complexity Problems, Common Assessment, Pacing Guide/Focus Calendar	Rudenberg, David	8/14/2017	Lesson Plans, Observations, Student data, Data Tracking Analysis	5/31/2018 weekly
G3.MA1 M337465	Data Review	Rudenberg, David	8/14/2017	67% of matched students will demonstrate proficiency on the FSA and 50% in the lowest quartile will show learning gains.	5/31/2018 monthly
G4.B1.S1.MA1 M337466	Effective planning, identifying key components of item specifications in instructional actions	Rudenberg, David	8/14/2017	Increased percentage of students making learning gains on FSA Mathematics and ELA	5/31/2018 weekly
G4.B1.S1.MA1 M337467	Common, Collaborative planning indicating use of item specifications and levels of cognitive...	Rudenberg, David	8/14/2017	Increased percentage of identified students on FSA Reading / Math, documented complexity levels in lesson	5/31/2018 monthly

Leon - 0441 - Apalachee Elementary School - 2017-18 SIP
Apalachee Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				plans, demonstrated activities in lesson observations	
G4.B1.S1.A1 A323838	Rigorous instructional strategies	Rudenberg, David	8/14/2017	Varying lesson complexity, Weekly reviews of lesson plans, weekly team collaboration meetings	5/31/2018 weekly
G5.B1.S1.MA1 M337471	Attendance	Rudenberg, David	8/14/2017	Increased daily attendance	5/31/2018 weekly
G5.B1.S1.MA1 M337472	Attendance and Receipt of Records	Rudenberg, David	8/14/2017	Accurate monitoring of attendance and record receipt	5/31/2018 weekly
G5.B1.S1.A1 A323840	Attendance Records	Rudenberg, David	8/14/2017	Accurate Database of follow-up on attendance problems Targeted students on IAT Agenda	5/31/2018 weekly
G5.B2.S1.MA1 M337473	Instructional Rounds, Assessment tools, Observations	Wilson, Iris	8/14/2017	Increased percentage of reading proficient students in lowest quartile	5/31/2018 weekly
G5.B2.S1.MA1 M337474	Instructional practices	Wilson, Iris	8/14/2017	Increased student performance (AIMSweb, SM9)	5/31/2018 weekly
G5.B2.S1.A1 A323841	Differentiated instruction and common assessments	Wilson, Iris	8/14/2017	Consistency in instructional practices	5/31/2018 weekly
G4.B2.S1.MA1 M353064	Bi-Weekly Data Review Meetings	Wilson, Iris	9/5/2017	Student standards mastery and on-going progress monitoring data will be collected and reviewed on a bi-weekly basis.	5/31/2018 one-time
G2.MA1 M337462	Data Review	Rudenberg, David	8/14/2017	Increased number of students proficient (Science benchmarks)	5/31/2018 monthly
G1.MA2 M337476	Arts Integration / STEAM Infusion	Wilson, Iris	8/14/2017	STEAM Robotics projects, Bi-Weekly Hands-on Science Experiments, Lesson Plans, Leon LEADS Observations, Resident Artist Visitations	5/31/2018 one-time
G1.MA1 M337459	Data Review	Wilson, Iris	8/14/2017	Increased student proficiency in reading, vocabulary development, mathematics, science, and writing.	5/31/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The depth of science, technology, engineering, arts, and mathematics will be integrated and strengthened to improve critical thinking skills as evidenced by a 5% increase in student proficiency on the district science achievement assessment.

G1.B1 Instructional time limited to meet the needs of all students.

G1.B1.S1 Regular, explicit creative problem solving strategies, think alouds, scaffolded student practices provided to extend learning.

PD Opportunity 1

Creative problem solving

Facilitator

Kennedy Center Artists, Arts-Integration Team

Participants

All

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

G2. Sixty seven percent of students in grades 3-5 will score at or above Level 3 and eighteen percent at or above level 4 on FCAT Science.

G2.B1 Consistent implementation of Fusion and students' limited skills to enable them to use and look for errors in logic/reasoning.

G2.B1.S1 Team planning-collaboration using district pacing guide, item specs, and school focus calendar. Teacher facilitates students deepen knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of information presented.

PD Opportunity 1

Common assessments, bi-weekly experiments

Facilitator

Science Instructional/Resource Teacher, GIZMO Trainer

Participants

3rd - 5th grade teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3. Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in mathematics on the FSA Math Assessment.

G3.B1 Some students lack varied background knowledge and have had limited opportunities to solve complex problems.

G3.B1.S1 Explicit instruction provided on problem solving. Students will be actively engaged in solving complex problems and recording their solutions in the Math Journals. Math Club (Acaletics), STEAM, Math Talks, and arts integration will increase opportunities for higher level thinking.

PD Opportunity 1

Complex problem solving, Problem of the Day, Math Club (Acaletics), Math Walks, AVID, Reflex Math

Facilitator

Administration Consultant, Reflex Math Math Instructional Leaders/Coaches

Participants

All Primary/Intermediate math teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G4. Fifty percent of students identified with disabilities will demonstrate learning gains on FSA ELA and Math.

G4.B1 Instructional practices not consistently based on item specifications or levels of cognitive complexity.

G4.B1.S1 Cross grade level collaboration and planning, focused on item specifications and levels of cognitive complexity.

PD Opportunity 1

Rigorous instructional strategies

Facilitator

Leadership Team Members, Math Support Teacher, Reading Support Teacher

Participants

Intermediate ELA / Math teachers, Reading Support teacher, Math Support Teacher, Administration

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G5. Sixty-seven percent of the students in grades 3-5 will demonstrate proficiency and fifty-five percent in the lowest quartile will show learning gains in reading on the FSA ELA Assessment.

G5.B1 Student attendance and mobility rate.

G5.B1.S1 Guidance Counselor and Assistant Principal follow-up on attendance concerns Registrar closely monitor receipt of records and notify administrator and Guidance Counselor for prompt reviews

PD Opportunity 1

Attendance Records

Facilitator

District Staff

Participants

Registrar, Administrators, Guidance Counselor

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G5.B2 Teacher consistency in utilizing district pacing guide, school focus calendars, and item specifications.

G5.B2.S1 Teacher consistency in using FSA, item specs, and cognitive levels and the development of common assessments.

PD Opportunity 1

Differentiated instruction and common assessments

Facilitator

District SIP Director Reading Coach Reading Instructional Coach Wonders Instructional Leaders

Participants

All

Schedule

Weekly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Creative problem solving				\$5,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0441 - Apalachee Elementary School	Title I, Part A		\$5,800.00
2	G2.B1.S1.A1	Common assessments, bi-weekly experiments				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0441 - Apalachee Elementary School	Title I, Part A		\$3,000.00
3	G3.B1.S1.A1	Complex problem solving, Problem of the Day, Math Club (Acaletics), Math Walks, AVID, Reflex Math				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0441 - Apalachee Elementary School	Title I, Part A		\$20,000.00
4	G4.B1.S1.A1	Rigorous instructional strategies				\$0.00
5	G4.B2.S1.A1	Students will be instructed with varying researched based ELA curriculum				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0441 - Apalachee Elementary School	General Fund		\$1,000.00
6	G4.B2.S1.A2	Students will be instructed with varying researched based Math curriculum				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0441 - Apalachee Elementary School	General Fund		\$1,000.00
7	G5.B1.S1.A1	Attendance Records				\$0.00
8	G5.B2.S1.A1	Differentiated instruction and common assessments				\$0.00
Total:						\$30,800.00