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Apalachee Elementary School

650 TROJAN TRL, Tallahassee, FL 32311

<https://www.leonschools.net/apalachee>

School Demographics

School Type and Grades Served (per MSID File) Elementary School PK-5	2018-19 Title I School Yes	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 100%
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Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 91%
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title
Ricardo, Jennifer	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
Penny, Tamela	Teacher, K-12
Shorter, Sherry	Teacher, K-12
Bruce, Tiffany	Other
Green, Nicole	Teacher, K-12
Simunek, Autumn	Teacher, K-12
Kone, Katie	Teacher, K-12

Duties

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

The AMTSA leadership team collaborates monthly and analyzes instructional programs, practices, and results. As a collective, they share in decision making that affects overall school culture, atmosphere, and activities. As members of all instructional groups on

campus, school leadership team members work with other teachers to implement the practices discussed at the level to foster student success at every level.

Early Warning Systems

Year 2017-18

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	10	14	14	13	9	9	0	0	0	0	0	0	0	69
One or more suspensions	3	2	4	5	7	11	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	5	20	23	25	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	24	29	39	0	0	0	0	0	0	0	92

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	2	6	17	22	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	1	4	3	0	1	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	3	0	2	6	0	0	0	0	0	0	0	0	0	11

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	31	25	41	0	0	0	0	0	0	0	97

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

For proficiency, 5th Grade Science is ATMSA's lowest performing category. When looking at learning gains, students identified in the lowest 25%ile for ELA students performed the lowest. This subgroup has dropped three consecutive years.

Which data component showed the greatest decline from prior year?

The greatest decline was in our lowest 25%ile ELA students demonstrating learning gains, dropping from 54% to 32%.

Which data component had the biggest gap when compared to the state average?

Based on proficiency, 5th Grade Science had the highest disparity between the state average and the school average (23% lower than state).

Which data component showed the most improvement? Is this a trend?

Improving from 40% to 48%, ATMSA's lowest 25%ile students demonstrated learning gains in math. Math proficiency rose from 51% to 56%.

Describe the actions or changes that led to the improvement in this area

ATMSA believe that professional development in core math instructional strategies helped improved math proficiency and learning gains.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	57%	56%	40%	59%	55%
ELA Learning Gains	46%	53%	55%	48%	57%	57%
ELA Lowest 25th Percentile	32%	46%	48%	54%	51%	52%
Math Achievement	56%	61%	62%	51%	61%	61%
Math Learning Gains	52%	55%	59%	53%	58%	61%
Math Lowest 25th Percentile	48%	40%	47%	40%	47%	51%
Science Achievement	32%	52%	55%	30%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (9)	14 (10)	14 (11)	13 (15)	9 (5)	9 (16)	69 (66)
One or more suspensions	3 (0)	2 (3)	4 (3)	5 (5)	7 (10)	11 (11)	32 (32)
Course failure in ELA or Math	0 (0)	0 (1)	5 (1)	20 (15)	23 (12)	25 (11)	73 (40)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (8)	29 (25)	39 (41)	92 (74)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	61%	-16%	57%	-12%
	2017	41%	62%	-21%	58%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	42%	58%	-16%	56%	-14%
	2017	36%	59%	-23%	56%	-20%
Same Grade Comparison		6%				
Cohort Comparison		1%				
05	2018	45%	57%	-12%	55%	-10%
	2017	41%	61%	-20%	53%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		4%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	64%	-3%	62%	-1%
	2017	51%	60%	-9%	62%	-11%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	59%	62%	-3%	62%	-3%
	2017	54%	64%	-10%	64%	-10%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2018	45%	58%	-13%	61%	-16%
	2017	45%	63%	-18%	57%	-12%
Same Grade Comparison		0%				
Cohort Comparison		-9%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	70	80		78	73						
BLK	41	40	27	53	50	45	28				
HSP	60			40							
MUL	45	62		70	46						
SWD	19	39	30	42	43	45	20				
FRL	42	44	33	50	51	51	24				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	81	75		71	58						
BLK	35	46	52	49	51	41	25				
MUL	40			53							
SWD	11	40	44	22	30	33	8				
FRL	37	44	50	50	54	41	25				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA Learning Gains for Students in Lowest 25%ile
Rationale	Students identified in the lowest 25%ile of ELA have demonstrated significant drops in the percentage of students showing learning gains over the past 2 years.
Intended Outcome	An increase of >15% of students identified in the lowest 25%ile showing learning gains in FSA ELA.
Point Person	Maduyan Wells (wellsm2@leonschools.net)

Action Step

Description Students in grades 3-5 participate in the 21st Century Program, staffed by certified teachers providing academic remediation as well as academic enrichment.

Person Responsible David Rudenberg (rudenbergd@leonschools.net)

Plan to Monitor Effectiveness

Description School wide data team reviews data and determines effectiveness of instructional process and after school grouping. Data team review data and make adjustments to practices and grouping, when necessary. Administrative team reviews data and conducts walkthroughs of 21st Century Classrooms.

Person Responsible Jennifer Ricardo (ricardoj@leonschools.net)

Activity #2

Title	ELA Learning Gains for Students in Lowest 25%ile
Rationale	Students identified in the lowest 25%ile of ELA have demonstrated significant drops in the percentage of students showing learning gains over the past 2 years.
Intended Outcome	An increase of >15% of students identified in the lowest 25%ile showing learning gains in FSA ELA.
Point Person	Beryl James (jamesb@leonschools.net)

Action Step

Description	School-wide implementation of the iReady instructional digital platform and a concentrated focus on students in the lowest 25%ile with support from the Ready ELA instructional books. Intervention groups comprised of identified students will be supported in their digital instruction through small-group, ELA workbooks, highlighting the standards and skills most necessary for each individual student.
Person Responsible	David Rudenborg (rudenborgd@leonschools.net)

Plan to Monitor Effectiveness

Description	Ongoing data collection and reflection using the data collected through diagnostic, growth monitoring, and lesson passage rates in iReady, as well as weekly assessment averages in Wonders will be used to determine the impact of the support and instruction provided to students.
Person Responsible	Jennifer Ricardo (ricardoj@leonschools.net)

Activity #3

Title	5th Grade Science Proficiency on State Assessment
Rationale	Apalachee's 5th grade students' science proficiency level has hovered around the 30% proficiency mark for 3 years, after a steep decline the prior two years. A focused effort on increasing student proficiency through deliberate science instruction in all grade levels.
Intended Outcome	An increase of >10% in 5th grade matched students proficiency on state science assessment.
Point Person	Sherry Shorter (shorters@leonschools.net)

Action Step

Description	Development of a STEAM Club and implementation of a STEAM Night at Apalachee. A weekly club focused on Science, Technology, Engineering, Arts, and Mathematics concepts -- culminated by a school-wide STEAM night involving agencies and organizations throughout Leon County.
Person Responsible	David Rudenborg (rudenborgd@leonschools.net)

Plan to Monitor Effectiveness

Description	Student data of those participating in the STEAM club will be closely monitored, including tracking each student's baseline data, chapter assessment average, Gizmo participation, and ongoing benchmark assessments.
Person Responsible	Jennifer Ricardo (ricardoj@leonschools.net)

Activity #4

Title	5th Grade Science Proficiency on State Assessment
Rationale	Apalachee's 5th grade students' science proficiency level has hovered around the 30% proficiency mark for 3 years, after a steep decline the prior two years. A focused effort on increasing student proficiency through deliberate science instruction in all grade levels.
Intended Outcome	An increase of >10% in 5th grade matched students proficiency on state science assessment.
Point Person	Sherry Shorter (shorters@leonschools.net)

Action Step

Description	Classroom science teachers will incorporate hands-on, science inquiry lessons based on the Florida Standards to deepen knowledge of informational content. Fifth grade classes have been structured to provide a daily, 80-minute science instructional block to include bi-weekly science experiments.
Person Responsible	David Rudenberg (rudenbergd@leonschools.net)

Plan to Monitor Effectiveness

Description	Active lesson plan monitoring by administration, monthly benchmark tracking, and data monitoring of science assessments in our grade level data meetings.
Person Responsible	Jennifer Ricardo (ricardoj@leonschools.net)

Activity #5

Title	Math Learning Gains for All Students
Rationale	Matched students at Apalachee in Grades 3 - 5 have dropped from 53% to 52% proficiency the past year and are performing below the district and state average.
Intended Outcome	An increase of >5% of matched students scoring at or above proficiency in grades 3 - 5.
Point Person	[no one identified]

Action Step

Description	Students in grades 3 - 5 participate in Acaletics as supplemental curriculum to provide exposure and support for grade level math concepts.
Person Responsible	David Rudenberg (rudenbergd@leonschools.net)

Plan to Monitor Effectiveness

Description	Bi-monthly progress monitoring meetings to review student proficiency on pre-post assessments and make instructional adjustments when necessary.
Person Responsible	Jennifer Ricardo (ricardoj@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

ATMSA will convene an annual meeting at a time convenient for parents of participating children for the purpose of: explaining Title I and the requirements of Title I. Parents' rights will be shared with parents. The opportunities that Title I provide for children and families will be explained. Parents will be invited to participate on shared decision making and advisory committees to help make decisions regarding how parent involvement funds will be used as well as other related funds. They will be encouraged and recruited to join the PTO and be elected by their peers to serve on the School Advisory Council.

The Leadership team will plan and coordinate dates and activities in conjunction with the SAC and PTO. Agendas will be developed and minutes will be kept. In addition, SAC and PTO meetings will be held in the evening. Parent letters will be posted in the front office and the Parent's Resource Room. In addition, each family receives a 2018-2019 agenda which includes school calendars with meeting and events listed to increase communication as well as participation.

Most parent surveys showed that parents requested evening meetings. Activities will focus on improving parents' skills to assist their children; increased reading ability and a love for reading; direct content correlation with FSA tested areas as well as Florida Standards; provide help for a paradigm shift for parents to work with their children more effectively; plan activities that support student achievement and warm climate for learning; and support the arts through integration in other content areas.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 Problem Solving 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 are on campus such as Foster Grandparents through Elder Care Services, Cayer and CCYS to provide additional support to our young learners.

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 the spring to spend a half-days on campus in Kindergarten class to orient them to expectations at the kindergarten level.

Fifth grade teachers meet with middle school teachers as fifth graders transition to middle school. In addition, fifth graders 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 education 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.

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 Problem Solving Team consists of an administrator, 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. Grade level classroom teachers 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.

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. In addition, professional development will continue in Florida Standards, Differentiated Instruction, Science, STEAM, Behavior Management, Corrective Reading, Junior Grade Books, Go Math, Arts Integration 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.

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.

Part V: Budget	
Total:	\$40,490.00