

Leon County Schools

# Apalachee Elementary School



2021-22 Schoolwide Improvement Plan

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# Apalachee Elementary School

650 TROJAN TRL, Tallahassee, FL 32311

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

## Demographics

Principal: Tiffany Williams

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (44%) 2016-17: C (45%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## **SIP Authority**

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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 (ATMSA) is to empower the students to become lifelong learners and responsible citizens by enabling them to be self-directed and self-sufficient individuals in a constantly changing world. Students are enthusiastic and engaged in a dynamic, creative program. They develop through the study of core curriculum and dance, drama, visual art and music.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Williams, Tiffany	Principal	Mrs. Tiffany Williams serves as ATMSA Chief Administrator and Instructional Leader in developing policies, programs, curricula, activities, budgets, and professional developments. As the principal, she provides a common vision for the school MTSS and the SIP plan to staff, Students, parents and the community.
Jones, Yvonne	Assistant Principal	Facilitates curriculum requirements; by providing teachers with processes, procedures, and support for the purpose of increasing student academic achievements. Also provides information regarding intervention planning, program evaluation, data analysis, and grades and testing data. Assists with providing professional development support for the faculty and staff.
Love, Samantha	Dean	Provides information regarding attendance history and discipline data. Assists with data analysis, intervention planning, and program evaluation. Collaborates with administrators, MTSS team, teachers and parents to improve student behavioral concerns.
Bright, Tomeka	Guidance Counselor	Provides information regarding guidance services and coordinates intervention services for students.
Brow, Sybil	Math Coach	Provides academic coaching and evidence-based math curriculum support to PreK-5 teachers. Guide students instruction and evaluation. Works with administration to collect and analyze data. Identify needed interventions material and instructional strategies support to student achievement.
Johnson-West, Rekeysha	Reading Coach	Provides academic coaching and evidence-based curriculum reading and Language Arts support to PreK-5 teachers. Guide students instruction and evaluation. Works with administration to collect and analyze data. Identify needed interventions, material and instructional strategies support to student achievement.
Washington, Kawanis	Teacher, K-12	Provides information regarding Kindergarten student data in core instruction and interventions used. Collaborates with reading, math, ESE specialist, and other staff to implement Tier 2 and 3 interventions, materials and instructions.

Name	Title	Job Duties and Responsibilities
Daniel, Carly	Teacher, K-12	Provides information regarding student data in core instruction and interventions used. Provides information regarding student data in core instruction and interventions used. Collaborates with other staff to implement Tier 2 and 3 interventions, materials and instructions.
Bresack, Syrus	Teacher, K-12	Provides information regarding student data in core instruction and interventions used. Provides information regarding student data in core instruction and interventions used. Collaborates with other staff to implement Tier 2 and 3 interventions, materials and instructions.
McMahon, Elizabeth	Teacher, K-12	Provides information regarding student data in core instruction and interventions used. Collaborates with other staff to implement Tier 2 and 3 interventions, materials and instructions.
Voshall, Karen	Teacher, ESE	Provides information regarding ESE services and Tier 3 interventions.
Shorter, Sherry	Instructional Media	Collect and analyze academic progress monitoring data in core instruction and interventions. Provides technology instruction for students and staff development.

## Demographic Information

### Principal start date

Thursday 7/1/2021, Tiffany Williams

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

### Total number of teacher positions allocated to the school

42

### Total number of students enrolled at the school

530

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

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

10

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/30/2021

**2020-21 - 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	
Number of students enrolled	71	74	95	90	73	97	0	0	0	0	0	0	0	500
Attendance below 90 percent	5	8	16	17	11	9	0	0	0	0	0	0	0	66
One or more suspensions	1	4	4	6	3	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	16	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

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

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

**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	5	3	5	5	2	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**2020-21 - 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	
Number of students enrolled	71	74	95	90	73	97	0	0	0	0	0	0	0	500
Attendance below 90 percent	5	8	16	17	11	9	0	0	0	0	0	0	0	66
One or more suspensions	1	4	4	6	3	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	16	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

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

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

**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	5	3	5	5	2	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%			44%	57%	57%	44%	57%	56%
ELA Learning Gains	47%			51%	54%	58%	46%	53%	55%
ELA Lowest 25th Percentile	57%			51%	47%	53%	32%	46%	48%
Math Achievement	34%			55%	64%	63%	56%	61%	62%
Math Learning Gains	21%			42%	63%	62%	52%	55%	59%
Math Lowest 25th Percentile	27%			33%	45%	51%	48%	40%	47%
Science Achievement	31%			36%	52%	53%	32%	52%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	61%	-18%	58%	-15%
Cohort Comparison						
04	2021					
	2019	48%	57%	-9%	58%	-10%
Cohort Comparison		-43%				
05	2021					
	2019	37%	56%	-19%	56%	-19%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	63%	1%	62%	2%
Cohort Comparison						
04	2021					
	2019	59%	66%	-7%	64%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-64%				
05	2021					
	2019	33%	61%	-28%	60%	-27%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	54%	-19%	53%	-18%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tools that were used are iReady Reading and Math, and STAR Reading and Math.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		25%	35	38
	Economically Disadvantaged				
	Students With Disabilities				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
		Number/% Proficiency	Fall	Winter	Spring
		Number/% Proficiency	Fall	Winter	Spring
		Number/% Proficiency	Fall	Winter	Spring
		Number/% Proficiency	Fall	Winter	Spring

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	32	40
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	36	42
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	31	34
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	39	35
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	18		8	7		20				
ELL	23			50							
BLK	40	44	47	33	17	17	30				
HSP	21			33							
MUL	40			30							
WHT	41			38							
FRL	36	46	53	32	18	19	24				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	38	40	23	42	37	9				
BLK	42	48	48	52	40	29	36				
MUL	43	55		71	45						
WHT	56	73		64	60						
FRL	42	52	52	53	38	33	37				
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
SWD	19	39	30	42	43	45	20				
BLK	41	40	27	53	50	45	28				
HSP	60			40							
MUL	45	62		70	46						
WHT	70	80		78	73						
FRL	42	44	33	50	51	51	24				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	8
Percent Tested	94%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Analysis**

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

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

The trends that has emerge is that is a significant decrease in student achievement and learning gains in Math.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The state assessment data results from 2019 and 2021 showed that the greatest need for improvement is the overall achievement in Math as well as , learning gains in math and learning of the lowest 25% in math.

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

Due to the recent global pandemic, there has been an increase in absences due to students having to quarantine. This has also created an extensive learning gap in foundational and grade level skills for all students.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Using FSA data, the component that showed the most improvement in 2021when compared to 2019 state FSA is the learning gains of the lowest 25%, in ELA.

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



Great focus was placed on iReady and STAR Reading data for monthly data chats with grade level teams. Grade 5 had students setting achievement goals, charting and monitoring, and having monthly data chats with their teachers.

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

This school year learning will be accelerated through the implementation of effective small group instructions that will address individual student needs. WIN intervention time built into the K-3 academic schedule. School-wide review of progress monitoring data. Parent curriculum nights and increase academic parent conferences.

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

In support of professionally developing our teachers and providing them with support, the administration team along with the instructional coaches will provide mini professional developments as needed by the individual teachers or grade levels. There will also be a schedule of school-wide professional developments to support teachers in accelerating the learning of their students through the implementation of digital programs.

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

Additional services that will be implemented to ensure the sustainability of improvement will consist of continuous professional developments, parental support events to provide assistance for at-home support, and teacher support through instructional coaching.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The ELA proficiency data component from the 2020-2021 school year showed that 39% of the assessed student body was proficient with the included efforts of daily instruction, small groups, extended time, and extra efforts by teachers. Due to the loss of instruction because of the pandemic and a statewide drop in scores, the focus is to increase ELA proficiency by 5% for the overall student body.

**Measurable Outcome:** Matched/qualified students will show proficiency on the 2022 ELA FSA  
 34% of Grade 3 students will score level 3 and above  
 47% of Grade 4 students will score level 3 and above  
 50% Grade 5 students will score level 3 and above

**Monitoring:** The Area of Focus will be closely monitored using progress monitoring through STAR and iReady diagnostic assessments. Grade- level teachers will meet bi-weekly to discuss Progress Monitoring data academic coaches and administration. Modification of core instruction and intervention based on data results.

**Person responsible for monitoring outcome:** Yvonne Jones (jonesy@leonschools.net)

**Evidence-based Strategy:** Teachers will provide their students with clear learning goals, give timely feedback, provide opportunities for improvement, track students progress, and celebrate their successes. Students will receive direct instruction from teachers, individualized instruction using iReady, and implementation of WIN (What I Need), which will meet students' needs using a variety of evidence-based materials that focus on multiple modalities. The Reading Coach will provide additional support by works with teachers to conduct pull out of small groups for students that are struggling on particular standards. These strategies should render growth in all areas of differentiated instruction and meet the needs of students.

**Rationale for Evidence-based Strategy:** The school-wide data team reviews data and determines the effectiveness of the instructional process and after-school grouping. The data team reviews data and makes adjustments to practices and grouping when necessary. The administrative team reviews data and conducts walkthroughs.

**Action Steps to Implement**

1. Tier 3 students will receive evidence-based interventions.
2. Reading Coach will plan with teachers to help develop standards-driven lessons.
3. iReady will be used to monitor the progress of students and target specific reading skills.
4. Accelerated Reader will be used to challenge and motivate students.
5. Student progress will be monitored in progress monitoring meetings and MTSS.

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

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** The Math proficiency data component from the 2020-2021 school year showed that 30% of the assessed student body was proficient with the coordinated efforts of daily direct instruction, small groups, extended time, and extra efforts by teachers. Due to the loss of instruction because of the pandemic and a state-wide drop in scores, the focus is to increase Math proficiency by 5% for the overall student body.

**Measurable Outcome:** Matched/qualified students will show proficiency on the 2022 Math FSA  
 33% of Grade 3 students will score level 3 and above  
 44% of Grade 4 students will score level 3 and above  
 38% Grade 5 students will score level 3 and above  
 45% of our matched/qualified students will show proficiency  
 A minimum of 33% of the lowest 25th Percentile will achieve proficiency level of 3 or above.

**Monitoring:** The area of focus will be closely progress monitored via STAR and iReady Diagnostic Assessments. Grade-level teachers will meet bi-weekly to discuss Progress Monitoring data academic coaches and administration. Modification of core instruction and intervention based on data results.

**Person responsible for monitoring outcome:** Yvonne Jones (jonesy@leonschools.net)

**Evidence-based Strategy:** Students will have access to direct instruction from teachers, individualized instruction using iReady Toolbox, GoMath Reteach, and Personal Math Trainer, in addition to fluency practice through Reflex. These strategies should render growth in all areas of differentiated instruction and meet the needs of students.

**Rationale for Evidence-based Strategy:** School-wide team reviews data and determines the effectiveness of instructional processes and after school groupings. Data team reviews data and makes necessary adjustments to practices and groupings. Administrative team reviews data and conducts walkthroughs.

**Action Steps to Implement**

1. Tier 3 students will receive evidence-based interventions.
2. The Math Coach will plan with teachers to help develop standards driven lessons.
3. iReady will be used to monitor student progress and target specific math skills.
4. Student progress will be monitored during progress monitoring and MTSS.

**Person Responsible:** Sybil Brow (brows@leonschools.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** 2020-2021 school year, the majority of our students received direct instruction via zoom and used online tools to practice academic skills. Returning for in-person learning for the 2021-2022 school year we are now faced with the challenge of ensuring all students feel safe, secure, and comfortable on campus. Teaching students how to deal with stress, challenges, and learning school and classroom routines.

**Measureable Outcome:** K-5 students will be able to show evidence of knowing how to:  
 Resolve conflicts or disagreements  
 Form and strengthen relationships  
 Recognize and manage emotions  
 Empathize with others and support them  
 Collaborate with others  
 Interact with people with different experiences, backgrounds, and opinions

**Monitoring:** Students are monitored utilizing the MTSS system as a means of identifying areas of concern.  
 Observation, teacher feedback, discipline data.

**Person responsible for monitoring outcome:** Samantha Love (loves@leonschools.net)

**Evidence-based Strategy:** Students in grades K-5 will participate in Social Emotional Learning (SEL). SEL is the process through which boys and girls and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills and intergender communication and understanding, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.

**Rationale for Evidence-based Strategy:** Research shows that student who engage in SEL programs like Harmony: Perform 13% better academically  
 Experience fewer conduct problems and emotional distress

**Action Steps to Implement**

Train new teachers and implement Sanford Harmony Curriculum(SHC) across all grade levels.  
 Allot time for the direct instruction of SHC during the morning classroom routine.  
 Provide students incentives to foster positive support of SHC.

**Person Responsible** Tiffany Williams (williamst@leonschools.net)

**#4. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** The Science proficiency data component from the 2020-2021 school year showed that less than 40% of the assessed student body was proficient.

**Measureable Outcome:** In 5th grade 36% matched/qualified students will score level 3 on the states 2022 Science Assessment

**Monitoring:** Progress monitor quarterly to determine areas of Science competencies in need of emphasis for identified students

**Person responsible for monitoring outcome:** Yvonne Jones (jonesy@leonschools.net)

**Evidence-based Strategy:** Promote student engagement and a classroom environment Conducive to learning. Use of district pacing guides to ensure all key concepts are taught during the year. Explore concepts using hands-on labs and activities, multimedia resources, and text. using hands-on labs and activities, multimedia resources

**Rationale for Evidence-based Strategy:** using hands-on labs and activities, multimedia resources Multi media, and text, not only provides multiple ways to learn, but also provides students with visual and interactive learning and keeps them engaged.

**Action Steps to Implement**

Use district Baseline-Assessment August 11-30

The instructional coach will plan with teachers to help develop standards-driven lessons.

District Science developer, will provide instructional professional develop to teachers in grades 4-5

Moby Max will be used to monitor student progress and target specific Science standards.

Assess student proficiency of standards using the LCS District Science Progress monitoring assessment.

Use data to improve instructional practices

**Person Responsible** Sybil Brow (brows@leonschools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

- Reduce the number of level 1 students, who are mostly students with disabilities**
- Increase students' attendance**
- Increase integration of Arts in the core curriculum**

## Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

At ATMSA we build a positive school culture and the environment by promoting respect, kindness, and family within the entire school community. We have worked to improve our physical space by improving the physical appearance of the facilities; and by posting positive messages all around campus. Our morning news broadcast highlights our Pride school creed and other exciting information. Intentional Social and Emotional Learning is integrated into classroom routines and activities. PBIS is another schoolwide initiative designed to recognize students for positive behaviors. Teachers and support staff have more opportunities to collaborate and share in the decision-making process. Consistently celebrating success with staff and students helps spread positivity and inspire continued success. Parents and community partners are invited to partner with teachers, the administration, and staff to oversee school improvement efforts through PTO and SAC.

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

The following groups and individuals make up a segment of ATMSA's stakeholders, who are invested in the school's success. Our overall goal is to work together in the pursuit of increased student achievement and school improvement.

Leadership Team, PTO & SAC, Parent Liaison

The Sunshine Committee is responsible for building staff morale by celebrating milestones and being a support in times of bereavement.

PBIS is a way to promote and reward positive student behavior schoolwide.

Problem Solving Team/MTSS is a framework many schools use to provide targeted support to struggling students. The goal of MTSS is to intervene early, so students can master grade-level skills. It screens all students and aims to address academic and behavioral challenges.

Student Council, Students Leadership Program are student leaders, who serve as role models for all students and contribute to school initiatives and activities.

Community Partners are local businesses and organizations that provide financial support, time, and resources to support the school's goals and contribute to a positive school climate.

<b>Part V: Budget</b>			
1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
			<b>Total:</b>
			<b>\$0.00</b>