Apopka Middle

2018-19 Schoolwide Improvement Plan

Table of Contents

Apopka Middle

425 N PARK AVE, Apopka, FL 32712

https://apopkams.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

School Board Approval

This plan is pending approval by the Orange 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.

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

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

Name	Title
Pelletier, Kelly	Principal
Pearce, Hollie	Instructional Coach
Collins, Marcus	Dean
Hearn, Theresa	Assistant Principal
Rideout, Heather	Instructional Coach
Gentile, Lissette	Other
Neal, Troy	Dean
King, Karen	School Counselor
Leatherbarrow, Anne	Other
Mirizio-Moody, Nicole	Other
Sears-Coleman, Adrienne	Dean
Nelson, Martha	Assistant Principal
Strenth, Leslie	School Counselor

Duties

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

The School Leadership Team meets weekly to discuss instructional walk-through trends, data (academic, behavior, attendance), concerns with specific teachers or students, supervision issues, upcoming events, evening activity supervision, direction from the district and summarize any committee meetings that have happened
that week. The roles are responsibilities of each member of the team are described below.

Principal: Provide a common vision for instruction and the use of data-based decision
making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the schoolbased team is implementing MTSS; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital

devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school-based plans and activities.

Assistant Principals: Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; building the master schedule and coordinating with guidance counselors on program requirements; and communicates with parents regarding school-based plans and activities.

Instructional Coaches and CRT: Develops, leads, and evaluates school core curriculum programs;works with teachers to identify systematic patterns of student need while reviewing school data to identify appropriate, evidence-based intervention strategies; assists with screening assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; supports all new teachers and serves as the instructional coach for alternative certification teachers; manages and coordinates volunteers to assist in the classrooms; participates in the design and delivery of professional development; implements the coaching cycle with teachers identified for support; conducts classroom walk-throughs and gives feedback; and provides support for monitoring of all data.

Deans: Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.

Guidance Counselors and SAFE Coordinator: implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.

ESE and ESOL Compliance and Support Specialists: attend all district training and meeting for these compliance areas; organize all paperwork and support services for the ESE and ESOL students; monitor and coordinate the work of our paraprofessionals; ensure our FTE reports are clean of any violations; support teachers with strategies and accommodations for ESOL and ESE students in the classrooms; conduct meetings with parents and teachers of our students to develop specific plans for student success; and serve as a parent liaison between the school and the parents.

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	0	0	0	0	0	0	86	63	69	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	95	88	75	0	0	0	0	258
Course failure in ELA or Math	0	0	0	0	0	0	85	28	58	0	0	0	0	171
Level 1 on statewide assessment	0	0	0	0	0	0	183	141	133	0	0	0	0	457

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	0	0	0	126	99	90	0	0	0	0	315

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	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	3	3	0	0	0	0	6

Date this data was collected
Tuesday 7/17/2018

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	0	0	0	0	0	0	62	79	99	0	0	0	0	240
One or more suspensions	0	0	0	0	0	0	68	80	74	0	0	0	0	222
Course failure in ELA or Math	0	0	0	0	0	0	73	83	68	0	0	0	0	224
Level 1 on statewide assessment	0	0	0	0	0	0	127	140	126	0	0	0	0	393

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	0	0	0	93	107	105	0	0	0	0	305

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	0	0	0	0	0	0	62	79	99	0	0	0	0	240
One or more suspensions	0	0	0	0	0	0	68	80	74	0	0	0	0	222
Course failure in ELA or Math	0	0	0	0	0	0	73	83	68	0	0	0	0	224
Level 1 on statewide assessment	0	0	0	0	0	0	127	140	126	0	0	0	0	393

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	0	0	0	93	107	105	0	0	0	0	305

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?

The lowest data component during the 2017-2018 school year was the ELA lowest 25th percentile gains with only 35% of these students making learning gains. This is a three year trend with the gains being consistently the lowest data component in the school grade each year and ranging only between 35% and 37%.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year is math learning gains going from 52% in 2016-2017 to 46% in 2017-2018. This six point loss is just over a five point loss in overall math achievement scores which went from 53% in 2016-2017 to 48% in 2017-2018.

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

Although our math lowest 25th percentile gains only dropped 3 points from 40% in 2016-2017 to 37% in 2017-2018 it is the data component with the biggest gap when compared to the state average. The state average during the 2017-2018 school year was 51% and our school gains were 37% which is a 14 point difference.

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

Science achievement is the data component that showed the most improvement. We went from 42% in 2016-2017 to 50% in 2017-2018 which is an 8 point gain. This has been a trend over the last three years as we have increased from 35% in 2015-2016 to our current 50% in 2017-2018 which is a 15 point gain over the three years.

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

Our gains in science were due to several specific actions taken by our 8th grade science team and administrators. The 8th grade science Professional Learning Community met on a weekly basis with an

instructional coach and assessing administrator to plan weekly lessons. Our lead teacher for this team attended the district science coach meetings to bring back strategies and ideas to the team once a quarter. The PLC progress monitored tested standards throughout the year tracking student progress and conferencing with students on their data and goals so the students knew exactly what standards they still needed to master.

Students received individualized practice using a computer based program called Study Island. The computer lessons were targeted to individualized student data. The PLC used progress monitoring data to plan mini-lessons of previous years' content that would be on the state assessment. The PLC planned incentives and gave out motivational points through our HERO system for students who made progress between the progress monitoring assessments.

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	43%	52%	53%	47%	52%	52%
ELA Learning Gains	45%	50%	54%	51%	53%	53%
ELA Lowest 25th Percentile	36%	42%	47%	37%	44%	45%
Math Achievement	48%	53%	58%	53%	53%	55%
Math Learning Gains	46%	51%	57%	54%	53%	55%
Math Lowest 25th Percentile	37%	44%	51%	40%	46%	47%
Science Achievement	50%	51%	52%	35%	48%	50%
Social Studies Achievement	59%	68%	72%	62%	67%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	86 (62)	63 (79)	69 (99)	218 (240)
One or more suspensions	95 (68)	88 (80)	75 (74)	258 (222)
Course failure in ELA or Math	85 (73)	28 (83)	58 (68)	171 (224)
Level 1 on statewide assessment	183 (127)	141 (140)	133 (126)	457 (393)

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
06	2018	37%	48%	-11%	52%	-15%
	2017	37%	52%	-15%	52%	-15%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	38%	48%	-10%	51%	-13%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	44%	52%	-8%	52%	-8%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
08	2018	50%	55%	-5%	58%	-8%
	2017	43%	52%	-9%	55%	-12%
Same Grade Comparison		7%				
Cohort Comparison		6%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	35%	-12%	52%	-29%
	2017	38%	43%	-5%	51%	-13%
Same Grade Comparison		-15%				
Cohort Comparison						
07	2018	42%	51%	-9%	54%	-12%
	2017	47%	52%	-5%	53%	-6%
Same Grade Comparison		-5%				
Cohort Comparison		4%				
08	2018	42%	32%	10%	45%	-3%
	2017	22%	30%	-8%	46%	-24%
Same Grade Comparison		20%				
Cohort Comparison		-5%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	49%	49%	0%	50%	-1%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	56%	66%	-10%	71%	-15%
2017	52%	67%	-15%	69%	-17%
Compare	4%				

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	71%	61%	10%	62%	9%
2017	83%	53%	30%	60%	23%
Compare		-12%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	94%	65%	29%	56%	38%
2017	97%	43%	54%	53%	44%
Compare		-3%			

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**
SWD	10	33	30	9	24	20	21	19	27		
ELL	10	29	27	19	33	34	14	38	70		
ASN	82	80		82	80				82		
BLK	37	43	43	40	44	42	35	55	70		
HSP	35	40	32	41	41	34	43	53	78		
MUL	57	45		67	54				82		
WHT	57	54	40	63	54	39	71	69	78		
FRL	37	43	36	43	44	34	44	54	73		
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**
SWD	10	38	37	18	39	29	14	30	90		
ELL	13	35	33	28	44	32	13	15			
ASN	76	69		94	81						
BLK	36	43	37	44	48	41	36	44	84		
HSP	39	45	33	46	50	37	32	44	80		
MUL	75	72		63	71						
WHT	53	47	37	67	56	40	54	71	86		
FRL	35	42	34	46	49	37	32	45	79		

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	Improvement of Standards Based Instruction
Rationale	Student data from 2017-2018 shows that less than half of our students are proficient in reading (43%) and math (48%). Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core standards based instruction that our students receive in math and language arts.
Intended Outcome	By increasing the rigor of standards based instruction, proficiency (level 3 or above) in ELA will increase from 43% to 50% and proficiency in Math will increase from 48% to 53%.
Point Person	Kelly Pelletier (kelly.pelletier@ocps.net)
Action Step	
Description	1. Provide core subject area Professional Learning Communities time and support for planning standards based instruction. a. Provide core subject area teachers with common planning time facilitated by a leadership team member to build standards-based lessons on a weekly basis. • ELA – (Hollie Pearce and Kelly Pelletier) • Math – (Heather Rideout and Kelly Pelletier) • Social Studies – (Hollie Pearce and Theresa Hearn) • Science – (Heather Rideout and Martha Nelson) b. Teachers will be provided two common planning days designed and facilitated by the school-based leadership team. (Heather Rideout and Hollie Pearce) c. School-leadership team will design a PLC agenda/facilitator guide for consistency of PLC meeting time in all content areas. (Heather Rideout and Hollie Pearce) d. The ELA department will create a common writing plan and instructional focus calendar for both reading and writing standards for all three grade levels. (ELA teacher leaders) e. The math department will create a guide for consistency in teaching concepts and vocabulary in order to create a common language across the grade levels. Teachers will use this guide when planning lessons. (Math teacher leaders) 2. District Professional Learning Community (DPLC) site team members will facilitate the growth and development of teachers with the understanding of the close reading strategies. (DPLC Site Team) a. Provide teachers with professional development on close reading strategies. (Hollie Pearce and Heather Rideout) b. DPLC Site team will review professional learning from previous year to design a PD for all teachers during pre-planning. (Daniel Menter, Hollie Pearce, and Patty Green) c. DPLC Site team will meet monthly to conduct walks focused on the DPLC evidence of implementation to inform next steps for building teacher capacity. (DPLC team members) d. DPLC Site team will meet monthly to discuss the data gathered from the walks and also plan professional development next steps. (DPLC team members) 3. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data. a. Leadership team will create a monitoring tool and schedule to provide feedback regarding effective implementation of standards-based instruction. (Martha Nelson) b. Leadership team members will collaborate to analyze data and tier teachers for targeted coaching support through a coaching cycle. (Kelly Pelletier, Martha Nelson, Theresa Hearn, Heather Rideout) c. Monitor student data weekly with a strategic focus on student subgroups. (Kelly Pelletier, Theresa Hearn, Martha Nelson, Hollie Pearce)

d. Leadership team members will meet weekly to discuss the data gathered from the instructional walks, feedback that has been given and weekly data points. (Kelly Pelletier, Theresa Hearn, Martha Nelson, Hollie Pearce, Heather Rideout)

d. Professional development opportunities will be offered to all staff members based on areas for growth. Topic one will be formative assessment data to drive instructional decisions: I-ready data; common assessments; student observations/anecdotal evidence; student work samples. Topic two will be using small groups and differentiated instruction. Topic three will be using academic notebooks and incorporating into the notebooks: Thinking Maps, Cornell notes, academic vocabulary, student created content. (Heather Rideout, Hollie Pearce)

Person Responsible Heather Rideout (heather.rideout@ocps.net)

Plan to Monitor Effectiveness

Description

Principal, Assistant Principals and the Coaches will attend grade-level common planning sessions weekly. During this time, lesson plan development will be monitored to ensure standards-based instruction is planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. This calibration will take place in leadership meetings (once a month). Teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of standards-based instruction, student engagement, writing and the use of DPLC strategies. Teachers will be tiered for support based on experience, capacity and historical data.

The plan for tiering the teachers will be: Tier 1-proficient teachers, Tier II-emerging teachers, Tier III- new to teaching, new to the school, teachers who need more support. Tier I teachers will receive at least 2 classroom walkthroughs a month with feedback. Tier II teachers will receive at least 1 classroom walkthroughs a week with feedback. Tier III teachers will receive at least 2 classroom walkthroughs a week with feedback.

The principal will monitor the frequency of classroom walkthroughs to ensure the data being collected is a fair representation of classroom instruction in core subjects. The principal will also monitor the feedback being provided to teachers by the leadership team to ensure consistent expectations are being communicated in a specific and actionable format.

i-Ready diagnostic data will be analyzed three times (BOY, MOY, EOY) throughout the school year. Teachers and members of the leadership team will analyze this data for predicted proficiency and student growth.

Agendas and sign-in sheets during professional development and PLCs will be collected in Canvas.

Person Responsible Hollie Pearce (hollie.pearce@ocps.net)

Activity #2	
Title	Student Engagement
Rationale	Classroom observation data from 2017-2018 reveals that students are compliant but not engaged in rigorous learning tasks. This is supported by the 2017-2018 student data showing that less than half of our students are making learning gains in reading (45%) and math (46%) and even fewer of our lowest 25th percentile students are making gains in reading (36%) and math (37%). We believe that when teachers use culturally relevant and social strategies, AMMS students in all struggling subgroups will engage with the content and by extension increase learning outcomes thus narrowing the achievement gap.
Intended Outcome	By increasing student engagement, learning gains for the lowest 25% in ELA will increase from 36% to 42% and learning gains for the lowest 25% in Math will increase from 37% to 42%. By increasing student engagement, learning gains in ELA will increase from 45% to 52% and learning gains in Math will increase from 46% to 52%.
Point Person	Kelly Pelletier (kelly.pelletier@ocps.net)
Action Step	
Description	1. Provide professional development to staff on culturally responsive teaching strategies. a. Establish behavior leadership consortium team (BLCT) as a PLC and ensure that all members attend Restorative Justice training. (Theresa Hearn) b. Establish a Seahawk engagement committee, made up of students, to review discipline team's student behavior incentive plan and make adjustments. (Theresa Hearn) c. Review achievement gap and discipline data in order to develop a culturally responsive professional development plan. (Martha Nelson and Hollie Pearce) d. Present findings of the BLCT and the student engagement committee to staff. Presentation will include: achievement/discipline gap data, student survey results from 17-18. (BLC:T team and students) e. Establish "Better than Carrots or Sticks" and "Culturally Responsive Teaching & the Brain" book study and assign one book to each PLC group. (Hollie Pearce) f. PLC groups will share out book study info at each staff meeting/PD throughout the first semester. (PLC members) 2. Build school community and mutual respect in order to improve teacher and student relationships. a. Implement the use of HERO point system for positive behavior support. (Laura Donlon) b. Create a plan for incentives for teachers who effectively use HERO and also incentives for students who earn HERO points. (BLCT members and Seahawk engagement committee) c. Implement the usage of the "AMMS Essential 11 Common Courtesies". Including a PD on how to teach the "AMMS Essential 11 Common Courtesies" and the creation of mini-lessons on character education topics. (Student Engagement Committee) d. Organize students and staff into a "House System" to build school community. Assign all students and staff to a "house". Train staff on encouraging students to embrace their assigned house community in addition to developing school pride and spirit. Establish house competition with HERO points. (Student Engagement Committee) e. Establish "Essential 55", Ron Clark book study with the entire staff and include PD into each faculty meeting throughout the year. (Student Engagement Committee) 3. Instructional monitoring, feedback and coaching will occur based on student data trends

and observational data.
a. Leadership team will create a monitoring tool and schedule to provide feedback regarding effective implementation of student engagement strategies. (Kelly Pelletier, Martha Nelson, Hollie Pearce)
b. Leadership team members will collaborate to analyze data and decide on possible PD needed for student engagement strategies to include: collaboration techniques, academic discourse, writing to learn, physical movement, and response rates. (Kelly Pelletier, Martha Nelson, Theresa Hearn, Heather Rideout)
c. Monitor student data monthly (discipline, missing assignments, attendance, HERO) with a strategic focus on student subgroups. (Kelly Pelletier, Theresa Hearn, Martha Nelson, Hollie Pearce)
d. Leadership team members will meet weekly to discuss the data gathered from the instructional walks, feedback that has been given and weekly data points. (Kelly Pelletier, Theresa Hearn, Martha Nelson, Hollie Pearce, Heather Rideout)

Person Responsible	Martha Nelson (martha.nelson@ocps.net)

Plan to Monitor Effectiveness

Description	Principal, Assistant Principals and coaches will monitor classroom instruction to look for evidence of culturally responsive learning practices, instruction or redirection of the "AMMS Essential 11 Common Courtesies", student friendly learning outcomes, the use of HERO for positive behavior points, community building through the use of the house system, use of student engagement strategies and restorative justice practices. Principal and Assistant Principals will monitor the use restorative justice practices by the deans and how often the deans are working with teachers to create a culture of positive behavior support. Tools/data to be analyzed: classroom walkthrough data, gaps in student achievement data (I-ready monitoring, PMAs, common assessments), gaps in student discipline data (HERO, SMS referral data, restorative justice logs) and student/staff survey results (teacher/student bias survey, student safety survey, AdvancED survey feedback).
Person Responsible	Hollie Pearce (hollie.pearce@ocps.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, Â§ 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.

Parents are encouraged to get involved with the school and support their child's education however they can. We offer parent committees to join (PTSA, SAC, PLC), parent workshops, school wide events and activities, teacher conferences, and volunteer opportunities. We believe when students know their parents are involved and care deeply about their education, they will achieve at higher levels. We have the following activities and opportunities for parents to be involved with our school and their child's

education: report cards and assessments data discussed at parent conferences; FSA Parent Information Night; Open House; Curriculum Night; School Advisory Committee; Parent, Teacher, Student Association; Future Farmers of America Meetings; Parent Leadership Council for parents of LEP students; weekly announcements and reminders (phone, email and text) via our district automated phone system; Restorative Justice circles to address behavioral concerns; access to progressbook, canvas, HERO points and other websites; a variety of parent workshops on different topics of interest; and child study team meetings or intervention meetings with the MTSS team. We will continue to improve our communication through media outlets (Twitter, Remind 101, Facebook, Connect Orange and PTSA
emails) as well as through Canvas classrooms.

Our SAFE Coordinator and our school social worker work with local organizations to provide assistance to families when they need it: food pantry, clothes, presents at the holidays, holiday meals, bus passes, and other help as needed. Our school is a member of the Apopka Area Chamber of Commerce and their members are responsive to needs we may have as well. Our Partners in Education Coordinator is working to establish new community partnerships and maintain the ones we currently have in place. Our school is also rented by many of the local community members through facility rental agreements.

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.

The OCPS Comprehensive Guidance Program is both preventative and proactive in its focus and supports the district goal that each student will acquire the skills, attitudes and knowledge necessary to reach his or her full potential. Credentialed school counselors provide guidance curriculum to groups of students, such as transition services for 6th and 8th graders and career planning. Counselors may work with students individually as well as with parents, teachers, and staff. Students with social and emotional needs that require outside intervention are referred to the appropriate community resource in consultation with parents. The SAFE Coordinator facilitates OCPS SEDNET therapeutic resources. She also advocates for our homeless students and gains services through the McKenney-Vento Program. The SAFE Coordinator is the liaison for students in foster care, those involved in the Juvenile Justice System and the Department of Children and Families. Clothing is provided to students in need through Kids Closet. Free eye exams and glasses can be provided for needy students as well. Our school maintains a food pantry for families who may need food assistance. Mentoring is organized through our deans and students are matched with an adult on campus. This year we will be delivering character education curriculum, goal setting and CAPE instruction through mini lessons in the content area classrooms. Our school also provides for our Exceptional Education students who need it, a Social Personal course as part of their academic curriculum which teaches social and coping skills.

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

Transition plan for 5th to 6th: In January and February the 6th grade school counselor and Grade Level Administrator/Dean visit our feeder elementary schools, along with the AVID Coordinator and STEM Coordinator. Students learn about middle school life, subjects offered, and are instructed on how to choose electives. The AVID (Advancement via Individual Determination) and STEM (Science, Technology, Engineering, and Math) Coordinators present each program. In May we have a 5th grade parent night where parents may tour the campus after a presentation on how they can help their children transition to middle school. Parents are provided with a packet which includes handouts on how to be successful in middle school, a study checklist, and how to use the academic planner. In the summer prior to the beginning of school we schedule an open campus night where parents and students can pick up schedules, tour the campus, and meet teachers.

Transition plan for 8th to 9th: Starting in November, 8th graders are given information on the various magnet programs offered by OCPS and are encouraged to attend the Magnet Fair. In December, both counselors schedule classroom guidance lessons through the 8th graders Social Studies classes, focusing on high school, college and career planning. Using the CHOICES online program, students take an interest inventory which leads them to possible career paths. Based on this information, students create a 4-year high school plan. In the Spring, counselors from Apopka High School visit with our 8th graders to conduct a registration process orientation, providing them with essential information on how to select courses as well as learn about extracurricular activities and other interesting facts about beginning their high school experience. AMMS also provides 8th graders and their parents with information regarding Apopka High School's Freshman Orientation Night, held later in the Spring.

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.

Apopka Memorial Middle School (AMMS) plans for programs to ensure our students are gaining the academic and enrichment skills they need to be successful in high school and beyond. This starts with our school budget to ensure we have the funds to hire the necessary teachers to maintain the programs and courses for our students. We have AVID, STEM, band, orchestra, chorus, Spanish, art, and agriculture. Annually, we analyze our school data and plan the master schedule to meet the needs of the students. We will add math or reading classes and also make sure we are offering enough electives to keep the students enriched in nonacademic areas.
At Apopka Memorial Middle School (AMMS), the early warning system is run through the MTSS team which is led by Hollie Pearce, our Curriculum Resource Teacher, and is comprised of administrators, resource teachers, social worker, school psychologist, behavior coach and teachers. The team meets once a month to discuss academic and behavioral concerns, to make a plan for the students and decide what data needs to be collected and reviewed. This may involve tutoring after school, course recovery, sending in a paraprofessional to assist in the classroom, or changing a student's schedule. We also have a budget committee which is led by Kelly Pelletier, our Principal and includes teachers and staff members. This committee meets in the Spring semester to look at our proposed budget for the next school year, gather input from the faculty and staff and make decisions about programs and numbers of teachers.

We do coordinate with a variety of federal, state and local programs as well, these programs provide services through the district office or through extra personnel to implement programs: Title I, Part C-Migrant; Title X- Homeless; McKinney-Vento Program; and Supplemental Academic Instruction funds.

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

Our guidance counselors are available to students and parents for one-on-one appointments and guidance in future course selections, goals/academic plans and provide academic advisement throughout the school year. Each year the guidance counselors conduct a meeting with the grade levels to discuss the courses available to them in the up-coming school year. They facilitate high school transition for our 8th grade students. Students develop four year plans for high school. Our school TV announcements and weekly phone calls home include information regarding high school magnet programs, course registration deadlines and other opportunities. We have information on the school website under the guidance tab and also post links to HS and post-secondary planning sites. We are already talking to students about scholarships and the requirements for colleges and some of our students are already making college visits for field trips. This is a great experience for them and makes

them hungry and excited for their college experience. We also offer many high school credit courses and have a certified AVID program.

Part V: Budget	
Total:	**$80,258.00**