Orange County Public Schools

Apopka Middle

2019-20 Schoolwide Improvement Plan

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Apopka Middle

425 N PARK AVE, Apopka, FL 32712

https://apopkams.ocps.net/

Demographics

Principal: Lisa James

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (49%) 2016-17: C (50%) 2015-16: C (50%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 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.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Pelletier, Kelly	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 school based 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.
Hearn, Theresa	Assistant Principal	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.
Rideout, Heather	Instructional Coach	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.
Gentile, Lissette	Other	Attend all district training and meeting for this compliance area; organize all paperwork and support services for the ESOL students; monitor and coordinate the work of our paraprofessional; ensure our FTE reports are clean of any violations; support teachers with strategies and accommodations for ESOL 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.

Name	Title	Job Duties and Responsibilities
King, Karen	School Counselor	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.
Leatherbarrow, Anne	Other	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.
Mirizio-Moody, Nicole	Other	Attend all district training and meeting for this compliance area; organize all paperwork and support services for the ESE students; monitor and coordinate the work of our paraprofessional; ensure our FTE reports are clean of any violations; support teachers with strategies and accommodations for 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.
Sears-Coleman, Adrienne	Dean	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.
Bartfield, Jeffrey	Assistant Principal	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.

Name	Title	Job Duties and Responsibilities
Strenth, Leslie	School Counselor	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.
Kolling, Carl	Dean	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.
Kushner, Kristen	Dean	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.
Crawford, Parniece	Instructional Coach	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.

Early Warning Systems

Current Year

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	0	0	0	0	0	0	386	413	349	0	0	0	0	1148
Attendance below 90 percent	0	0	0	0	0	0	55	83	59	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	85	114	107	0	0	0	0	306
Course failure in ELA or Math	0	0	0	0	0	0	57	99	132	0	0	0	0	288
Level 1 on statewide assessment	0	0	0	0	0	0	145	177	129	0	0	0	0	451

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	0	0	87	130	141	0	0	0	0	358

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	1	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	3	3	2	0	0	0	0	8

FTE units allocated to school (total number of teacher units)
66

Date this data was collected or last updated
Tuesday 7/23/2019

Prior Year - 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	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 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	0	0	126	99	90	0	0	0	0	315

Prior Year - 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	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 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	0	0	126	99	90	0	0	0	0	315

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	52%	54%	44%	52%	52%
ELA Learning Gains	47%	52%	54%	46%	53%	54%
ELA Lowest 25th Percentile	38%	45%	47%	35%	42%	44%
Math Achievement	50%	55%	58%	53%	53%	56%
Math Learning Gains	50%	55%	57%	52%	55%	57%
Math Lowest 25th Percentile	41%	50%	51%	40%	48%	50%
Science Achievement	43%	51%	51%	42%	49%	50%
Social Studies Achievement	59%	67%	72%	54%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	386 (0)	413 (0)	349 (0)	1148 (0)
Attendance below 90 percent	55 (86)	83 (63)	59 (69)	197 (218)
One or more suspensions	85 (95)	114 (88)	107 (75)	306 (258)
Course failure in ELA or Math	57 (85)	99 (28)	132 (58)	288 (171)
Level 1 on statewide assessment	145 (183)	177 (141)	129 (133)	451 (457)

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	41%	52%	-11%	54%	-13%
	2018	37%	48%	-11%	52%	-15%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	38%	48%	-10%	52%	-14%
	2018	38%	48%	-10%	51%	-13%
Same Grade Comparison		0%				
Cohort Comparison		1%				
08	2019	45%	54%	-9%	56%	-11%
	2018	50%	55%	-5%	58%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	27%	43%	-16%	55%	-28%
	2018	23%	35%	-12%	52%	-29%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	34%	49%	-15%	54%	-20%
	2018	42%	51%	-9%	54%	-12%
Same Grade Comparison		-8%				
Cohort Comparison		11%				
08	2019	44%	36%	8%	46%	-2%
	2018	42%	32%	10%	45%	-3%
Same Grade Comparison		2%				
Cohort Comparison		2%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	40%	49%	-9%	48%	-8%
	2018	49%	49%	0%	50%	-1%
Same Grade Comparison		-9%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	66%	-9%	71%	-14%
2018	56%	66%	-10%	71%	-15%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	63%	29%	61%	31%
2018	71%	61%	10%	62%	9%
Compare		21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	53%	38%	57%	34%
2018	94%	65%	29%	56%	38%
Compare		-3%			

Subgroup Data

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	7	35	38	10	33	25	11	14			
ELL	24	40	36	31	38	39	17	35	84		
ASN	88	63		88	76						
BLK	34	40	34	43	47	40	28	52	93		
HSP	37	45	36	42	46	40	39	49	88		
MUL	59	59		76	71						
WHT	56	56	48	66	59	43	58	80	91		
FRL	35	44	36	42	47	39	38	50	90		
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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - 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%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest data component during the 2018-2019 school year was the ELA lowest 25th percentile gains with only 38% 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 between 35% and 38%. Contributing to the low performance in this category is the increase in our numbers of ELL students. This population of students has readers performing as low as a first grade level, making it difficult to get them back toward grade level in just three years. Students struggle with higher levels of comprehension including integrating ideas from multiple sources, central idea and writing to a prompt.

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

The data component that showed the greatest decline from the prior year is 8th grade Science going from 50% in 2017-2018 to 43% in 2018-2019. This seven-point loss puts this component back where it was in 2016-2017 when it was only 42%. Factors contributing to the decline include the loss of the professional learning community team leader who was leading the lesson planning and activities for spiral review throughout the year. We also had a new teacher on the team who was new to teaching these standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the biggest gap when compared to the state average is our 7th grade Civics results. The state average during the 2018-2019 school year was 72% and our school results were 59%, which is a 13-point difference. Factors contributing to this gap were that one classroom when through two teachers and a variety of substitutes. The highest results in this component were in 2015-2016 when we scored 62%, the scores dropped to 54% and then went up to 59% where they have been for the last two years.

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

Achievement in mathematics learning gains and lowest 25% learning gains are the data components that showed the most improvement. Math learning gains went from 46% in 2017-2018 to 50% in 2018-2019, which is a 4-point gain. Math learning gains for the lowest 25% went from 37% in 2017-2018 to 41% in 2018-2019, which is also a 4-point gain. Our growth in math learning gains were due to several specific actions taken by our math department and administrators. The math PLCs met on a weekly basis with an instructional coach and assessing administrator to plan weekly lessons.

Teachers attended district content specific professional development to dive deeper into the standards. We implemented an intensive math elective for our level 1 students to receive specific support in the standards. The math PLCs progress monitored tested standards throughout the year tracking student progress and conferencing with students on their data and goals.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of concern from our EWS data include an increase in the number of suspensions (in or out of school) and a significantly higher increase in students who failed an ELA or math course. We have new discipline deans this year and we will continue to focus on alternatives to suspension like using RJ circles and Saturday schools. Teachers will be focusing on those struggling students by offering opportunities to retake tests and turn in missing work as well as holding small groups for support within the classroom.

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

1. 8th grade Science
2. 7th grade Civics
3. ELA Achievement
4. ELA Learning Gains
5. ELA Learning Gains of the lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Proficiency in ELA, Math, Civics and Science through the improvement of standards based instruction
Rationale	Student data from 2018-2019 shows that less than half of our students are proficient in language arts (42%) and science (43%). Our civics students have a 13 point gap between our achievement level (59%) and the state average of 72%. In addition, only 50% of our students are proficient in mathematics. 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 all core content courses.

State the measurable outcome the school plans to achieve	By increasing the rigor of standards based instruction, proficiency (level 3 or above) in ELA will increase from 42% to 50%; in Math from 50% to 53%; in Science from 43% to 53%; and in Civics from 59% to 64%.
Person responsible for monitoring outcome	Kelly Pelletier (kelly.pelletier@ocps.net)
Evidence-based Strategy	Students systematically engage in processing content to generate conclusions through collaborative interactions with other students. This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.

Action Step	
Description	1. Develop and implement the use of small learning groups to assist our ESE students with processing new content. Teachers will use small learning groups to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively. The ESE resource teachers will work collaboratively with the core content teacher to develop plans for the ESE students who are not mastering standards. (ESSA subgroup) 2. Plan for students to engage in accountable talk as a processing tool and then to use literacy strategies to write with evidence in response to complex texts. (DPLC) Teachers will be provided with professional development on using close reading strategies, writing text dependent questions, engaging students in accountable talk, and using evidence to defend a claim through writing. All content areas will use the FSA writing rubric when scoring student writing and giving feedback for improvement. 3. Provide core subject area Professional Learning Communities time and support for planning standards based instruction. Common planning time will be scheduled by department to facilitate discussions between the grade level PLCs and provide consistency

of instruction.

4. Engage teachers in a variety of cross curricular peer observation opportunities. DPLC school based team will develop a list of teachers to observe for specific instructional strategies. Teachers will be given time to observe peers during the school day to improve their own practice and/or provide feedback.

5. Implement the use of academic notebooks as a processing tool for students. Teachers will promote the use of academic notebooks for students to organize and synthesize their thoughts and use writing to extend learning through processing and reflecting. Teachers will give students timely feedback to extend their learning.

6. Conduct weekly classroom walkthroughs to gather data on the use of instructional strategies that help students process content. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data that has been collected. Targeted professional development sessions will be offered based on areas of need identified through classroom walkthrough data.

Person Responsible   Parniece Crawford (parniece.crawford@ocps.net)

#2	
Title	Increase Learning Gains and Learning Gains of the Lowest Quartile in ELA and Math by implementing student engagement strategies
Rationale	Classroom observation data from 2018-2019 reveals that students are compliant but not engaged in rigorous learning tasks. This is supported by the 2018-2019 student data showing that no more than half of our students are making learning gains in reading (47%) and math (50%) and even fewer of our lowest 25th percentile students are making gains in reading (38%) and math (41%). 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.

State the measurable outcome the school plans to achieve	By increasing the use of student engagement strategies, learning gains for the lowest 25% in ELA will increase from 38% to 42% and learning gains for the lowest 25% in Math will increase from 41% to 45%. By increasing the use of student engagement strategies, learning gains in ELA will increase from 47% to 52% and learning gains in Math will increase from 50% to 53%
Person responsible for monitoring outcome	Theresa Hearn (theresa.hearn@ocps.net)
Evidence-based Strategy	Students interact in small groups and utilize effective conative and social emotional skills necessary for collaboration to practice and deepen knowledge. This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.
Rationale for Evidence-based Strategy	Students use of conative and social emotional skills necessary for understanding and interacting with others allows students to strategically extend learning by enhancing procedural skills and deepening knowledge.

Action Step	
Description	1. Provide professional development sessions to teachers and staff on culturally responsive teaching strategies. Data on suspensions and achievement gaps will be shared with teachers. Professional journal articles will be shared and instructional strategies highlighted for implementation. 2. Expand the number of teachers trained in Restorative Justice practices and monitor the implementation of these practices school wide. Teachers and Deans will implement RJ circles with small groups and also with entire classes. 3. Build school community and mutual respect in order to improve teacher, student and parent relationships. Continue to strengthen the use of the House system and HERO for positive behavior support. Encourage parent use of the Skyward and Canvas platforms for communication with their child's teachers. 4. Integrate social emotional skills into lesson plans each unit. Professional development will be provided to teachers in an effort to promote planning for direct instruction in the areas of: organizational skills, note taking, participation in academic conversations, active

listening skills, and individual goal setting.
5. Monitor and provide feedback to teachers monthly on the use of these strategies to engage students. Administrators will share student data monthly (discipline, missing assignments, attendance,
HERO) with a strategic focus on student subgroups. Targeted professional development sessions will be offered based on areas of need identified through classroom walkthrough data.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

By focusing on strengthening the delivery of standards based instruction and using student engagement strategies, the other academic improvement priorities will also be addressed. Our Early Warning System data shows a need to look at how we are focusing on our students who are failing ELA and/or Math courses and those students with high suspensions. We will establish a MTSS committee to review our student data each month and work with teachers to develop academic or behavioral plans for students who are struggling in these areas. Our resource teachers and deans will have students they will mentor and they will meet with these students on a regular basis to review their progress toward goals they will set together. We have new discipline deans this year and we will continue to focus on alternatives to suspension like using RJ circles and Saturday schools. Teachers will be focusing on those struggling students by offering opportunities to retake tests and turn in missing work as well as holding small groups for support within the classroom. We will also work on making parents a bigger part of the problem solving process when putting together the plans for improvement.

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 Schoolwide Improvement Plan 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 Skyward, 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

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

1	III.A.	Areas of Focus: Increase Proficiency in ELA, Math, Civics and Science through the improvement of standards based instruction				$59,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0282 - Apopka Middle	UniSIG		$30,600.00
			Notes: The hourly salary cost for teachers to be in planning and data meetings.			
			0282 - Apopka Middle	UniSIG		$7,200.00
			Notes: Money for substitutes for teacher planning days/afternoons.			
			0282 - Apopka Middle	UniSIG		$400.00
			Notes: Paper for copies and supplies to make common posters.			
			0282 - Apopka Middle	UniSIG		$3,600.00
			Notes: Money for substitutes for teachers to attend professional development sessions during the school day.			
			0282 - Apopka Middle	UniSIG		$2,000.00
			Notes: Supplies for academic notebooks.			
			0282 - Apopka Middle	UniSIG		$15,600.00
			Notes: The hourly salary cost for teachers to engage in peer observations during planning time.			
2	III.A.	Areas of Focus: Increase Learning Gains and Learning Gains of the Lowest Quartile in ELA and Math by implementing student engagement strategies				$19,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0282 - Apopka Middle	UniSIG		$15,600.00
			Notes: The hourly salary cost for teacher to be in planning and data meetings.			
			0282 - Apopka Middle	UniSIG		$500.00
			Notes: Paper for copies of journal articles or character education handouts for students.			
			0282 - Apopka Middle	UniSIG		$200.00
			Notes: Poster paper for character education posters for classrooms.			
			0282 - Apopka Middle	UniSIG		$3,600.00
			Notes: Money for substitutes for teachers to attend professional development sessions or RJ training.			
					Total:	$79,300.00