Apopka Middle

2020-21 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: 7/25/2012

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	86%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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 ensure every student has a promising and successful future.

Provide the school's vision statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

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
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 7th 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	Title 1 Coordinator. Analyzes data and coordinates information with parent liaison; 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.
Drayton, Nathifa	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

Name	Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Wednesday 7/25/2012, Lisa James

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.*

2

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.*

12

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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](#).	

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	397	403	393	0	0	0	0	1193
Attendance below 90 percent	0	0	0	0	0	0	50	73	70	0	0	0	0	193
One or more suspensions	0	0	0	0	0	0	4	24	31	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	39	50	59	0	0	0	0	148
Course failure in Math	0	0	0	0	0	0	52	40	129	0	0	0	0	221
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	78	78	84	0	0	0	0	240
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	76	65	113	0	0	0	0	254

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	88	135	0	0	0	0	310

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

Date this data was collected or last updated

Wednesday 6/17/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (0)

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	2019	41%	52%	-11%	54%	-13%
	2018	37%	48%	-11%	52%	-15%
Same Grade Comparison		4%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State 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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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		
MUL	57	45		67	54				82		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	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%	2
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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 Hispanic population, which is increasing our numbers of ELL students. This population of students has readers performing at as low as a first grade level, making it difficult to get them back toward grade level.

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. There was a shift in curriculum in our district from subject specific content in each grade level to comprehensive (spiraled) content per grade level and this caused some gaps in content knowledge from grade 6 to 8. Since the science assessment is comprehensive with standards from grades 5 to 8, our students were lacking some standards knowledge.

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. A factor contributing to this gap was that one classroom had two teachers and a variety of substitutes throughout the school year. This caused a lack of consistency in instruction. Our school has high populations of economically disadvantaged and Hispanic students who have a lack of background knowledge in civics and government. 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?

Areas of concern from our EWS data include a significantly higher increase in students who failed an ELA or math course and numbers of Level 1 students. Teachers need to focus on struggling students by offering opportunities to re-take tests and turn in missing work as well as hold small groups for intervention within the classroom. A school wide focus on social emotional skills will also help students who are struggling with content and mastering standards.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and 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. Students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, assigned tasks were below grade level expectation. 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.
Measurable Outcome:	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%. Our ESSA subgroup, Students with Disabilities, will increase from 22% to 41%.
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 Steps to Implement

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. 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.

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

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.

Person Responsible	Theresa Hearn (theresa.hearn@ocps.net)

Engage teachers in a variety of cross-curricular peer observation opportunities. Administrative team and instructional coaches will develop a list of teachers willing to be observed 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.

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

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.

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

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   Kelly Pelletier (kelly.pelletier@ocps.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Classroom observation data from 2019-2020 reveals that students are receiving instruction through whole group instruction the majority of the time in the classroom. This use of whole group instruction is not supporting the individual learning needs of our students. The 2018-2019 student FSA data shows 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 when teachers implement small group instruction into their daily lessons, students will receive targeted instruction and feedback on their learning which will lead to an increase in learning gains.
Measurable Outcome:	By implementing the use of small group instruction in the classroom, learning gains for the lowest 25% in ELA will increase from 38% to 45% and learning gains for the lowest 25% in Math will increase from 41% to 45%. By implementing the use of small group instruction in the classroom, learning gains in ELA will increase from 47% to 52% and learning gains in Math will increase from 50% to 53%. Our Students with Disabilities subgroup will increase learning gains in ELA from 35% to 41% and Math from 33% to 41% as well as increase the learning gains of the lowest 25% in ELA from 38% to 41% and in Math from 25% to 41%.
Person responsible for monitoring outcome:	Kelly Pelletier (kelly.pelletier@ocps.net)
Evidence-based Strategy:	Students interact in small groups and utilize effective cognitive and conative skills while collaborating with other students to practice and deepen their knowledge. Student groups will be based on explicit learning goals and will change based on classroom data. 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:	Student 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. Assigning students to small groups based on explicit learning goals, allows the teacher to monitor peer interactions, and provide positive and corrective feedback to support productive learning. Implementing small learning groups allows the teacher to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively.

Action Steps to Implement

Develop and implement the use of small learning groups to assist our ESE students with processing new content. The ESE resource teachers will work collaboratively with the core content teacher to develop plans for the ESE students who are not mastering standards.

Person Responsible   Nathifa Drayton (nathifa.drayton@ocps.net)

Analyze student achievement data (summative and formative) to make instructional decisions that adjust teaching strategies and plan for small groups for the purpose of intervention/ re-teaching/ enrichment appropriate to address their students' needs.

Person Responsible   Kelly Pelletier (kelly.pelletier@ocps.net)

Support for the Professional Learning Communities and classroom monitoring will be conducted by the school based leadership team. Classroom walk through and observation data will include actionable feedback to
teachers to improve the implementation of small group strategies in the classroom.

Person Responsible   Kelly Pelletier (kelly.pelletier@ocps.net)

Conduct professional development learning opportunities for teachers on implementing small group rotational models, centers and how to plan for a teacher led station.

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

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Build and establish a culture for social and emotional learning at our school with adults and students. Integrating social and emotional learning into lessons will enhance academic learning through giving students opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will decrease the percentage of students not on grade level on their academic achievement and start closing our achievement gaps between subgroups. Our school has 58% of students are below grade level on state assessment reading tests and 50% of students are below grade level on state assessment mathematics tests. The gap between White and Hispanic students is 19% in reading and 24% in math and the gap between White and Black students is 22% in reading and 23% in math.
Measurable Outcome:	By implementing the use of social and emotional learning skills into daily lessons, we will decrease the number of students scoring a level 1 on the reading FSA from 20% to 15% and on the math FSA from 21% to 15%. This focus will also decrease the number of students failing an ELA class from 12% to 7% and a math class from 19% to 14%.
Person responsible for monitoring outcome:	Kelly Pelletier (kelly.pelletier@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, course failure rates and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Conduct professional learning opportunities for teachers and staff to understand how social and emotional learning is connected to instructional strategies and how professional learning communities can integrate these skills into daily lesson plans.

Person Responsible	Patricia Green (patricia.green@ocps.net)

Establish a common language to support a culture of social and emotional learning at our school with adults and students.

Person Responsible	Kelly Pelletier (kelly.pelletier@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts as we implement strategies for social and emotional learning.

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

Review data collected from our partnership with Character Lab and school climate surveys. Share this data with stakeholder groups and make adjustments to our plans as needed based on the data.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

By focusing on strengthening the delivery of standards aligned instruction, implementing small group instruction and integrating social and emotional learning, all of our academic improvement priorities will 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 and/or attendance issues. We will use our Multi-Tiered Systems of Support 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. Our discipline deans will continue to focus on alternatives to suspension like using Restorative Justice circles and after school detentions. 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 by using our Parent Engagement Liaison to engage their participation.

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 ensuring all stakeholders are involved.

In order to establish a positive school culture and climate, Apopka Middle School engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen Professional Learning Community communication and collaboration in order to build academic expertise in all students. Through this professional learning, our school will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators will attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for our teachers, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as School Advisory Council (SAC), to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Apopka Middle will have a Parent Engagement Liaison this school year to bridge the community and school culture.

Parents are encouraged to get involved with the school and support their child's education however they can. We offer parent committees to join, 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 non-English speaking students; weekly announcements and reminders (phone, email, newsletter and text); 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 Multi-tiered Systems of Support (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 collaborate 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 works 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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$59,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0282 - Apopka Middle	General Fund		$30,600.00
			Notes: The hourly salary cost for teachers to be in planning and data meetings.			
			0282 - Apopka Middle	General Fund		$7,200.00

			Notes: Money for substitutes for teacher to attend professional development opportunities off our school campus.			
			0282 - Apopka Middle	General Fund		$3,600.00
			Notes: Money for substitutes for teacher to attend professional development opportunities during the school day.			
			0282 - Apopka Middle	General Fund		$2,000.00
			Notes: Supplies for academic notebooks.			
			0282 - Apopka Middle	General Fund		$15,600.00
			Notes: The hourly salary cost for teachers to engage in peer observations during their planning time.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Small Group Instruction**				**$37,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0282 - Apopka Middle	General Fund		$30,600.00
			Notes: The hourly salary cost for teachers to be in planning and data meetings.			
			0282 - Apopka Middle	General Fund		$7,200.00
			Notes: Money for substitutes for teachers to attend professional development opportunities during the school day.			
3	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$37,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0282 - Apopka Middle	General Fund		$30,600.00
			Notes: The hourly salary cost for teachers to be in planning and data meetings.			
			0282 - Apopka Middle	General Fund		$7,200.00
			Notes: Money for substitutes for teachers to attend professional development sessions during the school day.			
					Total:	**$134,600.00**