Orange County Public Schools

Apopka Middle

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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	Position 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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		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	Reading 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.
Crawford, Parniece	Curriculum Resource Teacher	Testing and Professional Development 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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
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.
Mirizio-Moody, Nicole	Staffing Specialist	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.
Gentile, Lissette	ELL Compliance Specialist	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.
Brotherson, Leanna	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 8th grade students; 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.
King, Karen	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 6th

Name	Position Title	Job Duties and Responsibilities
		grade students; 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.
Strenth, Leslie	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for 7th grade students; 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	SAFE Coordinator. Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.

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.*
1

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.*
11

Total number of teacher positions allocated to the school
72

Total number of students enrolled at the school
1,102

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	353	373	376	0	0	0	0	1102
Attendance below 90 percent	0	0	0	0	0	0	71	125	120	0	0	0	0	316
One or more suspensions	0	0	0	0	0	0	9	60	36	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	29	27	44	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	31	42	29	0	0	0	0	102
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	55	66	0	0	0	0	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	42	29	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	60	94	92	0	0	0	0	246

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	52%	54%	43%	52%	53%
ELA Learning Gains				47%	52%	54%	45%	50%	54%
ELA Lowest 25th Percentile				38%	45%	47%	36%	42%	47%
Math Achievement				50%	55%	58%	48%	53%	58%
Math Learning Gains				50%	55%	57%	46%	51%	57%
Math Lowest 25th Percentile				41%	50%	51%	37%	44%	51%
Science Achievement				43%	51%	51%	50%	51%	52%
Social Studies Achievement				59%	67%	72%	59%	68%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	41%	52%	-11%	54%	-13%
Cohort Comparison						
07	2021					
	2019	38%	48%	-10%	52%	-14%
Cohort Comparison		-41%				
08	2021					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	27%	43%	-16%	55%	-28%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	49%	-15%	54%	-20%
Cohort Comparison		-27%				
08	2021					
	2019	44%	36%	8%	46%	-2%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	40%	49%	-9%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	66%	-9%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	53%	38%	57%	34%

Grade Level Data Review - Progress Monitoring Assessments

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

Students in grades 6, 7 and 8 are assessed using the subject area and grade level assessment developed by iReady for English Language Arts and Mathematics*. (*Algebra and Geometry students took district created PMA assessments in place of the iReady assessments so there scores are not reflected in the data below.) 7th grade Civics students and 8th grade Science students were assessed using the Performance Measurement Assessment (PMA) beginning, middle and end of year assessments created by the district for all schools.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50/16%	59/18%	80/24%
	Economically Disadvantaged	15/9%	24/13%	33/18%
	Students With Disabilities	2/5%	2/5%	5/14%
	English Language Learners	5/5%	5/5%	10/9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math[31/10%] ALG [N/A] GEO [N/A]	Math[44/14%] ALG [N/A] GEO [N/A]	Math[55/16%] ALG [N/A] GEO [N/A]
	Economically Disadvantaged	Math[14/8%] ALG [N/A] GEO [N/A]	Math[21/12%] ALG [N/A] GEO [N/A]	Math[19/10%] ALG [N/A] GEO [N/A]
	Students With Disabilities	Math[2/5%] ALG [N/A] GEO [N/A]	Math[1/3%] ALG [N/A] GEO [N/A]	Math[4/11%] ALG [N/A] GEO [N/A]
	English Language Learners	Math[2/2%] ALG [N/A] GEO [N/A]	Math[3/3%] ALG [N/A] GEO [N/A]	Math[8/8%] ALG [N/A] GEO [N/A]

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67/20%	83/26%	81/24%
	Economically Disadvantaged	26/13%	33/17%	31/16%
	Students With Disabilities	0/0%	1/4%	1/4%
	English Language Learners	0/0%	1/2%	2/4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math[17/6%] ALG [47/87%] GEO [N/A]	Math[18/6%] ALG [45/96%] GEO [N/A]	Math[29/10%] ALG [46/98%] GEO [N/A]
	Economically Disadvantaged	Math[7/4%] ALG [13/81%] GEO [N/A]	Math[5/3%] ALG [12/92%] GEO [N/A]	Math[10/5%] ALG [14/100%] GEO [N/A]
	Students With Disabilities	Math[0/0%] ALG [N/A] GEO [N/A]	Math[1/4%] ALG [N/A] GEO [N/A]	Math[1/4%] ALG [N/A] GEO [N/A]
	English Language Learners	Math[1/2%] ALG [1/100%] GEO [N/A]	Math[0/0%] ALG [N/A] GEO [N/A]	Math[0/0%] ALG [N/A] GEO [N/A]
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	188/59%	216/66%	217/61%
	Economically Disadvantaged	82/51%	101/59%	96/50%
	Students With Disabilities	5/19%	9/35%	11/41%
	English Language Learners	9/22%	13/28%	15/28%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/11%	49/15%	64/20%
	Economically Disadvantaged	14/7%	21/11%	29/16%
	Students With Disabilities	0/0%	2/7%	2/7%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Math[6/3%] ALG [58/79%] GEO [33/66%]	Math[1/0%] ALG [63/95%] GEO [41/85%]	Math[4/2%] ALG [60/85%] GEO [39/78
	Economically Disadvantaged	Math[3/2%] ALG [26/84%] GEO [7/64%]	Math[1/1%] ALG [27/93%] GEO [10/91%]	Math[2/1%] ALG [25/81%] GEO [9/75
	Students With Disabilities	Math[0/0%] ALG [N/A] GEO [N/A]	Math[0/0%] ALG [1/100%] GEO [N/A]	Math[0/0%] ALG [0/0%] GEO [N/A]
	English Language Learners	Math[1/2%] ALG [3/75%] GEO [1/100%]	Math[1/2%] ALG [5/100%] GEO [N/A]	Math[0/0%] ALG [4/80%] GEO [N/A]
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	87/28%	120/36%	137/38%
	Economically Disadvantaged	32/21%	49/28%	55/28%
	Students With Disabilities	0/0%	1/3%	5/16%
	English Language Learners	3/10%	6/19%	6/16%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	13	11	10	28	27	7	16			
ELL	15	27	24	16	21	22	7	27			
ASN	71	69		76	47						
BLK	38	43	29	29	29	33	28	56	68		
HSP	38	36	25	35	30	30	28	55	70		
MUL	50	67		44	43						
WHT	53	47	24	55	37	23	61	81	81		
FRL	32	31	17	26	28	30	25	52	68		

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		
WHT	57	54	40	63	54	39	71	69	78		
FRL	37	43	36	43	44	34	44	54	73		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	10
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	66
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	51
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	51
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Overall ELA and Math learning gains and lowest 25% learning gains showed an increase between 2018 and 2019. Math proficiency increased and Civics remained the same. Overall Science and ELA proficiency decreased. According to progress monitoring data from 2021, our proficiency levels are comparable to the same data from 2019. In all data points we trend below the district in proficiency except for Algebra 1 and Geometry which are above the district by 29% in Algebra 1 and 38% in Geometry.
In the 2019 data, Students with Disabilities was our lowest trending subgroup across all content areas in proficiency levels and is identified as an ESSA subgroup below 41%. English Language Learners is the second lowest subgroup across all content areas in proficiency levels, however, this subgroup did meet ESSA standards, but only by 1%. Progress monitoring data from 2021 continue to show these two subgroups as the lowest performing.
The overall raw FSA proficiency data from 2021 show similar results for 6th and 7th grade ELA and Math when compared to the 2019 FSA proficiency results. Our 7th grade Civics raw data show an increase when compared to 2019 and we show decreases in proficiency in 8th grade ELA, Math, Algebra and Geometry.

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

The greatest need for improvement we identified is the proficiency levels and also the learning gains for our Student with Disabilities subgroup. Although this subgroup did increase in some areas between 2018 and 2019 our progress monitoring data indicates that this subgroup is still significantly scoring below other subgroups in proficiency. This subgroup decreased in FSA proficiency in English Language Arts, Science and Civics from 2018 to 2019.
This subgroup scored a federal index of 22% in 2019 which is well below the 41% required for ESSA. Our demographics from 2021 show this subgroup as 8.8% of our population.
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%. Progress monitoring data from 2021 does not show an increase in this component.

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

A contributing factor to this subgroup having low achievement is the lack of differentiated instruction taking place in the classroom. This factor is evident as we analyzed the classroom walkthrough data collected throughout the year. We believe that offering professional development and coaching teachers to analyze data and structure the classroom to allow for small group instruction will provide

the opportunity to strategically target specific students' academic areas of need. Additionally, the support facilitators who work with our students with disabilities will collaborate with content specific teachers as they deconstruct standards and analyze data so the support they offer will be targeted and specific.

We believe that focusing on Social Emotional Learning school wide will also help to close the achievement gap, increase positive relationships between students and teachers, and will increase the opportunities that students will have to be part of these targeted small group interventions.

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

Achievement in mathematics learning gains and lowest 25% learning gains are the data components that showed the most improvement in the 2019 FSA scores. 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 progress monitoring data indicate growth in Civics for the Students with Disabilities and also the English Language Learners over the course of the year. The SWD subgroup increased from 19% to 41% proficient on the PMA and the ELL subgroup increased from 22% to 28%.

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

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. Our math department also started to implement small group instruction to target the specific needs of students.

In Civics, the PLC met on a weekly basis to plan weekly lessons and look at the data from the unit assessments. They attended district professional development to dive deeper into the standards and focused instruction on the standards the students were not mastering. A focus on vocabulary also seemed to make a difference to these two subgroups.

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

This school year, differentiated instruction and small group interventions within the classroom will be critical to accelerate learning. Careful attention to lesson planning to ensure the rigor of the standards and analysis of formative data to drive the small group instruction will be essential to ensure that teachers can fill in gaps while addressing current standards. Attention to our ESSA subgroup of students with disabilities and tracking their learning in each unit of instruction will also be a critical step.

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

Both of the strategies identified to accelerate learning are the areas of focus for this year's school improvement plan. Professional development in data literacy in order to differentiate instruction will be done in small group common planning meetings, one-on-one during quarterly teacher data meetings, as well as coaching cycles for specific individual teachers as needed. Professional development in analyzing and using data will be critical for both grouping students for intervention as well as determining the gaps in learning. Professional development in standards aligned instruction including determining new learning as well as gaps from previous year standards will be done during common

planning meetings and for specific teachers in individual teacher coaching cycles. The mechanics of setting up and managing small groups as well as using small group structures will also be a focus for teachers this school year.

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

After school tutoring focused on key standards in the content areas will be provided for targeted students. Interventionists will be working with small groups in each grade level of ELA and Math. Having two teachers in the rooms working with targeted students will help get the extra support to our SWD subgroup. Support Facilitators will be in the classrooms as well pulling small groups of ESE students to work on the concepts and skills they need for intervention. Student data meetings will take place in order to help students set goals and participate in their own learning. Frequent monitoring of student data will ensure a quicker response to intervention needs and the MTSS committee will meet to review student progress regularly.

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%.
Monitoring:	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.
Person responsible for monitoring outcome:	Theresa Hearn (theresa.hearn@ocps.net)
Evidence-based Strategy:	Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.
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.

Person Responsible   Nathifa Drayton (nathifa.drayton@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   Heather Rideout (heather.rideout@ocps.net)

#2. Instructional Practice specifically relating to Differentiation	
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 differentiated 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%.
Monitoring:	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.
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.
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   Jeffrey Bartfield (jeffrey.bartfield@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 using classroom and schoolwide data.

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

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Our school will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs as identified in our 2021 Panorama survey data: 39% of students responded favorably to a sense of belonging, 53% of students responded favorably to a sense of safety, 47% of students, 39% of teachers, and 58% of families responded favorably to a positive school climate. The Alex Incident Rate is in the "very high" category at 7.7 incidents per 100 students and 22% of the student population have two or more Early Warning Indicators.
Measurable Outcome:	By implementing the use of social and emotional learning skills into daily lessons, we will increase the favorable responses by students in their sense of belonging from 39% to 44%, belief in a positive school climate from 47% to 52% and in their sense of safety from 53% to 59%. This will put us at or above the district average. We will increase the teachers' perception of a positive school climate from 39% to 44% as we move towards the district average of 58% and the perception of our families from 58% to 63% as we work toward the district average of 76%. Using the Early Warning Indicators we will decrease the number of students with two or more indicators from 246 (22%) students to 190 (17%) students for a 5% reduction and lower the Alex Incident Rate from 7.7 incidents per 100 students to 4 incidents per 100 students.
Monitoring:	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 the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Person responsible for monitoring outcome:	Kelly Pelletier (kelly.pelletier@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.
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, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective 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   Heather Rideout (heather.rideout@ocps.net)

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

Person Responsible   Karen King (karen.king@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)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources as well as solicit input from these stakeholders on improving our school environment.

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

Additional Schoolwide Improvement Priorities

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

Based on the Safe Schools data provided, Apopka Middle School has reduced our suspension rates from 2018-19 to 2019-20, however, our number of incidences reported increased dramatically in that same time period.
Our school ranks as very high with 7.7 incidences per 100 students when compared to the state with 4.2 incidences per 100 students. The primary areas of concern are with fighting, physical attacks and threats. Apopka Middle School has put in place a discipline matrix, behavior intervention plans, will implement a positive behavior system (PBS) initiative and implement lessons to teach expected behaviors. These actions will be monitored through discipline data, Restorative Justices practices, MTSS, and HERO incentive tracking. We will also be monitoring through the data collected in our Character Education partnership survey results three times a year.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district 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 from each school, which includes a mental health designee, 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 staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Our school has created a Positive Behavior Support System that includes clear expectations in all areas of the campus connected with rewards for following school expectations. Teachers mirror these expectations in their classrooms so that there is a common language. We also have established a school wide House system and sort all students and staff into houses for year long competitions and activities. Restorative practices are put into place to resolve conflict between student peers and between students and teachers. The school has a social emotional learning site team that monitors the school climate data and can address any issues as they are arise. Intentional recognition and celebrations for students and faculty are planned in advance that reward a variety of strengths so that all students and faculty can be recognized for their contributions to our school's success as well as their individual successes.

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

The Student Support team as well as our House Representatives are responsible for creating school wide expectations and for training the faculty and staff in using the system effectively. Deans are primarily responsible for following the discipline matrix and providing professional development in de-escalation and trauma sensitive practices. Additionally, deans, guidance counselors, and the SAFE coordinator are

responsible for facilitating Restorative Justice circles between students as well as between teachers and students. Counselors and SAFE are responsible for providing individual, small group, as well as whole class lessons on mental health issues. Our PTSA recognizes students on a monthly basis in addition to holding academic and honor roll celebrations. The school has initiated a "Cheer" committee tasked with celebrating and recognizing the adults on campus. There will be monthly celebrations as well as a system for continuously recognizing the hard work of our staff. The school also has a social emotional learning team that attends district training on social and emotional learning and the CASEL Core Competencies. This team of teachers and administrators collects and monitors school climate data in order to modify school wide practices that will improve the culture of the school. The Principal and Assistant Principals are responsible for ensuring all stakeholders are aware of the resources available at the school as well as events and curriculum being provided to faculty, staff, students and families. The administrative team is responsible for monitoring the collection of data and modifications that need to take place. Our School Advisory Council and the PTSA work to implement positive activities and recognition for students and staff. All adults on campus are tasked with promoting a positive culture and environment. Teachers and staff will both be focused on building relationships with students, encouraging students to take learning risks and celebrating student growth.