

Broward County Public Schools

Apollo Middle School



2021-22 Schoolwide Improvement Plan

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Apollo Middle School

6800 ARTHUR ST, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Louise Kushner

Start Date for this Principal: 8/20/2010

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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: B (54%) 2017-18: B (57%) 2016-17: B (56%)
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 Broward 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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Apollo Middle School

6800 ARTHUR ST, Hollywood, FL 33024

[no web address on file]

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	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Apollo Middle School is to ensure an optimum teaching and learning environment that sets high expectations and enables all students to reach their maximum potential. Through a joint community-wide commitment, Apollo Middle will meet the diverse needs of our students and the challenges of a changing society.

Provide the school's vision statement.

As we move towards the future, our vision is to foster a community of 21st Century learners who actively seek knowledge and demonstrate an ability to not only learn, but also grow and thrive in today's world.

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
Aycock, Shawn	Principal	Supervising overall daily operations and management of school site. The principal is responsible for receiving, distributing, and communicating information to all stakeholders including students, parents, staff, business partners, community partners on local, district, state, and federal mandates and policies that pertain to the daily functions at the school site.
Martin, Damon	Assistant Principal	Supervise and assist assigned teachers and students in the 7th grade. Responsible for assisting and supervising security personnel and bullying designee. Collect, review, and monitor grade level department teachers' and students' data and conduct periodic analysis. Coordinate and administer annual district surveys. Implement and maintain accurate PTSA/SAC/ Mentoring volunteering hours along with principal's support.
Jimenez, Melonie	Teacher, ESE	To provide instructional support teachers and students with disabilities. Support and guide teachers based on students exceptionality needs. Evaluate the effectiveness of the department through informal assessments of student proficiency and progress. Perform push-in and pull-outs as necessary for targeted ESE students. Coordinate and conduct IEP meetings. Keep staff in compliance with student learning requirements.
Bajwa, Shazia	Instructional Coach	To provide instructional support of the schoolwide literacy goals for both teachers and students in all subject areas including Reading, Language Arts, Math, Science, Social Studies, and Unified Arts. Coordinate and conduct Literacy Night for all stakeholders. Organize and support extended learning opportunities, such as afterschool tutoring and Saturday Academy. Perform the role of School Advisory Council Chairperson as regulated by the School Board of Broward County and Florida law. Assist in the preparation, approval, and evaluation of the School Improvement Plan. As ELA Department Chair, plan instructional focus, progress monitor student learning, facilitate department meetings and PLC meetings.
Niebla, Miriam	Assistant Principal	Supervise and assist assigned teachers and students in the 6th grade. Responsible for assisting and supervising Math and Electives. Collect, review, and monitor grade level department teachers' and students' data and conduct period analysis. Coordinate and administer communication via the school website, parent-link, and weekly bulletin.
Robinson, Jerrelle	Assistant Principal	Supervise and assist assigned teachers and students in the 8th grade. To support the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources for a successful and safe school program for students, staff, and community. Monitor ELA and Reading department and monitor student learning progress. Organize personalized professional development for instructional practice to meet student learning needs.
	Magnet Coordinator	

Demographic Information

Principal start date

Friday 8/20/2010, Louise Kushner

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.*

6

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.*

13

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,258

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

5

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

4

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	388	420	450	0	0	0	0	1258
Attendance below 90 percent	0	0	0	0	0	0	109	92	114	0	0	0	0	315
One or more suspensions	0	0	0	0	0	0	7	16	3	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	81	83	99	0	0	0	0	263
Course failure in Math	0	0	0	0	0	0	31	35	77	0	0	0	0	143
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	91	94	0	0	0	0	258
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	79	112	0	0	0	0	258
Number of students with a substantial reading deficiency	0	0	0	0	0	0	188	212	215	0	0	0	0	615

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	150	164	204	0	0	0	0	518	

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	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	90	0	0	0	0	91

Date this data was collected or last updated

Monday 9/27/2021

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	422	458	487	0	0	0	0	1367	
Attendance below 90 percent	0	0	0	0	0	0	60	60	57	0	0	0	0	177	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	9	30	0	0	0	0	39	
Course failure in Math	0	0	0	0	0	0	0	10	19	0	0	0	0	29	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	72	0	0	0	0	0	0	72	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	63	0	0	0	0	0	0	63	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	5	0	0	0	0	6	

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	422	458	487	0	0	0	0	1367	
Attendance below 90 percent	0	0	0	0	0	0	60	60	57	0	0	0	0	177	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	0	9	30	0	0	0	0	39	
Course failure in Math	0	0	0	0	0	0	0	10	19	0	0	0	0	29	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	72	0	0	0	0	0	0	72	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	63	0	0	0	0	0	0	63	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	5	0	0	0	0	6	

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready Reading and I-Ready Math diagnostics were used for 6th grade through 8th grade to gather data on student proficiency numbers and percentages.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	359/78.4%	146/41.6%	109/50.9%
	Economically Disadvantaged	262/79.9%	102/40.6%	76/48.7%
	Students With Disabilities	54/84.4%	3/5.8%	5/16.1%
	English Language Learners	41/68.3%	6/15%	2/8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	388/84.7%	151/42.8%	113/43.6%
	Economically Disadvantaged	284/86.6%	99/39%	84/43.8%
	Students With Disabilities	56/87.5%	13/24.5%	5/13.5%
	English Language Learners	43/71.7%	10/23.3%	8/26.7%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	369/77.4%	140/39.1%	117/45.3%
	Economically Disadvantaged	279/77.7%	93/35%	77/41.2%
	Students With Disabilities	69/82.1%	16/22.9%	15/33.3%
	English Language Learners	27/64.3%	3/11.5%	3/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	420/88.1%	141/38%	171/50.9%
	Economically Disadvantaged	318/88.6%	104/36.9%	123/48.8%
	Students With Disabilities	69/82.1%	15/21.4%	17/36.2%
	English Language Learners	36/85.7%	3/9.1%	4/14.3%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	405/79.4%	163/39.6%	121/38.9%
	Economically Disadvantaged	294/79.7%	108/36.1%	79/34.8%
	Students With Disabilities	61/78.2%	6/10.3%	4/8.9%
	English Language Learners	22/52.4%	2/7.7%	4/17.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	419/82.2%	38/15.6%	107/37.9%
	Economically Disadvantaged	304/82.4%	31/16.6%	73/34.9%
	Students With Disabilities	59/75.6%	4/7.4%	8/17.8%
	English Language Learners	27/64.3%	1/3.8%	2/9.5%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Analysis

Data Analysis

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

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

The data component showing the lowest performance was ELA Lowest 25th percentile at 37% for the 2020-2021 school year. The district average was 48% proficiency and state average 47% proficiency. Contributing factors may include factors such as low attendance, increased behavior disciplinary action, and lack of intervention in the curriculum to meet the needs of ELA lowest 25th percentile.

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

The data component showing the greatest decline from the previous year was also the data component that performed the lowest in the English Language Arts lowest quartile which dropped 13% from the previous year. For instance, in 2018-2019 ELA lowest 25th percentile was 40% and declined to 37% in 2020-2021 school year.

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

The biggest contributors was the online learning environment and the lack of availability to address student learning needs. Other factors resulting from the online learning environment were attendance and course failure rates.

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

The data component showing the most improvement was in the Math Lowest 25th percentile in which there was a no change in the 2020-2021 school year from the previous year of 42% in 2018-2019. Our school used progress monitoring tools such as I-ready and provided extended learning opportunities and curriculum enrichment through out the school year. Increased communication with parents and students through interpersonal communication, parentlink, and parent nights may have contributed to the improvement in Math Lowest 25th Percentile.

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

Factors contributing to this improvement may have included more independent learning skills in students.

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

To improve student learning, best practices for student engagement and achievement will be shared in PLCs.

In addition instructional support will be provided to ensure student learning expectations and student learning outcomes are being met.

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.

The professional development committee will be conducting SEL professional development and Literacy Across the Content Areas to improve instructional practice.

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

In addition to the professional development being offered to instructional staff, SEL initiatives to engage students and to reward positive behaviors will be implemented.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

One area of focus is to increase the overall student proficiency from 52% to 55% as evidenced by the ELA FSA 2020-2021. Schoolwide focus on building literacy across the curriculums and achieve student proficiency on the statewide assessments by creating measurable outcomes in each of the content areas. Our focus is on literacy this year due the data review of the previous FSA. Based on the previous year FSA data 2021, our school's English language Arts (ELA) achievement was 48%, ELA Learning Gains were 44%, and ELA achievement of the lowest 25th percentile was 37%. When compared to the prior year data of the 2018-2019 school year, there was a 4% decrease in ELA achievement from 52% to 48%. There was a 9% decrease in ELA Learning Gains from 53% to 44%. In the Lowest Quartile category, there was a 3% drop from 40% to 37%. Literacy goals will address all student proficiency needs for the 2021-2022 school year.

Measurable Outcome:

By May 2021, ELA student achievement will increase from 52% to 55% as evidenced by the ELA FSA.

Progress monitoring tools will be implemented to monitor student proficiency and interventions will be used as needed to ensure student achievement on the ELA FSA. Implementation of the Continuous Improvement Model (CIM) to progress monitor student learning through common formative assessments and Professional Learning Communities (PLC) providing professional development for improved instructional practice will support SWD subgroup learning goals.

Monitoring:

The area of focus will be monitored through instructional practice support, PLC, formative assessments, and curriculum leadership team monthly meetings.

Person responsible for monitoring outcome:

Shawn Aycock (shawn.aycock@browardschools.com)

Evidence-based Strategy:

Curriculum Leadership Team (CLT) including the principal, department chairs, administrators, and guidance meet at the beginning of year to review achievement attendance, and behavioral data from the previous school year. The leadership team then develop goals to meet the needs of student achievement for the current year. The progress of subgroup student proficiency is monitored by tools such as FAIR, Common Formative Assessments, and ACCESS (assessment for English Language Learners).

Rationale for Evidence-based Strategy:

As part of the continuous improvement model, the leadership team which consists of administration, support staff, staff, faculty, department chairs, meet regularly either through Professional Learning Communities (PLC) or Curriculum Leadership Team (CLT) to implement, monitor, and intervene as needed to maintain effective student learning through progress monitoring tools such as Florida Assessment in Reading (FAIR), Broward Assessment of Florida Assessments (BAS/BAFS), and common formative assessments (CFA).

Action Steps to Implement

We will conduct quarterly push-in and pull-outs support in all content area classrooms. In addition to that, we will implement targeted tutoring to students showing early warning indicators as well as before and after school tutoring for all content areas. To build literacy we will hold "Writing Cafes" (writing clinic dedicated to grade level instruction). Implementation of school-wide literacy plan. Enrichment supplements such as FRECKLE, iReady, ActivelyLearn.com, and Canvas.com are monitoring tools.

Person Responsible

Shawn Aycock (shawn.aycock@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	This area of focus was identified based on the student proficiency levels on the previous year ELA FSA in which students The SWD subgroup data show the percentage of students with disabilities scoring a level 3 or above on the previous year ELA FSA was significantly lower than the expected outcomes for this subgroup. The subgroup scored a 37% proficiency resulting in an area of focus. The school score falls below the federal index threshold of 41% proficiency for this subgroup.
Measurable Outcome:	By May of 2022, SWD subgroup will increase from 37% proficiency to earn scores at or above 41% proficiency on the ELA FSA.
Monitoring:	The area of focus will be monitored through instructional practice support, PLC, formative assessments, and curriculum leadership team monthly meetings.
Person responsible for monitoring outcome:	Shawn Aycock (shawn.aycock@browardschools.com)
Evidence-based Strategy:	Our school will focus on the following evidence-based strategies: To review, revise, and assist in monitoring Individualized Education Plans (IEP) goals for all students with disabilities. Progress monitoring of student learning will be evidenced by providing professional development to ensure engaging and rigorous learning environments are established by teachers. Differentiated instruction will be carried out to meet the diverse needs of students throughout the content areas during the school year.
Rationale for Evidence-based Strategy:	Based on the ELA FSA 2021 data and the Comprehensive Needs Assessment, there is an identified need to focus on SWD subgroups to build proficiency by monitoring instructional strategies and supporting differentiated instruction for all students including the SWD subgroup to meet the minimum federal index threshold of 41% proficiency.

Action Steps to Implement*No description entered*

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Increase the percentage of students in the lowest 25th percentile who score a level 3 or above on the ELA FSA 2021-2022.

Schoolwide focus on building literacy across the curriculums and achieve student proficiency on the statewide assessments by creating measurable outcomes in each of the content areas. More specifically, our literacy goals are designed to meet the needs of multiple subgroups. These subgroups include students with disabilities. English Language Learners (ELL), Economically Disadvantaged (ED), and Gifted. Our focus is on literacy this year due to data review of the previous school year (2020-2021) FSA data. Based on 2020-2021 FSA, our school's ELA achievement was 48%, ELA Learning Gains were 44%, and ELA lowest quartile was 37%. When compared to the prior year data of the 2018-2019 school year, there was a 4% decrease in ELA achievement from 52% to 48%. There was a 9% decrease in ELA Learning Gains from 53% to 44%. In the Lowest Quartile category, there was a 3% drop from 40% to 37%. Our literacy goals address multiple subgroup needs for the 2021-2022 school year..

Measurable Outcome:

By May 2022, ELA student achievement will increase from 48% to 53% as evidenced by the ELA FSA.

Progress monitoring tools will be implemented to monitor student proficiency and interventions will be used as needed to ensure student achievement on the ELA FSA.

Monitoring:

Implementation of the Continuous Improvement Model (CIM) to progress monitor student learning through common formative assessments and conducting Professional Learning Communities (PLC) for effective instructional practice and student learning outcomes for multiple subgroups.

Person responsible for monitoring outcome:

Shawn Aycock (shawn.aycock@browardschools.com)

Evidence-based Strategy:

The Curriculum Leadership Team (CLT) will meet monthly to review data from the previous year. The leadership team will develop goals to meet the needs for student achievement. Progress on the goals will be monitored through schoolwide assessments and instructional practice support for student proficiency and achievement. Progress of subgroup student proficiency will be monitored by tools such as Growth Measure Assessment, Reading Inventory & Phonics Inventory, I-Ready, and ACCESS.

Rationale for Evidence-based Strategy:

As part of the continuous improvement model, the leadership team which consists of administrative staff, department chairs, guidance counselors, literacy coach and schedulers, meet to implement interventions that will build student proficiency especially in the outcomes of multiple subgroups. This process will provide a cohesive and comprehensive focus on the multiple subgroups.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

The school leadership will address the remaining schoolwide improvement priorities identified earlier through implementation of the Continuous Improvement Model (CIM) to progress monitor student learning through common formative assessments and Professional Learning Communities (PLC) providing professional development for improved instructional practice will support SWD subgroup learning goals.

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.

Apollo Middle School plans to implement a schoolwide program to build positive relationships with parents, families, and community/business partners by holding virtual monthly parent nights such as Literacy Night, Science Night, History and Civics Night, and Parent Academies. For instance, in October 2020 Literacy Night, parents will be informed of reading strategies, Reading clinic with parents who choose to read with their children. There will be a virtual book fair for parents to select material for their children to read. On each subject area night, there will be specific information for parents to support their children's learning goals. Parent Academies will be held to specifically support parents' efforts in guiding their children by learning about technology updates and tools for monitoring their children's progress as well as college and career readiness.

Trainings for teachers, staff, instructional support staff, and the principal needed to meet the needs of our student achievement goals for the current year include Curriculum Leadership Meetings on a regular basis to review student achievement on state and district assessments as well as non-academic indicators. Professional Learning Communities (PLC) provide professional development opportunities for all content area teachers. Literacy trainings take place for core content areas and electives for all teachers by the literacy coach. Professional development opportunities for teachers of Personalization for Social and Academic Learning (PASL) elective courses take place throughout the school year.

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

Social Emotional Learning (SEL) Leadership Team to support instructional staff and student engagement, Personalization for Social and Academic Learning (PASL) elective courses to support student success skills, Guidance department addresses student academic and behavior needs, extra curricular clubs,

sports, STEM courses designed to enrich student learning, Afterschool programs such as Rites of Passage, Hispanic Unity, and 21st Century Learning. School Advisory Council, School Advisory Forum, Parent Teacher Association to engage parents and community at Apollo Middle School.

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				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1791 - Apollo Middle School	General Fund	1258.0	\$0.00
			Notes: Overall, our school-wide Literacy goal addresses an increase in proficient learners by focusing on engaging literacy activities in all ELA and Reading. Instructional staff will be give professional development on the new BEST standards for both ELA and Math curriculum.			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1791 - Apollo Middle School	General Fund	1258.0	\$20,000.00
			Notes: Students with disabilities will be targeted in the learning strategies class and general education classes by progress monitoring, using hands on manipulatives, online learning tools such as Freckles (specifically targeting the students area of need such as comprehension, vocabulary, fluency, recognition), informal assessments (DAR- Reading comprehension, Vocabulary)CMAT math fluency and word problem comprehension with/ without visuals, and project based learning materials to support SWD increase in achievement in the general education setting.			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$2,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1791 - Apollo Middle School	General Fund	1258.0	\$2,550.00
			Notes: Push-in and Pull-out support will target "bubble" students who scored a high level 1 or 2 per grade level and are in a specific range according to their scale score. "Fragile 3's" are students earning a level 3 by 1-3 points, and ELA lowest quartile students. Push-in support will consist of modeling, co-teaching, and learning stations with the push in teacher supporting a small group of students based on the target above and/or lowest quartile.			
Total:						\$22,550.00