Apollo Beach Elementary School

2021-22 Schoolwide Improvement Plan

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Apollo Beach Elementary School

501 APOLLO BEACH BLVD, Apollo Beach, FL 33572

[no web address on file]

Demographics

Principal: Kelly Mcmillan

Start Date for this Principal: 4/22/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	42%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (66%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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501 APOLLO BEACH BLVD, Apollo Beach, FL 33572

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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)
Elementary School KG-5	No	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

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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.

Achieve Goals
Build connections
Engage Hearts and Minds
Support growth

Provide the school's vision statement.

Preparing Students for Life

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
McMillan, Kelly	Principal	Oversee development and maintenance of the SIP plan, collaborate with stakeholders, attend meetings.
Banks, Christine	Teacher, K-12	Oversee development and maintenance of the SIP plan, collaborate with stakeholders, attend meetings.
Kiser, Laura	Teacher, K-12	Oversee development and maintenance of the SIP plan, collaborate with stakeholders, attend meetings.

Demographic Information

Principal start date
Wednesday 4/22/2015, Kelly Mcmillan

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.*
7

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school

619

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

3

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

6

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	93	101	114	109	98	104	0	0	0	0	0	0	0	619
Attendance below 90 percent	1	6	8	10	8	14	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	15	17	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	9	8	0	0	0	0	0	0	0	33
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	1	1	0	0	0	0	0	0	0	0	2

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	4	7	1	2	0	0	0	0	0	0	0	0	0	14
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

Monday 8/30/2021

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	116	103	108	110	109	108	0	0	0	0	0	0	0	654
Attendance below 90 percent	10	6	6	5	5	8	0	0	0	0	0	0	0	40
One or more suspensions	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	8	9	0	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	8	9	0	0	0	0	0	0	0	0	17

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	1	1	4	0	0	0	0	0	0	0	6

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

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	116	103	108	110	109	108	0	0	0	0	0	0	0	654
Attendance below 90 percent	10	6	6	5	5	8	0	0	0	0	0	0	0	40
One or more suspensions	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	8	9	0	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	8	9	0	0	0	0	0	0	0	0	17

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	1	1	4	0	0	0	0	0	0	0	6

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

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				69%	52%	57%	67%	52%	56%
ELA Learning Gains				52%	55%	58%	57%	52%	55%
ELA Lowest 25th Percentile				44%	50%	53%	33%	46%	48%
Math Achievement				74%	54%	63%	84%	55%	62%
Math Learning Gains				68%	57%	62%	78%	57%	59%
Math Lowest 25th Percentile				51%	46%	51%	60%	44%	47%
Science Achievement				65%	50%	53%	81%	51%	55%

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
03	2021					
	2019	78%	52%	26%	58%	20%
Cohort Comparison						
04	2021					
	2019	68%	55%	13%	58%	10%
Cohort Comparison		-78%				
05	2021					
	2019	60%	54%	6%	56%	4%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	54%	20%	62%	12%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
	2019	80%	57%	23%	64%	16%	
Cohort Comparison		-74%					
05	2021						
	2019	68%	54%	14%	60%	8%	
Cohort Comparison		-80%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2021						
	2019	65%	51%	14%	53%	12%	
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Fall/Winter Spring for Reading and Math Grades 1-5
Grade 5 Science is from the Baseline and Mid Year

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	65	90
	Economically Disadvantaged	39	50	63
	Students With Disabilities	43	71	85
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	46	91
	Economically Disadvantaged	30	42	59
	Students With Disabilities	29	71	86
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	69	81
	Economically Disadvantaged	17	51	58
	Students With Disabilities	60	71	91
	English Language Learners	0	100	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	66	82
	Economically Disadvantaged	7	38	74
	Students With Disabilities	33	77	97
	English Language Learners	0	100	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	85	93
	Economically Disadvantaged	52	67	80
	Students With Disabilities	97	100	100
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	63	80
	Economically Disadvantaged	8	33	65
	Students With Disabilities	69	100	100
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	54	71
	Economically Disadvantaged	29	37	45
	Students With Disabilities	73	79	79
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	57	71
	Economically Disadvantaged	17	34	50
	Students With Disabilities	65	75	83
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	60	73
	Economically Disadvantaged	25	41	66
	Students With Disabilities	83	79	89
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	73	86
	Economically Disadvantaged	15	45	62
	Students With Disabilities	63	82	82
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	20	70	
	Economically Disadvantaged	14	53	
	Students With Disabilities	36	82	
	English Language Learners	0	0	

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	33	67		44	67	64	35				
ELL	46	45		54	91		55				
BLK	55			50							
HSP	46	52	40	61	87	82	48				
MUL	67			87							
WHT	75	62	60	81	86		75				
FRL	47	53	50	56	79	68	47				
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	33	26	31	43	61	56	25				
ELL	38	42		52	58						
BLK	57			62							
HSP	52	44	45	61	66	55	31				
MUL	93			73							
WHT	74	54	44	80	67	43	78				
FRL	54	45	46	55	61	37	27				
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	27	31	27	60	75	60	39				
ELL	23	47	50	54	68	40	36				
BLK	67			75							
HSP	49	52	40	69	73	58	69				
WHT	72	59	32	89	80	65	86				
FRL	53	51	30	72	76	63	67				

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
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	73
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Our 2021 FSA data has not been populated into the SIP as of 8/30/21. This has revealed areas in which we improved, but also where we still need to focus. Reading and overall reading gains continues to be an area of focus. Our BQ reading gains and those for our SWD subgroup continue to be a focus. We continue to attribute the loss in proficiency between third and fourth grade to writing.

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

Reading proficiency and gains

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

Writing is an area that we think is contributing to the loss of proficiency and gains between third and fourth/fifth grades. This has been a focus in primary over the past two years, but we know that it will take time before we see the impact. We need to address how to fill the gaps in writing in 4th/5th. In reading, we need to ensure that all students have access to high quality, grade level text daily.

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

Our math proficiency and gains scores showed the most improvement in 2021.

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

Small group instruction and utilizing math monthlies to address gaps while continuing to teach grade level content were factors contributing to improvement.

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

Small group instruction with targeted learning goals driven by frequent progress monitoring.

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.

Effective small group instruction

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

Through ongoing progress monitoring and collaboration through PLCs and MTSS, we will problem solve and adjust interventions for students in order to accelerate learning and close achievement gaps. Other services can include additional support through small group, ELP in the morning, or lunch bunch groups to provide additional interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA proficiency as measured by FSA continues to lag behind comparable schools by 5 or more percentage points. Furthermore, scores between third and fourth grade continue to show a decrease of 8 or more percentage points.
Measurable Outcome:	Students in grades 4-5 will increase their proficiency in reading by 3 percentage points as measured by FSA 2022 through regular and effective small group instruction with a clearly communicated focus that accelerates or deepens learning of core content.
Monitoring:	Walk throughs, observations, assessment data
Person responsible for monitoring outcome:	Kelly McMillan (kelly.mcmillan@hcps.net)
Evidence-based Strategy:	Visible learning effect sizes for the following strategies: -Small group +.47 -Acceleration +.68 -Clear goal intentions +.48
Rationale for Evidence-based Strategy:	Our teachers are effective at delivering core content, but struggle to provide scaffolding and acceleration for students who have not mastered standards. Based on reading and summer PD, acceleration through focused small group instruction is a way to impact student learning.

Action Steps to Implement

Professional Development with a focus on learning acceleration.

Person Responsible	Kelly McMillan (kelly.mcmillan@hcps.net)

PLCs three times a month to include long/short term planning and data analysis/reflection, PLC facilitators will ensure that teams are monitoring student progress through the analysis and reflection of data. We will specifically monitor our ESSA SWD subgroup. PLCs will be used to monitor the progress of our SWD group and effectiveness of interventions provided in small groups.

Person Responsible	Kelly McMillan (kelly.mcmillan@hcps.net)

ILT will meet monthly to problem solve issues/concerns at the PLC level and monitor data.

Person Responsible	Kelly McMillan (kelly.mcmillan@hcps.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.

Apollo Beach was ranked #13 out of 119 in Hillsborough County and #224 out of 1,395 in the state which puts us in the "very low" category. School culture and providing a safe environment is not a concern. We will continue to sustain current systems and structures that support character development and social emotional learning, as well as other initiatives that are in place to support and maintain a strong school culture.

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 ensure the social and emotional well-being of our students, we will continue to focus on character development and social emotional learning. Using our National School of Character feedback, our staff will focus on adjusting practices to better support the social-emotional needs of students. Principle #7 of the 11 Principles of Character is Student Motivation. This is the one area of focus provided to us by the National School of Character evaluation. The feedback focused on moving toward developing students intrinsic motivation versus providing incentives for behavior and character. Additionally, we were chosen as one of the ten pilot schools for 7 Mindsets. This will enhance our work with students. This year we will focus on the following in regard to Principle #7:
1. Implement 7 Mindsets curriculum (including PD during preplanning)
2. Continue our ABES Family meetings every month (consider virtual at the beginning of the year)
3. Meet with student chat and chew groups for grades 3-5 to include students in discussions about what is going well, how adults can better support students, and next steps.
4. Staff participation in PD about self awareness and bias.
5. Staff participation in PD with 7 Mindsets
6. Class meeting time built into daily schedule.
7. Continue making adjustments with classroom behavior plans that move away from incentive-based motivators.
7. Use the ABES matrix chart in common areas and engage students in creating one around classroom expectations in each class. This will align behavior expectations with character core values.

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

Staff, parents, community partners all play a role in supporting and promoting a positive school culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00