Apollo Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Apollo Middle School

6800 ARTHUR ST, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Louise Kushner
Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 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	2021-22: C (50%) 2018-19: B (54%) 2017-18: B (57%)
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	ATSI
* 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.](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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	98%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Apollo Middle will be an exemplary school that provides the highest quality education for all students.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Kushner, Louis	Principal	Principal-Dr. Louis Kushner. 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 via parent-link system, monthly parent-night school events and School Advisory Council meetings.
Douglas, Tatiana	Instructional Coach	Tatiana Cummings-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.
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 periodic analysis. Coordinate and administer communication via the school website and weekly school activities bulletin.
Martin, Damon	Assistant Principal	Supervise and assist assigned teachers and students in the 7th grade. Responsible for assisting and supervising Science and Social Studies. Responsible for supervising security personnel and transportation 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 SAC/PTSA/Rites of Passage Mentoring program.
Robinson, Jerrelle	Assistant Principal	Supervise and assist assigned teachers and students in the 8th grade. Responsible for assisting and supervising Reading and ELA. Monitor ELA and Reading department and monitor student learning. Serving as School Bullying designee. Collect, review, and monitor grade level department teachers' and students' data and conduct periodic analysis. Organize personalized professional development for instructional practice to meet student learning needs.
Fernandez, Ashley	Teacher, ESE	Ashley Fernandez-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. Ensure staff compliance with student learning requirements for ESE students.

Demographic Information

Principal start date

Friday 7/1/2022, Louise Kushner

Number of teachers with a 2022 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 2022 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

69

Total number of students enrolled at the school

1,168

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	423	451	471	0	0	0	0	1345
Attendance below 90 percent	0	0	0	0	0	0	114	153	176	0	0	0	0	443
One or more suspensions	0	0	0	0	0	0	100	106	73	0	0	0	0	279
Course failure in ELA	0	0	0	0	0	0	14	22	36	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	6	29	10	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	110	144	147	0	0	0	0	401
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	166	153	187	0	0	0	0	506
Number of students with a substantial reading deficiency	0	0	0	0	0	0	103	134	148	0	0	0	0	385

Using the table above, complete the table below with the number of students by current grade level who have 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	168	213	213	0	0	0	0	594

Using current year data, complete the table below with the number of students identified as being "retained.":

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	38	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	1	1	10	0	0	0	0	12

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	54%	50%				52%	57%	54%
ELA Learning Gains	48%						53%	57%	54%
ELA Lowest 25th Percentile	39%						40%	48%	47%
Math Achievement	40%	41%	36%				52%	60%	58%
Math Learning Gains	52%						48%	58%	57%
Math Lowest 25th Percentile	52%						44%	49%	51%
Science Achievement	43%	52%	53%				51%	49%	51%
Social Studies Achievement	62%	63%	58%				60%	71%	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	2022					
	2019	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2022					
	2019	46%	55%	-9%	52%	-6%
Cohort Comparison		-50%				
08	2022					
	2019	54%	59%	-5%	56%	-2%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	48%	58%	-10%	55%	-7%
Cohort Comparison						
07	2022					
	2019	43%	53%	-10%	54%	-11%
Cohort Comparison		-48%				
08	2022					
	2019	29%	45%	-16%	46%	-17%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	43%	-13%	48%	-18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	67%	24%	67%	24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	71%	-13%	71%	-13%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	61%	31%	61%	31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	45	42	23	42	42	32	28	56		
ELL	31	43	34	22	47	50	18	52	67		
ASN	64	68		59	64		73		90		
BLK	39	45	41	33	47	47	34	55	64		
HSP	49	46	36	39	51	50	41	61	69		
MUL	38	48		35	70						
WHT	61	57	41	58	61	69	55	80	76		
FRL	44	45	38	35	49	52	38	59	66		
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	27	40	40	23	20	15	30	41	50		
ELL	35	45	40	23	15	17	35	42	64		

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
ASN	72	61	40	57	21		65	81	74		
BLK	38	38	29	26	14	13	39	41	62		
HSP	50	46	43	35	15	14	53	52	67		
MUL	53	44		53	17						
WHT	60	48	43	48	19	22	63	64	70		
FRL	44	43	41	30	14	16	44	47	61		

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	29	42	34	29	42	42	31	46	69		
ELL	38	51	44	38	39	40	25	49	74		
ASN	63	62	50	71	52		61	65	100		
BLK	47	50	42	45	46	48	46	56	84		
HSP	51	55	43	52	47	43	50	58	88		
MUL	74	48		65	58			75			
WHT	58	48	25	60	49	39	60	72	92		
FRL	48	50	38	50	46	42	50	59	87		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 39% for the 2021-2022 school year. The ELL subgroup dropped in proficiency, learning gains, and lowest 25% learning gains. Another trend that emerges is Science had the greatest drop from 50% proficiency to 43% proficiency. Contributing factors may include student attendance, increase in disciplinary issues, and lack of interventions in the curriculum to meet the needs of students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component showing the greatest decline from the previous year was Science Achievement which dropped 7% from the previous year. For instance, the 2020-2021 Science Achievement percentile was 50% and declined to 43% in 2021-2022 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 contributor was the students' reclamation to the physical learning environment and overcoming numerous behavioral discipline issues. Students struggled with returning to a structured learning location after being away from campus due to COVID and a yearlong online learning environment, as a result of discipline outweighing academic progress.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component showing the most improvement were Math Learning Gains and Math Lowest 25th percentile which both showed a +37% increase over the previous year of 15%.

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

Our school used progress monitoring tools such as I-Ready and provided extended learning opportunities, motivational rewards opportunities, Saturday Math study sessions (Saturday Academy) for all students and curriculum enrichment through out the school year. Increased communication with parents and student through interpersonal communication, parent link messages, and parent Math nights at the school may have contributed to the vast improvement in Math data.

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

To improve learning across the board, best practices for student engagement, increased rigor in the classroom instructional delivery and activities, positive reward opportunities for classes that perform the best on common formative assessments, FASST testing data, and additional instructional support for teachers will be provided to ensure student learning expectations and outcomes are met this year.

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 along with Administration, will be conducting SEL and PBL professional development and Literacy Across the Content Areas to improve instructional practice, progress monitoring activities, and teacher support.

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 all instructional staff, R.I.S.E. (Respect others, Invest in Self, Stay Safe, Effectively Communicate) initiatives to engage and reward students for positive behaviors will be implemented.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the percentage of students in the lowest 25th percentile who scores a level 3 or above on the ELA FAST 2022-2023.The schoolwide focus is on academic vocabulary and reading across content areas. Our literacy goals are designed to meet the needs of multiple subgroups. These subgroups include students with disabilities (SWD), English Language Learners (ELL), Economically disadvantaged (ED), and Gifted. Based on our 2021-2022 ELA FSA, our school's achievement is 47% proficiency 48% learning gains and 39% lowest 25% learning gains. When compared to our previous year data of 48% proficiency we decreased by 1%, 44% learning gains which increased by 4% and 37% lowest 25 learning gains which decreased by 2%. Our ELL subgroup had a 4% decrease from 35% to 31% proficiency, a 2% decrease from 45% to 43% learning gains, and a 6% decrease from 40% to 34% in lowest 25% learning gains. Our ED subgroup maintained there 44% proficiency, however they decreased 2% from a 43% to a 45% learning gains, and a 3% decrease in lowest 25% learning gains. Our literacy goals address multiple subgroups needs for the 2022-2023school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, ELA student achievement will increase from 47% proficiency to 54% proficiency, as evidenced by the ELA FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through the ELA FAST assessment, common formative assessments (CFA), and conducting Professional Learning Communities (PLC) for data analysis and effective instructional practices for multiple subgroups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy will be curriculum scaffolding and monthly data chats with students and the administration.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The Curriculum Leadership Team (CLT) will meet monthly to review data from the FAST assessment and CFAs. Teachers will also participate in data chats with the administration to formulate a plan to meet the needs of multiple subgroups of students. Teachers will participate in data chats with students after CFA to assist students with monitoring their progress and setting goals. Teachers will participate in Professional Development on scaffolding. Progress of subgroup student proficiency will be monitored by tools such as HMH Growth Measure Assessments, Reading Inventory, Phonics Inventory, FAST, and ACCESS.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Walkthroughs by administration with a focus on the use of anchor charts for scaffolding activities.

Person Responsible | Damon Martin (damon.martin@browardschools.com)

Monthly meetings with Literacy coach

Person Responsible | Tatiana Douglas (tatiana.cummings@browardschools.com)

Teachers will participate in quarterly data chats with administration

Person Responsible | Damon Martin (damon.martin@browardschools.com)

Use of Professional Learning Communities with a focus on data analysis and implementation of best practices.

Person Responsible | Damon Martin (damon.martin@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the percentage of students in the lowest 25th percentile who scores a level 3 or above on the ELA FAST 2022-2023.The schoolwide focus is on academic vocabulary and reading across content areas. Based on our 2021-2022 ELA FSA, our school's achievement is 47% proficiency 48% learning gains and 39% lowest 25% learning gains. When compared to our previous year data of 48% proficiency we decreased by 1%, 44% learning gains which increased by 4% and 37% lowest 25 learning gains which decreased by 2%. On the FAST Progress Monitoring (PM) 1 assessment 32% of students in grades 6th - 8th were proficient. 37% of 6th grade students were proficient, 32% of the 7th grade students were proficient and 26% of 8th grade students were proficient on the FAST PM 1 assessment. In 6th grade 4% of students struggled with vocabulary and reading across genres, in 7th grade 44% of students struggled with vocabulary and reading across genres, and in 8th grade 47% of students struggled with vocabulary and reading across genres.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, ELA student achievement will increase from 47% proficiency to 54% proficiency, as evidenced by the ELA FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through the ELA FAST assessment, common formative assessments (CFA), and conducting Professional Learning Communities (PLC) for data analysis and effective instructional practices for multiple subgroups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy will be curriculum scaffolding and monthly data chats with students and the administration.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The Curriculum Leadership Team (CLT) will meet monthly to review data from the FAST assessment and CFAs. Teachers will also participate in data chats with the administration to formulate a plan to meet the needs of multiple subgroups of students. Teachers will participate in data chats with students after CFA to assist students with monitoring their progress and setting goals. Teachers will participate in Professional Development on scaffolding. Progress of subgroup student proficiency will be monitored by tools such as HMH Growth Measure Assessments, Reading Inventory, Phonics Inventory, and FAST.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration walkthroughs focus on using anchor charts for scaffolding activities.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Monthly meetings with Literacy coach

Person Responsible	Tatiana Douglas (tatiana.cummings@browardschools.com)

Teachers will participate in quarterly data chats with administration

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Use of Professional Learning Communities with a focus on data analysis and implementation of best practices.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the percentage of students who scored a level 3 or above on the Science State Assessment (SSA). In 2021-2022 43% of students scored proficient which is a 7% decrease from 2020-2021 school year where 50% of students scored proficient. The area of focus for science is the implementation of Nature of Science standards infused throughout the curriculum.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, student achievement will increase from 43% proficiency to 50% proficiency, as evidenced by the Statewide Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through common formative assessments (CFA) and conducting Professional Learning Communities (PLC) for data analysis and effective instructional practices.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy will be embedding Nature of Science (NOS) questions and hands on activities in every unit of study.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Curriculum Leadership Team (CLT) will meet monthly to review data from CFAs. Teachers will also participate in data chats with the administration to formulate a plan to meet the needs of multiple subgroups of students. Teachers will participate in data chats with students after CFA to assist students with monitoring their progress and setting goals. Progress of subgroup student proficiency will be monitored by tools such as CFA, and completion of science experiments

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administration team will conduct walkthroughs looking for utilization of anchor charts relating to Nature of Science.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Teachers will embed Nature of Science question stems in all units.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Students will participate in a school wide science fair

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Teachers will incorporate hands-on labs in every unit.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

The administration team will conduct walkthroughs looking for utilization of anchor charts relating to Nature of Science.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Teachers will embed Nature of Science question stems in all units.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Students will participate in a school wide science fair

Person Responsible	Damon Martin (damon.martin@browardschools.com)

Teachers will incorporate hands-on labs in every unit.

Person Responsible	Damon Martin (damon.martin@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. 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 school culture and environment.

Apollo Middle School Administration, Instructional staff, Support Staff and Security team, all actively participate in promoting a positive school culture and environment. 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. School Advisory Council, School Advisory Forum, Parent Teacher Association, and Parent Teacher Student Association to engage parents and community at Apollo Middle School.