

Orange County Public Schools

Apopka Middle



2022-23 Schoolwide Improvement Plan

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Apopka Middle

425 N PARK AVE, Apopka, FL 32712

<https://apopkams.ocps.net/>

Demographics

Principal: Lisa James

Start Date for this Principal: 7/11/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 (52%) 2018-19: C (51%) 2017-18: C (49%)
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	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Apopka Middle

425 N PARK AVE, Apopka, FL 32712

<https://apokams.ocps.net/>

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	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

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

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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.

To ensure every student has a promising and successful future.

Provide the school's vision statement.

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

School Leadership Team

Membership

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
James, Lisa	Principal	Provide a common vision for instruction and the use of databased decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the school based team is implementing MTSS; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school based plans and activities.
Hearn, Theresa	Assistant Principal	Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school-based plans and activities.
Bartfield, Jeffrey	Assistant Principal	Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school-based plans and activities.
King, Karen	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.
Strenth, Leslie	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for 7th grade students; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel

Name	Position Title	Job Duties and Responsibilities
		students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.
Mirizio-Moody, Nicole		Attends all district training and meeting for this compliance area; organize all paperwork and support services for the ESE students; monitors and coordinates the work of our paraprofessional; ensure our FTE reports are clean of any violations; supports teachers with strategies and accommodations for ESE students in the classrooms; conducts meetings with parents and teachers of our students to develop specific plans for student success; and serves as a parent liaison between the school and the parents.
Sears-Coleman, Adrienne	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.
Kolling, Carl	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.

Demographic Information

Principal start date

Monday 7/11/2022, Lisa James

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.*

1

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.*

8

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

998

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

11

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

10

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	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	324	337	337	0	0	0	0	998
Attendance below 90 percent	0	0	0	0	0	0	311	312	311	0	0	0	0	934
One or more suspensions	0	0	0	0	0	0	16	91	74	0	0	0	0	181
Course failure in ELA	0	0	0	0	0	0	21	14	4	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	21	14	22	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	93	120	0	0	0	0	322
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	79	59	71	0	0	0	0	209
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	78	58	70	0	0	0	0	206

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

Date this data was collected or last updated

Thursday 8/4/2022

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	353	373	376	0	0	0	0	1102
Attendance below 90 percent	0	0	0	0	0	0	71	125	120	0	0	0	0	316
One or more suspensions	0	0	0	0	0	0	9	60	36	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	29	27	44	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	31	42	29	0	0	0	0	102
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	55	66	0	0	0	0	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	42	29	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	353	373	376	0	0	0	0	1102
Attendance below 90 percent	0	0	0	0	0	0	71	125	120	0	0	0	0	316
One or more suspensions	0	0	0	0	0	0	9	60	36	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	29	27	44	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	31	42	29	0	0	0	0	102
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	53	55	66	0	0	0	0	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	42	29	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	44%	49%	50%				42%	52%	54%
ELA Learning Gains	42%						47%	52%	54%
ELA Lowest 25th Percentile	31%						38%	45%	47%
Math Achievement	47%	36%	36%				50%	55%	58%
Math Learning Gains	56%						50%	55%	57%
Math Lowest 25th Percentile	52%						41%	50%	51%
Science Achievement	50%	55%	53%				43%	51%	51%
Social Studies Achievement	58%	61%	58%				59%	67%	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	41%	52%	-11%	54%	-13%
Cohort Comparison						
07	2022					
	2019	38%	48%	-10%	52%	-14%
Cohort Comparison		-41%				
08	2022					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	27%	43%	-16%	55%	-28%
Cohort Comparison						
07	2022					
	2019	34%	49%	-15%	54%	-20%
Cohort Comparison		-27%				
08	2022					
	2019	44%	36%	8%	46%	-2%
Cohort Comparison		-34%				

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	40%	49%	-9%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	66%	-9%	71%	-14%
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%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	53%	38%	57%	34%

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	11	30	31	9	49	53	7	46			
ELL	19	29	28	24	46	49	17	38	74		
ASN	71	68		86	59				100		
BLK	38	41	39	39	47	46	47	45	85		
HSP	38	40	31	42	58	53	43	54	83		
MUL	55	50		45	76						
WHT	58	45	20	63	61	52	63	81	86		
FRL	34	38	33	37	50	50	37	50	80		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	13	11	10	28	27	7	16			
ELL	15	27	24	16	21	22	7	27			

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	71	69		76	47						
BLK	38	43	29	29	29	33	28	56	68		
HSP	38	36	25	35	30	30	28	55	70		
MUL	50	67		44	43						
WHT	53	47	24	55	37	23	61	81	81		
FRL	32	31	17	26	28	30	25	52	68		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	35	38	10	33	25	11	14			
ELL	24	40	36	31	38	39	17	35	84		
ASN	88	63		88	76						
BLK	34	40	34	43	47	40	28	52	93		
HSP	37	45	36	42	46	40	39	49	88		
MUL	59	59		76	71						
WHT	56	56	48	66	59	43	58	80	91		
FRL	35	44	36	42	47	39	38	50	90		

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)	TSI
OVERALL Federal Index – All Students	49
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	33
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	36
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	77
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	47
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	48
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	57
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	59
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	44
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?

Overall Science, ELA, and Math learning gains and the lowest 25% learning gains showed an increase between 2021 and 2022. Math proficiency increased and Civics dropped 4 points. According to progress monitoring data from 2021, our proficiency levels are comparable to the same data from 2020. In all data points, we trend below the district in proficiency except for Algebra 1 and Geometry which are above the district by 29% in Algebra 1 and 38% in Geometry. In the 2021 data, Students with Disabilities was our lowest trending subgroup across all content areas in proficiency levels and is identified as an ESSA subgroup below 40%. English Language Learners is the second lowest subgroup across all content areas in proficiency levels, however, this subgroup did meet ESSA standards, but only by 1%. Progress monitoring data from 2021 continue to show these two subgroups as the lowest performing. The overall raw FSA proficiency data from 2021 show similar results for 6th and 7th grade ELA and Math when compared to the 2019 FSA proficiency results. Our 7th-grade Civics raw data show a decrease when compared to 2020 and we show increases in proficiency in 8th-grade ELA, Math, Algebra, and Geometry.

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

The greatest need for improvement we identified is our Student with Disabilities subgroup. Although this subgroup did increase in some areas between 2021 and 2022 our progress monitoring data indicates that this subgroup is still significantly scoring below other subgroups in proficiency. This subgroup decreased FSA proficiency in English Language Arts, Science, and Civics from 2018 to 2019. This subgroup scored a federal index of 22% in 2019 which is well below the 40% required for ESSA. Our demographics from 2021 show this subgroup as 8.8% of our population. The lowest data component during the 2018-2019 school year was the ELA's lowest 25th percentile gains with only 38% of these students making learning gains. This is a three-year trend with the gains being consistently the lowest data component in the school grade each year and ranging between 35% and 38%. Progress monitoring data from 2021 does not show an increase in this component.

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

A contributing factor to this subgroup having low achievement is the lack of differentiated instruction taking place in the classroom. This factor is evident as we analyzed the classroom walkthrough data collected throughout the year. We believe that offering professional development and coaching teachers to analyze data and structure the classroom to allow for small group instruction will provide the opportunity to strategically target specific students' academic areas of need. Additionally, the support facilitators who work with our students with disabilities will collaborate with content-specific teachers as

they deconstruct standards and analyze data so the support they offer will be targeted and specific. We believe that focusing on Social Emotional Learning school-wide will also help to close the achievement gap, increase positive relationships between students and teachers, and will increase the opportunities that students will have to be part of these targeted small group interventions.

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

Achievement in science and mathematics learning gains and the lowest 25% learning gains are the data components that showed the most improvement in the 2022 FSA scores. Math learning gains went from 32% in 2020-2021 to 56% in 2021-2022, which is a 24-point gain. Math learning gains for the lowest 25% went from 30% in 2020-2021 to 52% in 2021-2022, which is also a 22-point gain. Achievement in science showed significant growth in science. It went from 36% in 2020-2021 to 50% in 2021-2022, which is a 14-point increase. In Science (Q3), the overall percentage increased from 47% to 54% proficiency in the PMA. In Civics (Q1), the overall percentage increased from 49% to 58% proficiency in the PMA.

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

Our growth in math learning gains were due to several specific actions taken by our math department and administrators. The math PLCs met on a weekly basis with an instructional coach and assessing administrator to plan weekly lessons. Teachers attended district content specific professional development to dive deeper into the standards. We implemented an intensive math elective for our level 1 students to receive specific support in the standards. The math PLCs progress monitored tested standards throughout the year tracking student progress and conferencing with students on their data and goals. Our math department also started to implement small group instruction to target the specific needs of students. In Science, the PLC met on a weekly basis to plan weekly lessons and look at the data from the unit assessments. They attended district professional development to dive deeper into the standards and focused instruction on the standards the students were not mastering. A focus on re-teaching, addressing misconceptions and enrichment seemed to make a difference.

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

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

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

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

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

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

Areas of Focus

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

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#1. Positive Culture and Environment specifically relating to SEL

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our school will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs as identified in our 2021 Panorama survey data: 39% of students responded favorably to a sense of belonging, 53% of students responded favorably to a sense of safety, 47% of students, 39% of teachers, and 58% of families responded favorably to a positive school climate. The Alex Incident Rate is in the "very high" category at 7.7 incidents per 100 students and 22% of the student population have two or more Early Warning Indicators.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By implementing the use of social and emotional learning skills into daily lessons, we will increase the favorable responses by students in their sense of belonging from 39% to 44%, belief in a positive school climate from 47% to 52% and in their sense of safety from 53% to 59%. This will put us at or above the district average. We will increase the teachers' perception of a positive school climate from 39% to 44% as we move towards the district average of 58% and the perception of our families from 58% to 63% as we work toward the district average of 76%. Using the Early Warning Indicators we will decrease the number of students with two or more indicators from 246 (22%) students to 190 (17%) students for a 5% reduction and lower the Alex Incident Rate from 7.7 incidents per 100 students to 4 incidents per 100 students.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.</p>
Person responsible for monitoring outcome:	<p>Lisa James (lisa.james@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide Social and Emotional Learning (SEL) curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.</p>

**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 goal is to create systemic autonomy. To build autonomy and empower the team, you must have systems in place that support self-direction. Autonomy must be thought out, intentional, and sustained by the structured systems you create. The team will rotate leadership responsibilities, like facilitating a school-wide meeting and/or training so every person gets a chance to set the agenda and take responsibility for the conversation about the school and its needs. Trusting that your staff empowers the entire team, builds autonomy, and distributes the leadership in the school community.

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.

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

Person

Responsible

Theresa Hearn (theresa.hearn@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student data from 2020-2021 shows that less than half of our students are proficient in language arts (42%), math (39%) and science (36%). Students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, assigned tasks were below grade level expectation. Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core standards based instruction that our students receive in all core content courses.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By increasing the rigor of standards based instruction, proficiency (level 3 or above) in ELA will increase from 44% to 50%; in Math from 47% to 53%; in Science from 50% to 53%; and in Civics from 58% to 64%. Our ESSA subgroup, Students with Disabilities, will increase from 22% to 41%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This strategy will be monitored by administrators through the lesson planning process at Professional Learning Communities (PLC) meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.

Person responsible for monitoring outcome:

Lisa James (lisa.james@ocps.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific

In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.

**strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

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.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Classroom observation data from 2020-2021 reveals that students are receiving instruction through whole group instruction the majority of the time in the classroom. This use of whole group instruction is not supporting the individual learning needs of our students. The 2021-2022 student FSA data shows that no more than half of our students are making learning gains in reading (42%) and even fewer of our lowest 25th percentile students are making gains in reading (31%). We believe when teachers implement small group instruction into their daily lessons, students will receive targeted instruction and feedback on their learning which will lead to an increase in learning gains.

Measurable**Outcome:****State the****specific****measurable****outcome the school plans****to achieve.****This should****be a data****based,****objective****outcome.**

By implementing the use of differentiated instruction in the classroom, learning gains in reading will increase from 42% to 50% and for the lowest 25% in ELA will increase from 31% to 40% . By implementing the use of small group instruction in the classroom, learning gains in ELA will increase from 42% to 50% and learning gains in Math will increase from 56% to 59%. Our Students with Disabilities subgroup will increase learning gains in ELA from 35% to 41% and Math from 33% to 41% as well as increase the learning gains of the lowest 25% in ELA from 38% to 41% and in Math from 25% to 41%.

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.

Person**responsible****for monitoring****outcome:**

Lisa James (lisa.james@ocps.net)

Evidence-**based****Strategy:****Describe the****evidence-****based****strategy being****implemented****for this Area****of Focus.**

Students interact in small groups and utilize effective cognitive and conative skills while collaborating with other students to practice and deepen their knowledge. Student groups will be based on explicit learning goals and will change based on classroom data.

Rationale for**Evidence-****based****Strategy:**

Student use of conative and social emotional skills necessary for understanding and interacting with others allows students to strategically extend learning by enhancing procedural skills and deepening knowledge. Assigning students to small groups based on explicit learning goals, allows the teacher to monitor peer interactions, and provide

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

positive and corrective feedback to support productive learning. Implementing small learning groups allows the teacher to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively.

Action Steps to Implement

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.

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

Person Responsible Lisa James (lisa.james@ocps.net)

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.

In order to establish a positive school culture and climate, Apopka Memorial Middle School engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, Apopka Middle School will create intentionally structured opportunities for adults to integrate and monitor resources and strategies to grow students academically, socially, and emotionally. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture of authentic family engagement in school staff.

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

Teacher: Teachers are responsible for being the first smiling face they see in the morning. They will promote positive attitudes and experiences inside as well as outside of the classroom. Continue to be the liaison between the student/family and the school to ensure the academic success of the student.

Community Partners: Community Partners are responsible for providing services such as tutoring, incentives, academic encouragement, specified nights, etc. This will encourage students and parents to be engaged in their student's learning. Community partners will be able to post-school supply lists, provide coupons for families and encourage them to ask questions in order to gain clarification for any information needed from the school.

Support Staff (Clerical, Janitors, Crossing Guards, etc): Our Support Staff will promote positive interactions on campus. Janitors will encourage students daily to do their best. Food Service teams will greet students with a smile in an effort of building a positive relationship with students that will last throughout the school year and beyond.

Parents: Our parents will promote a positive culture and environment by joining PTSA/PTA and ensuring that they are being the educational advocate for the students and engaging in their child's learning. This will ensure that all decisions made, are in the best interest of the student at all times. They will also participate and volunteer at student showcases and academic nights to increase the volume and participation at events.