

Brevard Public Schools

Apollo Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	32

Apollo Elementary School

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<http://www.apollo.brevard.k12.fl.us/>

School Board Approval

This plan was approved by the Brevard County School Board on 10/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To educate all students with excellence as the standard, working together in a safe professional learning community.

Provide the school's vision statement.

To inspire all children to learn at their highest potential, preparing them for tomorrow's global expectations.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
DiLago, Aimee	Principal	<p>Supervise the operation and management of all activities and functions within the school setting. Provide leadership, and promote team decision-making within the professional learning community of our school.</p> <p>On-going analyzing our performance data and current educational research to provide standards-based instruction.</p> <p>Monitor classroom instructional practices through observations, walk-throughs, timely feedback, and conversations to develop highly-qualified instructors.</p> <p>Gather feedback and input from students, staff members, parents, and community members to make decisions that improve instructional delivery, student mastery of standards, and the social well-being of our school community.</p> <p>Create a school culture that values problem-solving, discussion, and transparency to solve underlying barriers that may arise with a student's first mentality.</p> <p>Manage all aspects of our campus through fiscally responsible decisions, campus safety measures, hiring new employees, retaining highly qualified teachers, and ensuring a clean, well-maintained campus.</p>
Landress, Jennifer	Assistant Principal	<p>Assist classroom teachers when implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instructional.</p> <p>Provide leadership, and promote team decision-making within the professional learning community of our school.</p> <p>On-going analyzing our performance data and current educational research to provide standards-based instruction.</p> <p>Monitor classroom instructional practices through observations, walk-throughs, timely feedback, and conversations to develop highly-qualified instructors.</p> <p>Discipline data and intervention Professional development Instructional coaching Subgroup data monitoring, ESOL data monitoring MTSS process monitoring Attendance data and intervention Curriculum- alignment, implementation, pacing, and supports Teacher Mentor Program</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist classroom teachers when implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instructional.</p> <p>Provide leadership, and promote team decision-making within the professional learning community of our school.</p> <p>On-going analyzing our performance data and current educational research to provide standards-based instruction.</p>
Wise, Trelawney	Assistant Principal	<p>Monitor classroom instructional practices through observations, walk-throughs, timely feedback, and conversations to develop highly-qualified instructors.</p> <p>Discipline data and intervention</p> <p>Professional development</p> <p>Instructional coaching</p> <p>Subgroup data monitoring,</p> <p>ESOL data monitoring</p> <p>MTSS process monitoring</p> <p>Attendance data and intervention</p> <p>Curriculum- alignment, implementation, pacing, and supports</p> <p>Teacher Mentor Program</p>
Kennedy-Thibideau, Phyllis	Other	<p>Participate in school leadership team</p> <p>Member of problem solving team</p> <p>Finding services to meet family and community need</p> <p>Organizing services through the Community Partnership School</p> <p>Collaborate with Principal</p> <p>Literacy Leadership Team Member</p> <p>Student In Transition Contact</p> <p>School Advisory Council Chair</p> <p>Title I Team Lead</p>
Harris, Vanessa	Instructional Coach	<p>Celebrate Literacy Week</p> <p>Coaching team</p> <p>School-based Leadership Team member</p> <p>Literacy Support/Coaching</p> <p>Literacy Professional Development</p> <p>Data Analysis</p> <p>Intervention Support</p> <p>Grade level planning support</p> <p>Literacy Leadership Team member</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership Team reviewed the following information when developing the SIP: Youth Truth Survey, Parent Survey, Insight Survey, FAST Data, IReady Data, and PM (1,2,3). We gathered input from staff, students, and families through these surveys.

The draft was submitted to all stakeholders for input and feedback. Revisions were made and then distributed to stakeholders for review prior to the final plan being submitted.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Building Leadership Team will monitor the implementation of the plan. Creating checkpoints to check the results of each task and measure the impact of the task towards attaining the outlined goals. Prioritize Fidelity in implementing our plan to ensure tasks are executed as described. Make necessary changes when needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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
Absent 10% or more days	9	24	25	25	12	16	14	0	0	125
One or more suspensions	1	6	14	11	4	16	15	0	0	67
Course failure in English Language Arts (ELA)	0	0	0	4	3	5	5	0	0	17
Course failure in Math	0	0	0	2	3	8	8	0	0	21
Level 1 on statewide ELA assessment	0	0	0	0	10	19	21	0	0	50
Level 1 on statewide Math assessment	0	0	0	0	7	31	31	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	3	2	1	0	1	0	0	8

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	1	2	8	6	6	21	20	0	0	64

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	2	1	3	18	0	0	0	0	0	24
Students retained two or more times	0	0	0	3	5	2	2	0	0	12

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	61	51	38	40	33	50	0	0	273
One or more suspensions	0	7	9	4	7	2	16	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	37	26	50	0	0	113
Level 1 on statewide Math assessment	0	0	0	0	55	35	71	0	0	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	14	21	17	42	0	0	101

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	14	5	52	30	71	0	0	180

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	17	9	16	3	5	1	0	0	62
Students retained two or more times	0	0	0	2	1	3	2	0	0	8

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	61	51	38	40	33	50	0	0	273
One or more suspensions	0	7	9	4	7	2	16	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	37	26	50	0	0	113
Level 1 on statewide Math assessment	0	0	0	0	55	35	71	0	0	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	14	21	17	42	0	0	101

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	14	5	52	30	71	0	0	180

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	17	9	16	3	5	1	0	0	62
Students retained two or more times	0	0	0	2	1	3	2	0	0	8

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	58	53	47	61	56	52		
ELA Learning Gains				52			56		
ELA Lowest 25th Percentile				33			35		
Math Achievement*	34	58	59	40	49	50	48		
Math Learning Gains				48			49		
Math Lowest 25th Percentile				44			47		
Science Achievement*	46	58	54	25	60	59	53		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	154
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	4	2
ELL				
AMI				
ASN				
BLK	18	Yes	2	1
HSP	41			
MUL	36	Yes	1	
PAC				
WHT	49			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	32	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	1
ELL	10	Yes	1	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	31	Yes	1	1
MUL	59			
PAC				
WHT	44			
FRL	36	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			34			46					
SWD	13			10			5				4	
ELL												
AMI												
ASN												
BLK	21			13			31				4	
HSP	37			27			60				3	
MUL	45			27							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	49			45			54				4	
FRL	33			26			46				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	52	33	40	48	44	25					
SWD	14	21	17	17	27	28	6					
ELL	10											
AMI												
ASN												
BLK	32	45	37	18	47	50	12					
HSP	44	41	18	40	35	15	21					
MUL	55	84		37	59							
PAC												
WHT	54	54	20	51	51	47	28					
FRL	39	48	35	31	42	43	17					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	56	35	48	49	47	53					
SWD	16	41	31	15	46	52	16					
ELL												
AMI												
ASN												
BLK	24	33	24	19	36	32	35					
HSP	60	67		46	41							
MUL	60	57		51	48		45					
PAC												
WHT	62	64	41	61	55	71	62					
FRL	43	48	33	37	43	44	39					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	59%	-8%	54%	-3%
04	2023 - Spring	36%	61%	-25%	58%	-22%
06	2023 - Spring	46%	61%	-15%	47%	-1%
03	2023 - Spring	32%	56%	-24%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	67%	-14%	54%	-1%
03	2023 - Spring	25%	60%	-35%	59%	-34%
04	2023 - Spring	33%	61%	-28%	61%	-28%
05	2023 - Spring	36%	55%	-19%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	57%	-11%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Schoolwide the data component with the lowest performance is Math. New curriculum, lack of small group instruction, and math interventions not in place all contributed to low performance.

FAST Grades 3-6 ELA Proficiency:
 SY 23 SY 22
 3rd – 32% 3rd – 34%

4th – 36% 4th – 53%
5th – 51% 5th – 35%
6th – 46% 6th – 71%

FAST Grades 3-6 Math Proficiency:

SY 23 SY 22
3rd – 25% 3rd – 29%
4th – 33% 4th – 42%
5th – 36% 5th – 23%
6th – 53% 6th – 67%

FAST Grades K-2 ELA Proficiency:

PM1 PM3
K – 50% K – 56%
1 – 24% 1 – 36%
2 – 31% 2 – 39%

FAST Grades K-2 Math Proficiency:

PM1 PM3
K – 57% K – 48%
1 – 66% 1 – 69%
2 – 49% 2 – 46%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 5th-grade cohort group from sy 22-23 showed the most significant decline in math from 42% proficiency to 36% proficiency, which is consistent with our historical data over the last four years. Some contributing factors include inconsistent standards-focused Tier 1 instruction, math interventions, and small groups.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 3rd grade ELA proficiency showed the greatest gap, with Apollo being 28% proficiency compared to the state at 50% proficiency. Additionally our 4th grade ELA proficiency shows a gap, with Apollo being 33% proficiency compared to the state at 57% proficiency. Contributing factors include inconsistent standards-focused Tier 1 instruction, ELA interventions, and small groups.

Which data component showed the most improvement? What new actions did your school take in this area?

Sixth grade showed the most improvement, these students ended their 5th grade school year at 35% proficiency in ELA then increased to 46% proficiency in school year 23. In math these students ended school year 22 at 23% which increased to 53% by the end of school year 23.

Historically the sixth grade team sets high expectations and clearly communicates those expectations for all students while creating positive, warm relationships with their students. Research shows 1.29 effect size which indicates that teachers know their students and know that they are capable of reaching the expectations. Departmentalized, Collective teacher efficacy: Research shows 1.57.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Attendance and Tardiness

The average number of students that were absent per day was 58 (8.64%), and 10,324 total number of days that students were absent. There were 150 students who had chronic absences. The tardy student count was 4,741. These factors result in days worth of lost instruction that directly impacts student achievement.

2. Discipline Referrals

There were over 2000 referrals for the 22-23 school year. Kindergarten: 221, First Grade: 503, Second Grade: 244, Third Grade: 240, Fourth Grade: 338, Fifth Grade: 280, Sixth Grade: 234

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Apollo's top three priorities are Academics, Attendance, and Discipline.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

BLK: Our African American subgroup showed significant decline, scoring 34% proficiency in year 22 to 18% proficiency in year 23. Out of 200 students in this subgroup, 108 students received 708 discipline referrals. Of those, 25 students received 44 out of school suspensions. This shows 54% of students in that subgroup losing instructional time due to discipline referrals.

SWD: Our Students With Disabilities subgroup showed up to 20% progress from the 2022 school year to the 2023 school year Statewide Assessments. Even with this growth we are still closely monitoring their progress. Out of 213 students in this subgroup, 109 students received 791 discipline referrals. Of those, 67 students received 72 out of school suspensions. This shows 51% of these students losing instructional time due to discipline referrals.

HSP: Our Hispanic subgroup shows up to 10% progress from the 2022 school year to the 2023 school year Statewide Assessments. Even with this growth we are still closely monitoring their progress. Out of 76 students in this subgroup, 33 received 159 discipline referrals. Of those, 7 of those were out of school suspensions. This shows 43% of these students losing instructional time due to discipline referrals.

FRL: Our subgroup represents 63% of our student population. Our BLK, SWD, ELL, and HSP subgroups are represented within this subgroup.

ELL: Our English Language Learners represent 1% of our student population.

We have to start building positive school culture where recognize our own intercultural awareness. The awareness of our own cultural identity, values and beliefs and the knowledge and acceptance of other cultures.

Measurable Outcome:

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

During monthly grade level meetings, we will focus on subgroups looking at both behavior and academic data. Data discussions centered around looking at disproportionality of all subgroups. Our goal is to decrease the number of discipline referrals to 25% or less. This will result in an increase in instructional time, resulting in an increase in proficiency to 42% or higher.

Monitoring:

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

During monthly grade level meetings, we will focus on subgroups looking at both behavior and academic data. Data discussions centered around looking at disproportionality of all subgroups. Monitoring will also take place during Leadership Team meetings, and PBIS meetings.

Person responsible for monitoring outcome:

Aimee DiLago (dilago.aimee@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS, Tier 1 Checklist and MTSS-B process to identify and monitor tiered interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are data driven, problem solving and decision making processes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify and monitor academic, behavior, and discipline subgroup data in grade level meetings weekly.

Person Responsible: Aimee DiLago (dilago.aimee@brevardschools.org)

By When: On-going

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administrators.

Measurable Outcome:

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

In 2023, 29% of students scored proficient from PM1 to PM3, and 37% of students scored proficient on the Math FAST. The goal for 2024 is to increase students scoring proficiency to 60% or more.

Monitoring:

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

Teachers will monitor student progress on the iReady Math Diagnostic three times per year. Teachers in Grades K-5 will monitor student progress utilizing the Unit Assessments or Performance Tasks (1st grade). Teachers in Grade 6 will monitor student progress utilizing Unit Quick Checks

Person responsible for monitoring outcome:

Jennifer Landress (landress.jennifer@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will strengthen Tier one instruction using the math program with fidelity to ensure mastery of the grade level standards and the problem solving process during whole-class instruction, monitoring and reflecting on the problem-solving process, and teacher collaboration to identify multiple problem solving strategies. In addition, teachers will utilize the i-Ready reports available on prerequisite materials for small group instruction, remediation, and/or acceleration and intervention (T). We will promote more inclusion opportunities for students with disabilities through Math in general education classrooms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By assisting students at the Tier one level in monitoring and reflecting on the problem-solving process, teachers are able to teach students to use visual representations to solve problems, thus strengthening overall computation and conceptual knowledge.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 will provide professional development for teachers related to the math curriculum and iReady. The administration will provide collaborative planning opportunities for teachers to work with grade

level and ESE teams to prepare and plan standards-aligned instruction based on student data. Students will complete all components of the math curriculum to promote balanced and rigorous instruction content.

Person Responsible: Aimee DiLago (dilago.aimee@brevardschools.org)

By When: On-going

Standards-based planning sessions, facilitated by the District Math Coach monthly. Quarterly long range planning.

Person Responsible: Aimee DiLago (dilago.aimee@brevardschools.org)

By When: On-going

Compare iReady performance data and PM1, 2, and 3 to discover trends, identify students, and ensure ongoing iReady participation for ongoing support through remediation or extension in teacher PLC meetings.

Person Responsible: Jennifer Landress (landress.jennifer@brevardschools.org)

By When: on-going

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Apollo strives to build a positive school culture through student, staff, and parent surveys and data analysis to make decisions (T). The annual Comprehensive Needs Assessment (CNA) team includes teachers, administration, parents, and community partners, which review all data and drive School Improvement Decisions (T). The CNA team determined that collaboration, culture, and communication among all stakeholders are the areas to address for the 2023-2024 school year.

Measurable Outcome:

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

Feedback and recommendations obtained from the 2024 Parent Survey and the Youth Truth Survey, INSIGHT survey and Rti:B discipline database.. We will see an increase in our areas of focus compared to the 2023 surveys.

Monitoring:

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

School Advisory Council (SAC) - Provide parent and community data to make informed decisions to guide school improvement initiatives. The school has established an infrastructure for family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students and follow up with what's being done as a result. Our SAC is a representation of our school population.

Aimee DiLago, Jennifer Landress, and Trelawney Wise, Admin Team - To support and guide school improvement initiatives based on SAC, parent, YouthTruth student, and INSIGHT teacher feedback. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles.

Tammra Tatro, Guidance - To provide training and support to teachers, families, and students to increase awareness, promote character education, provide socio-emotional support, and connect parents and families to community support resources.

Phyllis Thibideau and Kim Thornton Title I Team - To provide families with resources and training to assist their child's education, as well as solicit parent and family feedback at every event in order to best meet the needs of all students and their families (T).

Beth Faulkner and San Harper PBIS Team - To promote initiatives celebrating students demonstrating positive behavior. Apollo continues to focus on PBIS with the established expectations of SOAR, Safe, Own it, Active Learner, and Respect.

Apollo Staff- To learn and provide social emotional best practices to identify and assist students in supporting their well-being. Teachers meet weekly in grade-level meetings to examine disaggregated data and look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension, and attendance (T), also form the basis for discussions of progress or lack of for particular groups within a school and what needs to be done.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS will be implemented using a tangible Eagle Buck that students earn for meeting expectations. All staff were provided a lanyard filled with Eagle Bucks ready to recognize students. There are four fun

events that students can use Eagle Bucks to attend as well as receiving desired items. Also, in the cafeteria, there is a classwide celebration for each class that receives 5 tally marks. Students are recognized for exhibiting our SOAR expectations at our quarterly awards ceremony.

Staff met during pre-planning to create a common language of expectations and follow-through.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students want to be recognized for positive behaviors. High interest activities and items have been identified to encourage positive behaviors. In order to decrease our number of discipline referrals, we are recognizing positive behaviors to encourage all students to earn Eagle Bucks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PBIS Team will provide professional development for staff during pre-planning and as needed throughout the year.

Person Responsible: Phyllis Kennedy-Thibideau (kennedy-thibideau.phyllis@brevardschools.org)

By When: Grade Level Representatives will participate in monthly PBIS meetings to review student data, discuss students in Tier 2 interventions and their data, and identify students needing Tier 3 supports.

School-wide PBIS activities implemented monthly (T). Student participation based on demonstrating SOAR (Safe, Own It, Active Learner, Respect) expectations in collecting earned Eagle Bucks.

Person Responsible: Phyllis Kennedy-Thibideau (kennedy-thibideau.phyllis@brevardschools.org)

By When: Monthly activities planned for the entire year to encourage student participation based on SOAR expectations.

School-wide expectations SOAR (Safe, Own It, Active Learner, Respect). Teachers and Staff will utilize SOAR posters(T) and refer to them while going over the school-wide expectations. This will be a focus area during walkthroughs.

Person Responsible: Aimee DiLago (dilago.aimee@brevardschools.org)

By When: SOAR posters will be visible in ALL classrooms, cafeteria, and hallways by August 10th. Teaching expectations will be monitored by ongoing classroom walkthroughs.

During the 2022-2023 school year our first grade class had over 500 referrals. This year we added High-Five to our activity wheel. During this time our students will be receiving support with character education.

Person Responsible: [no one identified]

By When: On-going

During the 2022-2023 school year our first grade class had over 500 referrals. This year we added High-Five to our activity wheel. During this time our students will be receiving support with character education.

Person Responsible: Aimee DiLago (dilago.aimee@brevardschools.org)

By When: On-going

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Brevard gives Title 1 school principals autonomous control over Title 1 school funds. We also used additional District support. Listed below describes how those funds and personnel are used.

PERSONNEL:

DISTRICT MATH COACHES

ASSISTANT PRINCIPAL - One district level 12M assistant principal (DJ ABELL) will be hired to support Title I schools with implementing classroom management and school wide structures/processes to address student behaviors.

MENTAL HEALTH RELATED PERSONNEL - Brevard Public Schools received a mental health assistance allocation to expand school-based mental health care. With these funds, four Title I schools have a fulltime social worker and thirteen Title I schools have a part-time (20 hour) social worker to assist and support students and families with social, emotional, and mental health needs to enhance and maximize student success. (T)

INSTRUCTIONAL:

SMALL GROUP INSTRUCTION - Title I Part A funds will be used to support core instruction through reading instructional support and professional development (focused on standards-aligned instruction, student engagement, and instructional strategies) to include the support of a Literacy Coach. Training will continue to be provided to our Title I schools with an emphasis on small group instruction utilizing on grade level text and the scaffolding of grade level standards. (T)

ACADEMIC SUPPORT PROGRAM (ASP) - ASP allocations and ESSER funds are provided to all elementary schools to provide instructional support with priority given to students in Grade 3 Title I funds are used to supplement ASP funds so that instruction can be more intensive with smaller groups and more time. (T)

SUMMER READING CAMP is offered to those third-grade students who score a Level 1 on their ELA FSA. Twelve sites located across the district house the program, and student transportation is provided for Title I students (T). Small group instruction focuses on phonics and vocabulary to help struggling readers further develop comprehension. Additionally, ESSER funds will be used to support a summer acceleration program for grade 1-5 students in reading and mathematics for the month of June (22 days; 110 hours).

SUMMER SCHOOL - allocated using Title 1 Funds (T)

SUPPLEMENTAL TUTORING – In conjunction with inhouse personnel, high school students, and a contracted tutoring service, first grade students at RAISE schools in groups no larger than 1:2 will receive in-person supplemental tutoring during the school day focused on phonics. There are currently 4 Intensive Title I RAISE schools and 12 targeted Title I RAISE schools.

CURRICULUM:

Purchase and support of LEXIA implementation (T)

Purchase and support of Magnetic Reader implementation (T)

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

PM3 data from 22-23 shows that 64% of our 1st graders and 61% of our 2nd grade students are not on track to score grade level or above on the FAST ELA assessment. Areas of concern: Phonological Awareness and Phonics. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction. Additionally, better understanding of the science of reading is warranted.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

PM3 data from 22-23 shows 68% of 3rd Graders and 64% of 4th Graders scored below proficiency. Therefore, we believe that increasing grades 3 to 5 literacy achievement at the tier I level. Area of concern: Vocabulary and Comprehension of Informational Texts. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction. Additionally, better understanding of the science of reading is warranted.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

- Short Term – From FAST-STAR-PM1 to PM2, literacy achievement of 50% of students will increase by one or more levels.

- Long Term - By the Spring 2024 FAST, literacy achievement of 75% of students will increase by one or more levels.

Grades 3-5 Measurable Outcomes

- Short Term – From FAST-PM1 to PM2, literacy achievement of 50% of students will increase by one or more levels.
- Long Term - By the Spring 2024 FAST, literacy achievement of 75% of students will increase by one or more levels.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress Monitoring throughout the year will include:

- *Teachers will monitor student progress in ELA utilizing the state progress-monitoring system FAST three times per year, as well as the iReady diagnostic twice a year.
- *Teachers in Grade K will utilize PASI and KLS assessments.
- *Teachers in Grades 1-2 will utilize PSI and ORF to monitor student progress on foundational reading skills.
- *Teachers in Grades 1-6 will monitor student reading fluency utilizing the DORF.
- *Teachers will monitor student progress in PA, Phonics, and Comprehension on Lexia.
- *Teachers will also monitor comprehension utilizing district assessments aligned with Savvas and Benchmark programs.
- *Teachers will monitor student response to intervention adjusting instruction as data indicates.
- *Admin will monitor all grade level data to determine trends and adjust planning/instruction/intervention as needed.
- *Walkthrough data will be collected and monitored utilizing the Tier 1 Checklist.
- *Coaching plans developed with coaches based on observation.
- *Coaches and coaching plans monitored for instructional impact.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

DiLago, Aimee, dilago.aimee@brevardschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Explicit instruction

- o Introduces new content, concept, or skill clearly and directly
- o Models/demonstrates use of the new or retaught content, concept, or skill
- o Frequent opportunities for guided and independent practice

Scaffolded instruction

- o Open-ended questions, prompts and cues, breaking down into smaller steps, visual aids, examples and/or encouragement
- o Gradual release until student(s) can perform independently

Benchmark Advance

- o All instructional materials are aligned with B.E.S.T. Standards
- o Implementation of high-quality ELA instructional materials with integrity will support the explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension
- o Focus on tightening up delivery of instruction focusing on the systematic, explicitness of instruction and reinforcing the “why” – with Science of Reading

Collaborative Planning

- o Supports consistent, high-quality implementation of Benchmark Advance
- o Allows for instructional strategies, resources, tools, and materials to be scaffolded and differentiated

Magnetic Readers (T)

- o Curriculum Associates will come to Apollo to provide the following support:

The support plan includes

1st visit: Demo lesson- our team will come to your school and do a lesson with your students for teachers and leaders to observe. Once we have the date, we can work out how this might work best for your teachers and school.

2nd visit: Coaching lesson- our team will visit classrooms as teachers are teaching Magnetic Reading Foundations and give them feedback during or after the lesson.

3rd visit: Walkthrough- our team will walk through the classrooms with a coach or member of your leadership team. We have a form we will provide to guide this work.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target

population as they are:

- B.E.S.T. Standards Aligned
- Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
- Meet Florida’s definition of evidence-based
- Systematic and/or Explicit
- Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Teachers will plan collaboratively with support to ensure alignment of task, text, and questioning.</p> <ul style="list-style-type: none"> • Literacy Leadership Team: <ul style="list-style-type: none"> o Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during and after common planning sessions. o Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. • Literacy Coaching: <ul style="list-style-type: none"> o Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations o During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. o Establish Principal-Coach partnership agreement to specify duties and activities of the coach and support needed. • Professional Learning <ul style="list-style-type: none"> o Literacy Coaches will provide side by side coaching o Identify mentor teachers and establish model classrooms o Maximize time for PD by infusing small chunks during grade level data and planning sessions <p>This year we our Kindergarten, First, Second, and Third grade classes will be receiving an additional 40 minutes a week of ELA strategies when attending Literacy Lab on the activity wheel. (T)</p> <p>Assessment -Ongoing review of assessment data including ESSA subgroups</p>	<p>DiLago, Aimee, dilago.aimee@brevardschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The approved SIP is disseminated to all stakeholders via publishing on the school's website homepage at <https://www.brevardschools.org/ApolloES>. (T) There are notices sent home via student backpacks informing families in their home language that the approved SIP is published on the school's website. (T) During the Annual Title I meeting, families are notified that the SIP can be located on the school's website, and a paper copy in their home language can be obtained when requested. (T) Stakeholders comprise both Apollo's School Advisory Council (SAC) and the Parent Teacher Organization (PTO).

These groups are invited to participate in creating the SIP and are informed of the SIP. The approved SIP is shared with all faculty during a Faculty Meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Apollo will build positive relationships with parents, families, and other community stakeholders in a variety of ways. Apollo's Parent Family and Engagement Plan (PFEP) is located on the school's website <https://www.brevardschools.org/site/Default.aspx?PageID=13162>. (T) The PFEP will be sent home with each student in their home language. (T) There is a Parent Family Engagement Event scheduled every month with topics that have been gleaned from parents on Title I Parent Input forms at Parent Family Engagement Events. (T) The Annual Title I Meeting reviews student achievement data by subgroups. (T) Parents and Families receive Interims and Report Cards in paper form and electronically posted to FOCUS.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Apollo has numerous plans to strengthen the academic program, increase the amount and quality of learning time, and help provide enriched and accelerated curriculum. First, a Literacy Lab for K, 1, 2, and 3 will be on the Activity wheel, as well as push in Interventions during ELA time for those same grade levels. (T) Also, Tier 2 and Tier 3 Interventions will be delivered in a consistent manner with weekly progress monitoring. (T) Our Parent Liaison will continue to reach out to parents to identify any barriers to attendance. (T) ESSA groups will be monitored and addressed monthly at grade-level meetings. Weekly grade-level meetings will target the MTSS process, data chats, and professional development to address students scoring below grade level. The Literacy Coach will conduct coaching cycles with teachers. (T) Walk to Intervention for grades 1-5 with all staff. Teachers will be the facilitators while students will show evidence of learning through rich discussions and peer collaboration.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan addresses programs supported under ESSA by increasing student achievement consistent with the challenging B.E.S.T. benchmarks utilizing the MTSS process including T2 and T3 interventions with the Walk to Intervention model. ESSA groups will be monitored and addressed monthly at grade-level meetings.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Apollo has a full-time and a part-time counselor on staff to ensure that our students have access to school-based mental health services. Our Parent Liaison will continue to reach out to parents to help identify attendance barriers or supports. (T)

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our ESSA subgroup of Students With Disabilities that have IEPs and will reach the age of 12 will be given transition instruments to help determine postsecondary goals and opportunities. During the IEP meetings for these students, the options for graduation and diploma designations are discussed, including deferral of diploma. Also, families are given community and educational resources to help in determining the best postsecondary outcome for their student.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Apollo will implement a Multi-Tiered System of Supports (MTSS) for academics and behaviors. The MTSS process is applied to all students, including SWD and our ESSA subgroups. Prior year achievement data is utilized to continue interventions beginning the first day of the new school year. During pre-planning, training from our District will address the MTSS process which will enable the immediate identification of students who need additional support in academics and/or behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Weekly grade-level meetings will target the MTSS process, data chats, and professional development to address our ESSA subgroups and students who are scoring below grade level. Professional Development during pre-planning will address Lesson Plans to ensure highly effective instruction, the use of Aristotle to ensure student accountability while on-line, and a Teacher Strength Showcase to model highly effective instruction. Collaborative Planning is built into the master schedule to address classroom walk-through data and student achievement data.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

To aid in the transition from early childhood education programs into Apollo, a Kindergarten Roundup is scheduled in the spring. Flyers advertising this event are delivered to the area day care centers and churches. The event is also advertised on the school's marquee, a flyer sent home with students, and an email and phone call to families. Apollo will send a representative to all "roll up" meetings for pre-k students who have an Individualized Family Service Plan to aid in the transition from pre-k to elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes