Apollo Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Apollo Middle School

6800 ARTHUR ST, Hollywood, FL 33024

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Kushner, Louis	Principal	Principal-Dr. Louis Kushner. Supervising overall daily operations and management of school site. The principal is responsible for receiving, distributing, and communicating information to all stakeholders including students, parents, staff, business partners, community partners on local, district, state, and federal mandates and policies that pertain to the daily functions at the school site via parent-link system, monthly parent-night school events and School Advisory Council meetings.
Martin, Damon	Assistant Principal	Supervise and assist assigned teachers and students in the 7th grade. Responsible for assisting and supervising Science and Social Studies. Responsible for supervising security personnel and transportation designee. Collect, review, and monitor grade level department teachers' and students' data and conduct periodic analysis. Coordinate and administer annual district surveys. Implement and maintain accurate SAC/PTSA/Rites of Passage Mentoring program.
Robinson, Jerrelle	Assistant Principal	Supervise and assist assigned teachers and students in the 8th grade. Responsible for assisting and supervising Reading and ELA. Monitor ELA and Reading department and monitor student learning. Serving as School Bullying designee. Collect, review, and monitor grade level department teachers' and students' data and conduct periodic analysis. Organize personalized professional development for instructional practice to meet student learning needs.
Niebla, Miriam	Assistant Principal	Supervise and assist assigned teachers and students in the 6th grade. Responsible for assisting and supervising Math and Electives. Collect, review, and monitor grade level department teachers' and students' data and conduct periodic analysis. Coordinate and administer communication via the school website and weekly school activities bulletin.
Wilburn, Candice Denise	Instructional Coach	Candice Wilburn -Instructional Coach To provide instructional support of the schoolwide literacy goals for both teachers and students in all subject areas including Reading, Language Arts, Math, Science, Social Studies, and Unified Arts. Coordinate and conduct Literacy Night for all stakeholders. Organize and support extended learning opportunities, such as afterschool tutoring and Saturday Academy

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.

Apollo Middle welcomes all stakeholders to be part of our school community. The School Advisory Council consist of members from the leadership team, teachers, students, parents and members of the

community. Prior to completing projects such as the beautification project, it is brought to SAC to have an open forum. All stakeholders have an opportunity to ask questions and to voice their opinion. After an open discussion, the item is brought to a vote. To implement a new initiative, there must be a majority vote for approval.

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 SIP will be monitored through monthly leadership meetings and weekly department meetings. Department heads will follow up with teachers to ensure they are reviewing the data from their Common Formative Assessments (CFA) and Progress monitoring (PM).

All teachers will have a Building Effective Strategies for Testing (BEST) folder for their student.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 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	0	0	0	0	0	0	121	139	196	456
One or more suspensions	0	0	0	0	0	0	69	95	114	278
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	23	19	26	68
Course failure in Math	0	0	0	0	0	0	11	5	29	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	111	124	135	370
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	122	132	362
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	39	43	83

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	0	0	0	0	0	0	126	156	196	478

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	0	0	0	0	0	0	3	0	29	32
Students retained two or more times	0	0	0	0	0	0	3	1	22	26

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	0	0	0	0	0	114	153	176	443
One or more suspensions	0	0	0	0	0	0	100	106	73	279
Course failure in ELA	0	0	0	0	0	0	14	22	36	72
Course failure in Math	0	0	0	0	0	0	6	29	10	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	110	144	147	401
Level 1 on statewide Math assessment	0	0	0	0	0	0	166	153	187	506
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	103	134	148	385

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	0	0	0	0	0	168	213	213	594

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	38	38
Students retained two or more times	0	0	0	0	0	0	1	1	10	12

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	0	0	0	0	0	114	153	176	443
One or more suspensions	0	0	0	0	0	0	100	106	73	279
Course failure in ELA	0	0	0	0	0	0	14	22	36	72
Course failure in Math	0	0	0	0	0	0	6	29	10	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	110	144	147	401
Level 1 on statewide Math assessment	0	0	0	0	0	0	166	153	187	506
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	103	134	148	385

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	0	0	0	0	0	168	213	213	594

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	38	38
Students retained two or more times	0	0	0	0	0	0	1	1	10	12

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*	53	53	49	47	54	50	48		
ELA Learning Gains				48			44		
ELA Lowest 25th Percentile				39			37		
Math Achievement*	46	56	56	40	41	36	35		
Math Learning Gains				52			15		
Math Lowest 25th Percentile				52			15		
Science Achievement*	46	50	49	43	52	53	50		
Social Studies Achievement*	56	67	68	62	63	58	52		
Middle School Acceleration	74	70	73	70	51	49	67		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	30	42	40	25	74	76	22		

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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
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	30	Yes	3	1
ELL	37	Yes	2	
AMI				
ASN	76			
BLK	53			
HSP	48			
MUL	57			
PAC				
WHT	66			

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	44			

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	38	Yes	2	
ELL	39	Yes	1	
AMI				
ASN	70			
BLK	45			
HSP	47			
MUL	48			
PAC				
WHT	62			
FRL	45			

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	53			46			46	56	74			30
SWD	29			27			19	28	60		6	15
ELL	35			31			24	38	64		6	30
AMI												
ASN	74			74			71	82	81		5	
BLK	52			39			39	54	82		5	
HSP	47			44			43	53	69		6	31
MUL	54			57			45	73			4	

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	70			62			62	66	71		5	
FRL	48			38			36	50	68		6	25

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	48	39	40	52	52	43	62	70			25
SWD	29	45	42	23	42	42	32	28	56			
ELL	31	43	34	22	47	50	18	52	67			25
AMI												
ASN	64	68		59	64		73		90			
BLK	39	45	41	33	47	47	34	55	64			
HSP	49	46	36	39	51	50	41	61	69			24
MUL	38	48		35	70							
PAC												
WHT	61	57	41	58	61	69	55	80	76			
FRL	44	45	38	35	49	52	38	59	66			24

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	48	44	37	35	15	15	50	52	67			22
SWD	27	40	40	23	20	15	30	41	50			
ELL	35	45	40	23	15	17	35	42	64			22
AMI												
ASN	72	61	40	57	21		65	81	74			
BLK	38	38	29	26	14	13	39	41	62			
HSP	50	46	43	35	15	14	53	52	67			23
MUL	53	44		53	17							
PAC												
WHT	60	48	43	48	19	22	63	64	70			
FRL	44	43	41	30	14	16	44	47	61			19

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
07	2023 - Spring	47%	49%	-2%	47%	0%
08	2023 - Spring	45%	49%	-4%	47%	-2%
06	2023 - Spring	51%	50%	1%	47%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	54%	-9%	54%	-9%
07	2023 - Spring	37%	51%	-14%	48%	-11%
08	2023 - Spring	31%	46%	-15%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	25%	38%	-13%	44%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	48%	44%	50%	42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	46%	29%	48%	27%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	63%	22%	63%	22%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	64%	-14%	66%	-16%

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.

Physical science is the lowest performance for the 2022-2023 school year. Physical science requires science knowledge from grades 6th, 7th and 8th. Physical science has struggled over the years and students do not participate in tutoring.

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

The greatest decline was civics. Civics went from a 62% to a 53%. There were 4 civics teachers. Two out of the four teachers left by January. The lowest passing rate was with those teachers.

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.

Physical science had the greatest gap when compared to the state average. The Physical Science exam tests all three grade levels. Students do not participate in tutoring for Physical Science. Students do not retain the information from 6th and 7th grade.

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

Math showed the most improvement. There were many opportunities for our scholars to get extra help. In class strategies were implemented and tutoring offered before and after school to assist struggling students.

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

1. ELL and SWD students showed very little progress. Strategic scheduling has been put in place to monitor data for these two subgroups. Support scheduling took place so that students who are level 1 or 2 may have an additional support elective.

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

1. Utilizing test taking strategies folder for student reflection in all classes.
2. Streamlining scheduling for ESE and ESOL students.
3. Teach Like a Champion Pilot
4. Strategic Reading and Math Support Model
5. Addition of Math Coach and Writing Coach

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

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.

In analyzing Apollo Middle School's early warning indicator data, the area of focus this school year are students that miss 10% or more of school days and what factors contribute to this result.

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

By January 2024 students who were identified in our Early Warning Systems indicator that missed over 10% of school will decrease by 5%, resulting from Apollo Middle's increased monitoring of student absenteeism rates.

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

Attendance will be monitored daily via school attendance hotline by the Attendance liaison, to confirm parents are calling in when a child will be absent for any reason. Teachers will put an attendance concern referral on BASIS if student has excessive absences, allowing for support services to get involved to help students struggling with regular attendance in school. Accurate attendance recording will be monitored daily to ensure correct attendance is being submitted for all students.

Person responsible for monitoring outcome:

Miriam Niebla (miriam.niebla@browardschools.com)

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.)

Create opportunities for meaningful involvement. Evidence has proven that students who participate in sports/Athletes, as well as students who perform in band, chorus, theater, or virtually any other extra-curricular activity, have a positive, meaningful connection to school. Continued efforts to promote involvement in extracurricular activities. Parent-link phone communication messages will be sent out to parents to encourage support in getting their child to school, when students are struggling with attending regularly. Enhance our incentive programs for students who attend school regularly via extra-curricular fieldtrips, in school store purchases, recognition awards for attendance. Use of a social worker referral to have school outreach will be sent to student homes to check on why their child/children are not attending school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Regular attendance is a key factor in a child's academic success. Studies have shown that students that miss over 10% of school typically do not preform well in their academics. There is evidence when schools are proactive in making sure students attend school regularly, promote authentic connections in school, create a safe and nourishing environment, and celebrate student success, results tend to be favorable when it comes to decreasing absenteeism for students.

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.

Attendance will be monitored daily to make sure parents are calling in for excuse absences.

Person Responsible: Danairy Perez (danairy.perez@browardschools.com)

By When: January 2024

#2. 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.

Apollo Middle school chose the our English Language Learners (ELL) and Students With Disabilities (SWD) as our focus, based on our data of the federal index. Apollo Middle's data reflects that our ELL are at 31% and our SWD is at 29% proficiency in ELA.

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

By May 2024, our SWD proficiency scores will improve to 39% from 29% proficiency in English Language Arts as indicated on the ELA F.A.S.T. Assessment.
By May 2024, ELL students will increase from 31% to 41% in proficiency on the ELA FAST assessment.

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

The area of focus would be monitored through data chat meetings per department. Continuous monitoring of student academic performance on end of quarter assessments, weekly subject area quizzes, and Teacher-student data conversations regarding progress. Teachers will have Building Effective Strategies for Testing (BEST) folders for each students to track how the students are doing in their assessments and offer valuable feedback directly to students and parents.

Person responsible for monitoring outcome:

Danairy Perez (danairy.perez@browardschools.com)

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.)

We will implement a minimum of 6 Teach Like a Champion strategies, increase the use of stations and centers in the classroom, and use Study Island effectively for at least 30 minutes a week.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for using these strategies is because evidence has shown improvement with ELL and SWD students when teachers use differentiated instruction in classroom stations alongside the Teach Like A Champion Strategies.

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.

Teachers will review student Building Effective Strategies for Testing (B.E.S.T) folders weekly and monitor student improvement.

Person Responsible: Candice Denise Wilburn (candicedenise.wilburn@browardschools.com)

By When: By the end of each 9 week period throughout the school year.

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).

The School Principal communicates academic programs and resources purchased along with school improvement data at all School Advisory Council meetings. The Principal solicits feedback from the parents and community members regarding which instructional programs will best meet the needs of the school. Before purchasing any academic support software programs, Apollo Middle conducts a needs assessment on barriers to student achievement. Based on the data derived, the identified area will become the target of improvement. The effectiveness of those additional programs and efforts are discussed and analyzed in weekly Administration meetings with staff, to determine the return on investment. In addition, the principal involves the stakeholders in decision making as to which programs are paid for through Title One funds. For example, teachers and parents were part of selecting programs like Study Island and Write Score which are both resources that will improve instructional practices and this decision was done in a collaborative effort.

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.

In our School Council Advisory monthly meetings, we provide all of our stakeholders with Title 1 information.
Invitations are sent out English, Spanish, and Creole.

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 Middle school will host monthly Title 1 nights to engage our families and create a positive school culture.

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))

Supplemental Academic Instruction funds will be utilized to fund an eighteen-week Saturday Academy to assist struggling students. Funds will also be used to provide additional before and after school tutoring for student struggling in content area courses.

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))

Not applicable

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: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$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