Apopka Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Apopka Middle

425 N PARK AVE, Apopka, FL 32712

https://apopkams.ocps.net/

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 ensure every student has a promising and successful future.

Provide the school's vision statement.

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

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

Name	Position Title	Job Duties and Responsibilities
Mirizio-Moody, Nicole	Staffing Specialist	Attends all district training and meeting for this compliance area; organize all paperwork and support services for the ESE students; monitors and coordinates the work of our paraprofessional; ensure our FTE reports are clean of any violations; supports teachers with strategies and accommodations for ESE students in the classrooms; conducts meetings with parents and teachers of our students to develop specific plans for student success; and serves as a parent liaison between the school and the parents.
Kolling, Carl	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.
Macon, Shana	Instructional Media	Provide support to teachers and students utilizing media-related materials, technology, and books.
Darryl.Griffin2@ocps.net, Darryl.Griffin2@ocps.net	Attendance/ Social Work	Implement our comprehensive mental health services; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies;; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.
Yount, Justin	Assistant Principal	Support the common vision for instruction and the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school-based plans and activities.

Name	Position Title	Job Duties and Responsibilities
Youmans, Tashia	School Counselor	Implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for 8th grade students; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.
Garcia, Maryisabel	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.
McRae, Taja	Other	Implement our comprehensive mental health services; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies;; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach; and coordinate our mental health resources.
fisher, raheeda	Behavior Specialist	Discipline Team Discipline Intervention (all) ESE Unit Support (all) CPI Trained Interventionist Behavior Intervention Planning Member ESE Team PBIS Team Member School Store Discipline Data Tracking ESE Data Tracking IEP Implementation Tracking and Intervention Event Supervision HERO Champion.
Gainey, Avis	Other	Provide professional development, analyze data, coordinate instructional resource alignment, facilitate school-wide testing, facilitate ESL compliance and monitoring, and assist with small group instruction.
Solano, Gina	Curriculum Resource Teacher	Coordinating resources for coaches, teachers, and interventionists.

Name	Position Title	Job Duties and Responsibilities
Lewis, Daphne	Dean	Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.

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.

During the initial teacher/department data meetings the goals and action steps of the School Improvement Plan will be reviewed. At this time teachers and staff can offer additional feedback for the leadership team to consider. The SIP will also be reviewed at the initial SAC and PTSA meetings to provide parents, families, and community members the opportunity to provide feedback, additional goals or action steps that stakeholders believe should be considered or included.

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))

Progress towards meeting the school improvement goals will be embedded in weekly common planning meetings as well as monthly admin data meetings with each department. Individual teachers will have SMART goals that align with the school improvement goals related to their specific content and specific roster of students. At the end of each quarter the leadership team will revisit the SIP goals and action steps to determine if the action steps are moving the school towards each goal. During this meeting revisions will be made as 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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No

2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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: C 2018-19: C 2017-18: C
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	62	94	118	274
One or more suspensions	0	0	0	0	0	0	24	69	93	186
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	15	14	29
Course failure in Math	0	0	0	0	0	0	0	3	21	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	95	129	126	350
Level 1 on statewide Math assessment	0	0	0	0	0	0	99	107	101	307
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	85	126	133	344

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	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	1	2	3

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	311	312	311	934
One or more suspensions	0	0	0	0	0	0	16	91	74	181
Course failure in ELA	0	0	0	0	0	0	21	14	4	39
Course failure in Math	0	0	0	0	0	0	21	14	22	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	93	120	322
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	59	71	209
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	78	58	70	206

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

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	311	312	311	934
One or more suspensions	0	0	0	0	0	0	16	91	74	181
Course failure in ELA	0	0	0	0	0	0	21	14	4	39
Course failure in Math	0	0	0	0	0	0	21	14	22	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	93	120	322
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	59	71	209
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	78	58	70	206

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

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*	39	48	49	44	49	50	42		
ELA Learning Gains				42			41		
ELA Lowest 25th Percentile				31			26		
Math Achievement*	42	57	56	46	36	36	39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				56			32		
Math Lowest 25th Percentile				52			30		
Science Achievement*	43	53	49	48	55	53	36		
Social Studies Achievement*	55	64	68	53	61	58	62		
Middle School Acceleration	79	77	73	85	52	49	75		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	30	43	40	33	79	76	51		

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)	TSI
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	288
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10

2021-22 ESSA Federal Index	
Percent Tested	94
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	19	Yes	4	4
ELL	36	Yes	2	
AMI				
ASN	79			
BLK	48			
HSP	44			
MUL	50			
PAC				
WHT	66			
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	30	Yes	3	3
ELL	36	Yes	1	
AMI				
ASN	77			
BLK	47			
HSP	48			
MUL	57			
PAC				
WHT	59			
FRL	44			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	39			42			43	55	79			30
SWD	11			14			28	23			4	
ELL	21			30			23	41	71		6	30
AMI												
ASN	72			84				80			3	
BLK	36			35			34	50	83		5	
HSP	32			39			39	49	77		6	28
MUL	54			46							2	
PAC												
WHT	54			53			69	73	79		5	
FRL	33			36			39	49	76		6	32

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	44	42	31	46	56	52	48	53	85			33
SWD	11	30	31	9	49	53	7	46				
ELL	19	29	28	24	46	49	17	38	74			33
AMI												
ASN	71	68		86	59				100			
BLK	38	41	39	39	47	46	47	45	85			
HSP	38	40	31	42	58	53	43	54	83			33
MUL	55	50		45	76							
PAC												
WHT	58	45	20	63	61	52	63	81	86			
FRL	34	38	33	37	50	50	37	50	80			28

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	42	41	26	39	32	30	36	62	75			51
SWD	7	13	11	10	28	27	7	16				
ELL	15	27	24	16	21	22	7	27				51
AMI												
ASN	71	69		76	47							
BLK	38	43	29	29	29	33	28	56	68			
HSP	38	36	25	35	30	30	28	55	70			52
MUL	50	67		44	43							
PAC												
WHT	53	47	24	55	37	23	61	81	81			
FRL	32	31	17	26	28	30	25	52	68			52

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	36%	45%	-9%	47%	-11%
08	2023 - Spring	36%	46%	-10%	47%	-11%
06	2023 - Spring	34%	44%	-10%	47%	-13%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2023 - Spring	36%	53%	-17%	54%	-18%
07	2023 - Spring	25%	38%	-13%	48%	-23%
08	2023 - Spring	42%	58%	-16%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	42%	50%	-8%	44%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	47%	42%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	45%	47%	48%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	61%	-8%	66%	-13%

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.

Apopka Middle School has the following proficiency rates for he 2022-2023 school year: ELA is 35%, Math is 43%, Science is 42%, and Social Studies is 53%. Based on this initial analysis, the data component that showed the lowest performance is English Language Arts proficiency at 35% proficient. Based on the review of historical proficiency data English Language Arts has been the lowest component three out of the last four years. Additionally, when looking at the lowest 25 percentile making learning gains, English Language Arts has trended significantly lower than Math for the last three years. During the 2022-2023 school year teachers and students were introduced to new standards in English Language Arts as well as a new curriculum resource that was not fully aligned with the new standards. This presented a challenge for teachers to determine student mastery of the standard as they collected formative data throughout the year.

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

Based on initial analysis, the data component that showed the greatest decline from the prior year is the middle school acceleration component. Although proficiency for students taking the Algebra I had 89%

proficiency and Geometry had 92% proficiency on the End of Course Exams, there were students who did not take Algebra I last year that are part of the middle school acceleration denominator making this component show a decline from the prior year with a predicted Acceleration component score of 77% as compared to 85% from the prior year.

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.

The data component that has the greatest gap when compared to the state average is math proficiency when only including FAST 6-8 math assessment. The state average for Math 6-8 is 52% proficiency and Apopka Middle School is at 36% proficient if the Algebra 1 and Geometry students are removed from the math proficiency score. Gaps in learning were created both over the last several years with absences and distance learning as well as adjusting students to the new math progression that may have caused students to miss standards that were foundational to the next level of math.

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

The data component that decreased the least is Social Studies proficiency at 53% proficiency using the Civics End of Course results. The school team introduced two review strategies that contributed to this improvement. Using the item specifications for the Civics End of Course Exam, teachers created spiral review quizzes. Students took the review quizzes weekly and repeated each one until students demonstrated mastery of each separate quiz. Additionally prior to progress monitoring assessments teachers created test review questions based on the scope and sequence of the course. Students again worked through these review questions until they demonstrated mastery of the specified content.

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

Based on the Early Warning Systems data student attendance and the number of level 1 students in both reading and math are an area of concern. The number of students who were absent 10% or more days increases as students progress through middle school. 21% of our incoming 6th grade students were absent more than 10% or more days, 31% of our rising 7th grade students were absent more than 10% or more days, and 37% of our rising 8th grade students were absent more than 10% or more days. This increase in absences seems to indicate that students are not feeling motivated to attend school year over year. Attendance concerns could be contributing to another area of concern in the Early Warning System which is our high percentage of level 1 students in both Reading and Math. School wide 38% of our current students scored a level 1 in Reading and 34% of our current students scored a level 1 in Math. Just under half of the students who have missed 10% or more school days scored a level 1 in Reading and/or Math.

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

The first priority for school improvement is in the area of literacy and reading for all students. The second priority is to target students with disabilities in each component of the school grade The third priority is to target students with limited English proficiency in each component of the school grade. The fourth priority is math proficiency for all students. The fifth and final priority for school improvement will be middle school acceleration specifically in terms of ensuring all students eligible for Algebra I are enrolled and making progress towards proficiency throughout the year.

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.

We will integrate resources and strategies that strengthen a culture for resiliency. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for resiliency we will address the following school needs: According to Panorama data, 29% of students responded favorably to a sense of belonging, 41% of students responded favorably to a sense of safety, 25% of students, 38% of teachers, and 56% of families responded favorably to a positive school climate. Using the Early Warning System data 30% of the student body are absent 10% or more days each school year and 38% of the student body have two or more Early Warning Indicators

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

Using student Panorama data we will increase our students' sense of belonging from 29% to 37% favorable, the students' perception of school climate from 25% to 35%, and the students' sense of safety from 41% to 48% favorable in order to match the District Average in each of these areas. Using teacher Panorama data we will increase the teachers' perception of the school climate from 38% to 50% favorable as we move towards the District Average of 58% Using family Panorama data we will increase the perception of school climate 56% to 75% favorable to meet the district average.. Using the Early Warning Indicators we will decrease the number of students with two or more indicators from 344 students to 309 students for a 10% reduction and decrease the number of students missing 10% or more school days from 274 to 246 for a 10% reduction.

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

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys.
We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Person responsible for monitoring outcome:
Hollie Pearce (hollie.pearce@ocps.net)

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.)

The school will use distributive leadership and the student services team to implement a continuous improvement plan for establishing a culture of reciliency, intentionally integrating aligned instructional strategies, and deliberate school supports for students and families.

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

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of resilience with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is

necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support both reciliency and academic development of every student.

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 Student Service Team (Deans, School Counselors, SAFE) will conduct Restorative Justice Circles to provide an opportunity for school community members to come together to address harmful behavior in a process that explores harms and needs, obligations, and necessary engagement.

Person Responsible: Carl Kolling (carl.kolling@ocps.net)

By When: ongoing

HERO will used by the Deans in order to track minor discipline infractions. HERO standardizes the consequences for infractions in order to establish non-discriminatory practices. Class-to class equitable discipline policies show students they're being treated fairly, which fosters trust and respect. Additionally HERO can reinforce positive behaviors that the school wants to promote school wide

Person Responsible: Carl Kolling (carl.kolling@ocps.net)

By When: ongoing

The Student Services Reciliency Team will monitor data related to the Early Warning Systems goals and create a triage and action plan to address the needs of the students who have two or more indicators and students who are showing a pattern of attendance concerns.

Person Responsible: Hollie Pearce (hollie.pearce@ocps.net)

By When: ongoing; Biweekly

Student and Staff celebrations will be scheduled monthly to recognize different achievements in order to recognize the varied strengths of the school community. Systems that recognize individuals are in place to communicate the value of individuals in the school community.

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

By When: ongoing; monthly

The school will conduct data analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys throughout the school year modifying the systems and structures in place using the evidence that is collected.

Person Responsible: Hollie Pearce (hollie.pearce@ocps.net)

By When: ongoing; quarterly

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

The data shows that our most critical need is with students with disabilities. SWD have been below the ESSA 41% threshold for three years. Initial analysis of 2023 state assessment results indicate that SWD will again be below this threshold. This achievement gap indicates that our students are in need of differentiated instruction and targeted small group interventions.

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

We will increase proficiency for SWD in ELA, Math, Civics, and Science by 3% from the 2023 results. Additionally we will increase the percentage of SWD who make learning gains from the 2022 results. SWD ELA learning gains component will increase from 30% to 33% and the ELA lowest 25th percentile component will increase from 31% to 34%. SWD Math learning gains component will increase from 49% to 52% and the Math lowest 25th percentile component will increase from 53% to 56%.

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

Data will be disaggregated to compare SWD to their peers from unit common assessments, district progress monitoring assessments, FAST Progress Monitoring, as well as program data in Intensive Reading and Intensive Math classes. This disaggregated data will be reviewed with teachers in common planning meetings as these assessments are completed. This data will also be monitored and analyzed by coaches and administrators as they are completed in order to ensure that common planning includes intentional planning for differentiated instruction to address the individual needs of students with disabilities.

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.)

Providing professional development in data literacy of our teachers is the strategy we will use to improve differentiated instructional practices. This professional development will include how to analyze and interpret the data, how to use the data to make instructional decisions, and how to discuss the data with students in order to set goals for students to work towards.

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

In our school and district there is an abundance of data that can help teachers to target specific areas of needs for students. When teachers know how to interpret the data and begin to ask questions as they analyze the data they are able to be more efficient in their practices. Students have different needs and it is more effective to target and address these specific needs in smaller groups. Without data literacy teachers cannot decide which students to group together and what instruction is needed in order to improve student achievement.

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.

Coaches will provide professional development to assist teachers in creating and planning for targeted small group instruction. The support will be differentiated to meet teachers where they are in their practice and implementation. Support will include collaboration and consultation support in common planning meetings, modeling, side by side coaching, peer observations, and safe practice with feedback.

Person Responsible: Gina Solano (gina.solano@ocps.net)

By When: Ongoing; monthly professional development sessions, weekly common planning meetings, and as needed coaching cycles.

The support facilitator will be assigned to specific students based upon IEP accommodations as well as SWD who are not making progress within ELA and Math classes. The support facilitator will attend common planning meetings so that teachers and coaches can collaborate with the support facilitator on intentional planning of interventions.

Person Responsible: Justin Yount (justin.yount@ocps.net)

By When: Weekly common planning meetings.

Data meetings with each PLC will be conducted after each unit assessment in order to plan for reteaching and interventions. Individual teacher data meetings will be conducted each quarter so that teachers can reflect on their practices and strategically group students for differentiated instruction.

Person Responsible: Gina Solano (gina.solano@ocps.net)

By When: weekly common planning; monthly data meetings

#3. ESSA Subgroup specifically relating to English Language Learners

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.

The data shows that a critical need for Apopka Memorial Middle School is with English Language Learners. ELL students have been below the ESSA 41% threshold for one year. Initial analysis of 2023 state assessment results indicate that ELL will again be below this threshold. This achievement gap indicates that our students are in need of differentiated instruction and targeted small group interventions.

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

We will increase proficiency for ELL students in ELA, Math, Civics, and Science by 3% from the 2023 results. Additionally we will increase the percentage of ELL students who make learning gains from the 2022 results. ELL ELA learning gains component will increase from 29% to 32% and the ELA lowest 25th percentile component will increase from 28% to 31%. ELL Math learning gains component will increase from 46% to 49% and the Math lowest 25th percentile component will increase from 49% to 52%.

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

Data will be disaggregated to compare ELL students to their peers from unit common assessments, district progress monitoring assessments, FAST Progress Monitoring, as well as program data in Intensive Reading and Intensive Math classes. This disaggregated data as well as data provided from WIDA testing will be reviewed with teachers in common planning meetings as these assessments are completed. This data will also be monitored and analyzed by coaches and administrators as they are completed in order to ensure that common planning includes intentional planning for differentiated instruction to address the individual needs of English Language Learners.

Person responsible for monitoring outcome:

Taja McRae (taja.mcrae@ocps.net)

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.)

Providing professional development in data literacy of our teachers is the strategy we will use to improve differentiated instructional practices. This professional development will include how to analyze and interpret the data, how to use the data to make instructional decisions, and how to discuss the data with students in order to set goals for students to work towards.

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

In our school and district there is an abundance of data that can help teachers to target specific areas of needs for students. When teachers know how to interpret the data and begin to ask questions as they analyze the data they are able to be more efficient in their practices. Students have different needs and it is more effective to target and address these specific needs in smaller groups. The specific information that the WIDA data provides in regards to language development and the appropriate levels of scaffolding needed to help students gain mastery of the content is key to teachers providing the most effective instruction for our ELL 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.

Coaches will provide professional development to assist teachers in creating and planning for targeted small group instruction. The support will be differentiated to meet teachers where they are in their practice and implementation. Support will include collaboration and consultation support in common planning meetings, modeling, side by side coaching, peer observations, and safe practice with feedback.

Person Responsible: Taja McRae (taja.mcrae@ocps.net)

By When: ongoing as needed

The ELL paraprofessional will be assigned to specific students based upon data analysis of which ELL students are not making progress within ELA and Math classes. The paraprofessional will attend common planning meetings as needed so that teachers and coaches can collaborate with the ELL support on intentional planning of interventions and scaffolding.

Person Responsible: Hollie Pearce (hollie.pearce@ocps.net)

By When: ongoing as needed

Data meetings with each PLC will be conducted after each unit assessment in order to plan for reteaching and interventions. Individual teacher data meetings will be conducted each quarter so that teachers can reflect on their practices and strategically group students for differentiated instruction. Can do descriptors will also be utilized to ensure the appropriate level of support is provided for individual students.

Person Responsible: Hollie Pearce (hollie.pearce@ocps.net)

By When: on going; weekly common planning meetings and monthly teacher data meetings.

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Consistent internal and district data shows lack of proficiency on standards based assessments.. The FSA results from 2019 through 2022 show our school is below 50% proficiency in ELA and Math. Initial analysis of 2023 data indicate that ELA proficiency may have decreased and Math proficiency remained the same. A focus on tier 1 core instruction tightly aligned with standards will improve student achievement on standards based assessments.

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

We intend to raise proficiency in ELA, Math, Civics, and Science by 5%. As learning gains become a component for the upcoming school year . We expect to increase learning gains and lowest 25th percentile learning gains in both ELA and Math by 3% from the 2022 results. ELA learning gains in 2022 were 42% and will increase to 45%, ELA learning gains in the lowest 25th percentile in 2022 were 31% and will increase to 34%. Math learning gains in 2022 were 56% and will increase to 59%, Math learning gains in the lowest 25th percentile in 2022 were 52% and will increase to 55%.

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

Data from unit common assessments, district progress monitoring assessments, FAST Progress Monitoring, as well as program data in Intensive Reading and Intensive Math classes will be reviewed with teachers in common planning meetings as these assessments are completed. This data will also be monitored and analyzed by coaches and administrators as they are completed in order to ensure that common planning includes intentional planning for standards aligned instruction as well as creating school wide action plans as they are needed.

Person responsible for monitoring outcome:

Hollie Pearce (hollie.pearce@ocps.net)

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.)

Common planning with grade level content area teachers will be the strategy used to address this area of focus. Each grade level content area are scheduled with the same common planning period and will meet twice per week with teachers, a coach, and an administrator. Day one of common planning will be focused on the whole group, core instruction that is standards aligned. Day two of common planning will be focused on the data analysis and the interventions needed to address student needs.

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

Research indicates that teacher collective efficacy is the number one contributing factor of student achievement. Teachers collaborating on instructional strategies, developing a common understanding of the standard, and aligning assessment practices to determine student mastery will increase student achievement.

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.

Common planning expectations, structures, and protocols were created to Common planning expectations, structures, and protocols were created to ensure that there is a common language and common practice across all contents. Guiding questions and areas of focus will be provided for day one and day two of common planning.

Person Responsible: Gina Solano (gina.solano@ocps.net)

By When: Ongoing, twice per week.

The master schedule was designed to ensure that content area departments will have common planning time ensuring that both vertical alignment as well as grade level planning can take place twice per week. A schedule was created for which days each PLC meets so that a coach and administrator can attend each one. In addition to the biweekly planning periods a common planning day is scheduled for each PLC during quarter one through three.

Person Responsible: Hollie Pearce (hollie.pearce@ocps.net)

By When: Scheduling completed prior to August 10th.

The implementation and follow through of the common planning process will be monitored in several ways. The coach and administrator attending each PLC are responsible for ensuring that the work is focused on the essential questions and following the school wide structures and expectations. Additionally the administrator is responsible for rescheduling the PLC meeting if all participants are not prepared to address the agenda items scheduled for that day. Coaches will enter attendance and note days that are rescheduled so that the administrative team can monitor that all teachers are attending and fully engaged in the common planning process. Coaches and administrators will also be walking classrooms to collect evidence that instructional practices discussed in common planning are being implemented with fidelity.

Person Responsible: Gina Solano (gina.solano@ocps.net)

By When: Ongoing through weekly planning meetings and classroom walkthrough observations.

District curriculum specialist will be utilized to assist in planning. The instructional coach will consult with district curriculum specialist as needed for assistance with instructional focus calendars and pacing, curriculum and resources, instructional practices, data analysis and item specifications of district progress monitoring as well as state assessments.

Person Responsible: Gina Solano (gina.solano@ocps.net)

By When: Ongoing as needed but at a minimum on a quarterly basis.

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).

As the leadership team reviews the feedback from teachers collected during data meetings and families and the community collected during PTSA and SAC meetings the action steps and funding allocated to each of these steps will be reviewed to ensure that the funding is supporting the action steps that all stakeholders support. As the School Improvement plan is reviewed through the listed progress monitoring data, the

leadership team will determine if the action steps and funding are providing a return on investment. If revisions or shifts are needed to ensure progress towards the school goals funding may be shifted as needed.