SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018-2019

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. **Has your school made progress towards achieving the goal?**
   A. *How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*
   B. *What are the gaps that exist between your current state and your desired state?*
   C. *How will you address them between now and the end of this school year?*

Answer: There are structures and systems in place at Apollo Middle School (AMS) to allow for all stakeholders in our school's community to have a voice in our mission and vision of helping our students reach and maintain high levels of academic achievement. Apollo Middle's vision is to foster a love of learning in all students and to prepare them for the future in a safe, nurturing environment. At AMS we believe that to best prepare students, teachers need time to collaborate. Faculty collaboration occurs during PLCs, Committee meetings that include the PBL (Project Based Learning) SEL (Social Emotional Learning), Mentoring Committee, and Testing Committee. These meetings have provided faculty members the time to collaborate with each other on lesson planning, improving student strengths and closing the achievement gaps of students that stem from discipline, attendance, etc. Apollo Middle School, also has four innovative programs that complement our distinctive STEM Magnet curriculum, which includes CTACE, Linking Education with Employment Opportunities (LEEO) and Research & Technology. AMS also has 7 athletic sports, and over 20 co-curricular activities for which students can actively participate. The classes and programs have provided our students with rigorous coursework, enrichment, and has increased student achievement in preparation for college and career readiness. Teachers use common formative and summative assessments to monitor student proficiency. These assessments allow teachers to pinpoint a student's strength or area of weakness to either provide enrichment or remediation.

Some of the gaps we have at AMS are the percentage of students at a level 3 in reading, the lowest 25% making learning gains in math, students attendance, and our continued growth in the RTI process. Our School Wide Literacy Plan, tutoring programs, collaboration with our PLCs, Extended Learning Opportunities, and FSA/EOC review sessions will help increase student achievement levels. In addition to these, the following systems and structures have been in place at Apollo as a part of our school-wide continuous improvement plan:

• 100% monitoring of teachers for academic achievement by Administration and Curriculum leadership team.

• 4 primary tutoring programs, available School-Wide, to help struggling students academically with math, reading, science, and civics.

• Unified Curriculum (per discipline).

• Utilizing formative assessments.

• Promoting student engagement with incentives.

• Using scales and rubrics school-wide.

• Clearly articulated expectation, goals, learning outcomes, and course requirements, and course requirements increase student motivation and improve learning.

• Meaningful and timely feedback to students to improve learning gains in core subject areas.

• Differentiating instruction to meet individual student needs by scaffolding and accommodating IEPs, RtI, ESOL, etc.

• Specific to Instructional Practices include: Workshops, Professional Development option

• Specific to Learning Practices include: Centers, Pull Outs & Push Ins, Incentive programs, enrichment tools.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)
   A. *What evidence do you see that a barrier has been reduced or eliminated?*
   B. *What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
   C. *If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
   D. *Did you identify other barriers that could serve as effective re- entry points into the plan?*

Answer:
• The alterable barriers that were presented in the SIP included:
• Parental involvement
• Adequate communication and outreach to parents, specifically parents of ESOL students (with accommodating translation services)
• The alterable barriers that were presented in the SIP for ELA and Math Goals and Strategies, include:
• Adequate time to utilize enrichment programs that are driven by technology such as iReady and
other materials such as literary texts, novels, etc.
• The evidence that the barriers are wide-reaching and will help achieve our goals for ELA as indicated in the
SIP, include:
• A scheduled BSA in January 2019 that will be completed by Language Arts teachers in Language Arts classes
• IReady data for Math and Science
• USA Testprep results for Reading, Social Studies and ELA
• Extended Push-In/ Pull-Out Enrichment period that begins in October 2018
• Writing Boot Camp and Saturday Academy
• Math, Science and ELA tutoring beginning in November 2018
School leaders have provided AMS with a strong infrastructure that helps reduce our alterable barriers. PLCs, and combined interdisciplinary professional developments are opportunities to analyze student work, which results in our students reaching high levels of achievement, preparing them for college or careers. Some alterable barriers that can be reduced are high numbers of student chronic tardiness and absences in all grade levels, and a more useful personalization period for students. We have made progress towards implementing Social Emotional Learning strategies that include academic and socialization supports such as mentoring and counseling for all students. Teachers were provided several professional development trainings that centered around building positive relationships with students, SEL, and Apollo has a PBL Task Force and an SEL Task Force used to support teaching and learning to keep students engaged and mastering state standard skills.

3. Are your strategies being implemented with fidelity?
   A. *Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Answer: Our goal is for all students to be prepared for their future. Our retention rate is low, yet there is room for growth in all content areas. Students need to be engaged in their learning and be given the opportunity to apply their learning in different ways in class. Teachers take part in bi-weekly PLC & monthly PBL /SEL Committee meetings. Other efforts to increase achievement and development are child studies, and IEP meetings, which give our staff the opportunities to collaboratively work towards student success and follow our school's mission/ vision. We use

data to design curriculum that will elevate all our students to meet the challenges of rigorous coursework. We believe motivation with skills enhances the benefits of a substantial education and lifelong success.

4. What are your benchmarks for success?

   A. *How will you progress towards your goal impact student achievement?*
   B. *What is your desired state?*
   C. *What gaps exist between your current state and your desired state?*

Apollo Middle School's continued collaborative work using our systems and procedures to analyze student work brings us towards preparing all students to become college and career ready. School leaders will work with faculty to analyze FAIR, USATestPrep, Achieve3000, District Designed Writing Assessments, iReady, and Naviance data in preparation for state assessments. We will also monitor and evaluate the progress of student achievement as a result of newly implemented instructional strategies and learning initiatives, and in Extended Learning Opportunities, Saturday Academy, from January to April. With these policies in place, AMS's teachers will prepare our students to reach high levels of achievement on state assessments.

Current ELA Scores

52% of 6th grade students were proficient (Level 3 or above) on the ELA FSA Exam
51% of 7th grade students were proficient (Level 3 or above) on the ELA FSA Exam
60% of 8th grade students were proficient (Level 3 or above) on the ELA FSA Exam

ELA Goals

The percentage of 8th grade students scoring proficient or higher in the ELA FSA will increase from **60**% to **63**% by the end of May 2019.
The percentage of 7th grade students scoring proficient or higher in the ELA FSA will increase from **51**% to **54**% by the end of May 2019
The percentage of 6th grade students scoring proficient or higher in the ELA FSA will increase from **52**% to **55**% by the end of May 2019
ELA Gaps school-wide= 0%

Current Math Scores

51% of students in 6th grade, 7th grade, and 8th grade score proficient or higher in Math FSA.

Math Goals

55% of students in 6th grade, 7th grade, and 8th grade score proficient or higher in Math FSA in May 2019

Current Science Scores

On the 2018 Statewide Science Assessment **35%** of students received a **3** or higher
On the 2018 Biology End-of-Course Assessment **99%** of students received a **3** or higher
The percentage of students that received a **3** or higher on a state assessment is **51%**

Science Goals

The percentage of 8th grade students scoring proficient or higher in Science will increase from **51%** to **55%** by the end of May 2019 as measured by the Statewide Science Assessment and the Biology End-of-Course Assessment.