

Orange County Public Schools

Robinswood Middle



2015-16 School Improvement Plan

Robinswood Middle

6305 BALBOA DR, Orlando, FL 32818

www.ocps.net/lc/west/mro

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Within the first weeks of the school year, Robinswood Middle School teachers engage students in activities designed specifically to gather information and understanding about the students' backgrounds, interests, learning styles and cultures. The teachers utilize the activities to launch discussions about what it means to be respectful, responsible, resourceful, and engaged. In addition, teachers lead discussions about the IB Learner Profile including its meaning to teachers and students. IB Learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Robinswood Middle School uses the CHAMPS Model as common language to communicate expectations to students while in the classrooms, hallways, cafeteria, and media center. Adult supervision is provided in the courtyard, cafeteria, and in the hallways before, during and after school. Teachers and administrators serve as mentors for students to ensure there are positive relationships and role models for students. Restorative Practices are utilized to foster respect, responsibility and empathy among students and staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Robinswood Middle School encourages teachers to build all rules and expectations around being respectful, responsible, resourceful, and engaged. It is the Archer Way.

Robinswood Middle School will hold grade level meetings each quarter of the year to ensure that all students understand the Orange County Code of Student Conduct and school expectations. All students sign an acknowledgment form as evidence that they have reviewed the OCPS Code of Student Conduct.

Robinswood Middle School uses the CHAMPS Model to communicate expectations to students. To support this model, adult supervision is provided before, during, and after school.

Robinswood Middle School uses a Positive Behavior Plan that includes the opportunity for students to earn "Archer Bucks" (ABs). The ABs are distributed by teachers to acknowledge positive behaviors or changes in negative behaviors of students. Students can use the ABs to exchange for school supply items.

Robinswood Middle School uses a Loss of Privileges (LOP) System to hold students accountable for

inappropriate behaviors. As students earn points, they lose privileges to participate in fun and engaging school activities. The accountability system includes opportunities for students to reduce their LOP points with positive behaviors.

Robinswood Middle School Teachers receive information on the behavioral systems through PLCs with the Team Leaders and Grade Level Deans. It is an expectation that all teachers utilize effective routines and procedures within their classes. It is an expectation that all teachers utilize the entire class period for student learning; engagement bell to bell.

Robinswood Middle School is represented on the Minority Achievement Office's Behavioral Leadership Consortium with a Dean and Lead Guidance Counselor. The meetings provide an opportunity for school leaders that deal directly with behavioral issues to share best practices used across the district.

Robinswood Middle School uses Restorative Practices to foster respect, responsibility and empathy among students and staff.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Robinswood Middle School has a Guidance Counselor for each grade level. The counselors meet with the MTSS team and SAFE (Student Assistance and Family Empowerment) team on a regular basis to monitor student issues and concerns. Students may be referred to the SAFE team by a teacher, a parent, or self. The SAFE team will provide support and interventions for the students. In some cases, outside agencies are utilized to provide individual or group counselling on and off campus. Students that are struggling may be assigned a staff mentor. The mentor will work with the student on establishing and meeting personal improvement goals.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Robinswood Middle School uses the following indicators as early warning for potential issues: 1) attendance below 90%; 2) one or more suspensions; 3) failing course grades in English Language Arts (ELA) or Math; and 4) lack of progress in Reading and Math for Level 1 students. A MTSS process will be utilized to identify and provide interventions.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	40	52	23	115
One or more suspensions	61	75	59	195
Course failure in ELA or Math	12	8	13	33
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	18	25	10	53

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At Robinswood Middle School for students that have attendance below 90 percent, intervention strategies include: 1) parent conference; 2) attendance contract; 3) before school tutoring, 4) referral to Social Worker; and 5) ACST (A Child Study Team) Meeting.

At Robinswood Middle School for students that receive one or more suspensions, strategies include: 1) referral to the grade level counselor; 2) referral to SAFE; 3) counseling by an outside agency; 4) counseling by the school guidance counselors; 5) assigned mentor through our mentoring program, Each One Reach One Teach One; 6) behavior contract; 7) behavior support plan; 8) behavior interventions plan; 9) before school tutoring; and 10) involvement of social worker. Robinswood Middle School is utilizing Restorative Practices to foster respect, responsibility, and empathy for students and staff.

At Robinswood Middle School for students with early indicators of potential course failures in ELA or Math, intervention strategies include: 1) before school tutoring; 2) after school tutoring; 3) during school tutoring; and 4) an academic contract with student goal sheet.

At Robinswood Middle School for students with early indicators of Level 1 on statewide assessment in reading or math, intervention strategies include: 1) assignment to an intensive class to focus on needed skills; 2) before school tutoring; 3) after school tutoring; 4) during school tutoring; and 5) an academic contract with student goal sheet.

At Robinswood Middle School for students exhibiting two or more of the early indicators, an improvement plan will be established using some of the interventions outlined above with the involvement of the student and the parent. The plan will be monitored on a regular basis and adjusted as needed to support success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177827>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Robinswood Middle School works in partnership with the following organizations to provide services for our students community and teachers: OCPS Foundation, Lockheed Martin, Orlando Science Center, Sheraton Vistana Resorts, Jobs For Florida Graduates, Elevate Orlando, The Center for Drug Free

Living, Kennedy Space Center, Boys and Girls Club, McDonald's, 7-11 Convenience Store, Chase Bank, Baptiste Orthodontics, Word Covenant Church, VALIC Financial Advisors, AXA Financial Advisers, Girl Scouts of America, A Gift For Teaching, National Congress of Black Women, Valencia State College, Evans Community School, Rollins College and Boy Scouts of America. Our Partners in Education (PIE) Representatives and school administration work closely with these organizations and others to establish mutually beneficial relationships and activities. The PIE are recognized at the events and activities they support as well as with certificates of appreciation at the end of every year.

Business and Community Members are encouraged to participate in the School Advisory Council (SAC) and Parent Teacher Student Association (PTSA) as members or as guests. Meetings are held the first Thursday of every month in the cafeteria at 6:00 pm and 7:00 pm respectively.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Newsome, Marcia	Principal
Broxton-Crawford, April	Assistant Principal
Floyd, Alfaye	Assistant Principal
Grow, Jennifer	Instructional Coach
Whyte, Narine	Instructional Coach
Hall, Loretta	Instructional Coach
Davis, Leonard	Other
Garnett, Lawreen	Instructional Coach
Davis, Darius	Instructional Coach
Johnson, Amanda	Guidance Counselor
Milton, Otis	Dean
Johnson, Shawnette	Dean
Lynum, Tommie	Dean
Sykes, Tonia	Teacher, K-12
Morillo, Brunilda	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Marcia Newsome, Principal

Alfaye Floyd, Assistant Principal

April Broxton-Crawford, Assistant Principal

Summer Lynum Spencer, 6th Grade Guidance Counselor

Jean Jones, 7th Grade Guidance Counselor

Amanda Johnson, 8th Grade Guidance Counselor, Guidance Chairperson

Otis Milton, 6th Grade Dean

Shawnette Johnson, 7th Grade Dean

Tommie Lynum, 8th Grade Dean

Leonard Davis, Behavior Specialist, ESE Chairperson
 Jennifer Grow, CRT
 Narine Whyte, Reading Coach, Reading Chairperson
 Darius Davis, IB Coordinator
 Loretta Hall, Science Coach, Science Chairperson
 Tonia Sykes, AVID Coordinator

Lawreen Garnett, Math Coach, Math Chairperson

At Robinswood Middle School, all members of the Leadership Team participate and often lead PLCs. The Leadership Team, as a PLC, meets regularly to plan, celebrate, share data, share effective strategies and collaboratively address challenges. The Leadership Team embraces the IB Learner Profile and members strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. The Leadership Team works collaboratively to ensure that curriculum and instruction are aligned with the Florida Standards and delivered to meet the student's needs. The principal is responsible for the entire oversight of the school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team understands MTSS as a practice of providing high quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. The MTSS Leadership Team will focus efforts around one main question: How does Robinswood Middle School develop and maintain a problem-solving system to bring out the best in our school's teachers, and students to meet our SIP goals?

-The school-based MTSS Leadership Team will meet weekly to monitor the SIP; review academic and/or student behavioral data; identify levels of intervention; and identify students requiring another tier of intervention.

-A school-based MTSS Plan will be developed that outlines specific instructional strategies and interventions for the identified students.

-The MTSS Leadership Team will identify professional development and resources; collaborate regularly; problem solve; and facilitate the process of building consensus.

A Budgetary Advisory Committee (BAC) consisting of Teacher Leaders, classified staff, and Assistant Principals, is formed at the beginning of each school year to work with school leadership in identifying and aligning all resources in order to meet the needs of all students and maximize desired student outcomes. The BAC meets three times a year as follows to address the respective issues; 1) August/September Meeting to address immediate needs to plan for curriculum, tutoring, professional development, and current enrollment; 2) October/November Meeting to address FTE and enrollment recalculations, additional resources needed, review Title I expenditures, and professional development; and 3) March/April Meeting to address FTE and budget projections for the next school year, personnel needs, and to review/close out the expenditures for the current year.

The Federal monies available are planned as follows:

-Title I dollars support the Academic Tutoring Services for students that require additional support in the areas of ELA, Math, Civics, and Science as evidenced by formative data.

-Title I dollars support the costs of professional development for the instructional staff to build internal capacity; the costs of Highly Qualified teachers to lower class sizes; the costs of content area coaches to support effective instruction; parental outreach and involvement activities; and the purchase of supplemental materials and supplies to enhance student achievement.

-Title X Homeless dollars are spent by the district to support the needs of students identified as

homeless, such as transportation to and from most recently assigned school, funding for field trips or other school related activities.

-IDEA Stimulus Funds are used to support a Behavior Specialist and a Program Assistant, ESE, Certified.

-SAI dollars are used to support one reading teacher and one half of a reading coach allocations, as well as, extended learning opportunities for students during school hours, after school hours, and Saturday hours.

-SRI dollars are used to fund one half reading coach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Davis, Magalie Sonia	Education Support Employee
Davis, Nezhiah	Student
Gatling, Rudolph	Education Support Employee
Gatling, Rudolph Jr.	Student
Kelly, Roger	Business/Community
Morillo, Brunilda	Teacher
Newsome, Marcia	Principal
Prescott-LaCour, Shevonne	Education Support Employee
Petithomme, Joas (Joe)	Business/Community
Reddick-Mcgee, Tausha	Teacher
Gaillard, Cappie	Parent
Sykes, Tonia	Teacher
Monroe, Quincey	Teacher
Crandall, Asia	Education Support Employee
Crandall, Jada	Student
Fensler, Shauna	Student
Alfred, Sabrina	Business/Community
Wheeler, Jarvis	Business/Community
Zephir, Joshua	Student
Williams, Jahlil	Student
Johnson, Angie	Parent
Jozenville, Johanne	Student
Horace, Rosa	Parent
Hardeman, Lisa	Education Support Employee
Hamilton, Allison	Student
Grayson, Natalia	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Robinswood Middle School SAC reviewed the implementation of the SIP throughout the 2014-2015 school year. The activities listed in the plan were completed.

Development of this school improvement plan

The 2014-2015 SAC reviewed the data from the previous year and the assisted in planning for the 2015-2016 school year. The SAC offered suggestions and ideas for changes to the barriers, strategies, and activities listed in the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC reviews the proposed budget in the spring for the upcoming year and then again in the fall meetings of that year. The SAC participates in development of the SIP at the end of the school year and then finalizes the approval of the plan for that year in one of the initial meetings of the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Robinswood Middle School received approximately \$28,000 in School Improvement Funds in 2014-2015. All monies were spent on professional development including MYP IB Professional Development, AVID Professional Development, and summer curriculum writing.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Whyte, Narine	Instructional Coach
Newsome, Marcia	Principal
Broxton-Crawford, April	Assistant Principal
Floyd, Alfaye	Assistant Principal
Grow, Jennifer	Instructional Coach
Hall, Loretta	Instructional Coach
Davis, Darius	Instructional Coach
Johnson, Amanda	Guidance Counselor
Davis, Leonard	Teacher, ESE
Gandy, Stephanie	Instructional Media
Garnett, Lawreen	
Sykes, Tonia	
Teague, Alisha	Teacher, K-12
Morillo, Brunilda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports a strong culture of literacy at Robinswood Middle School by providing continuous instructional support and guidance for reading instruction across all subject areas. The literacy plan is intended to assist teachers in their efforts to:

- Align all instruction with the Florida Standards Assessments.
- Ensure the sequence and consistency of instruction: all teachers will collaborate weekly by grade level departments in Professional Learning Communities (PLC's).
- Engage every student and allow sufficient, critical time on task.
- Teach reading in the intensive classes in a manner which reflects quality research-based teaching practices.
- Assess students regularly to inform instruction, as well as to plan and implement interventions to ensure that all students demonstrate progress toward mastering the Florida Standards.
- Intervene and remediate continuously and consistently.
- Ensure that all students consistently show performance improvement on all formative assessments and on the Florida Standards Assessments.
- Maintain a balanced approach that integrates language and literature-rich activities in all curricular areas.
- Teach strategies for comprehending complex content area texts.

Specific activities supported by the Literacy Leadership Team include:

- Focused professional development on effective, best practices for literacy instruction.
- School wide use of Cornell Note Taking; specifically focusing on summarizing information.
- School wide use of WICOR Strategies (Writing, Inquiry, Collaboration, Organization, and Reading).
- Increased student engagement with the use of MYP IB Framework using the Global Contexts, Learner Profile, and interdisciplinary unit planning (concurrency of learning).
- Professional development on Marzano Instructional Framework.
- Professional development focusing on Close Reading.
- Professional development focusing on Writing Across Content.
- Professional development on the reading strategy of Marking the Text.
- Extended Media Center hours to encourage reading for pleasure.
- "Real Men Read" initiative to include male teachers modeling reading.
- Books Clubs to encourage competition and reading.
- Literacy Night to promote family literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Robinswood Middle School Teachers are part of a Team PLC, a Department PLC and a Grade Level Content PLC. Each PLC has a specific focus that is outlined as follows:

- Team PLCs are across content and the teachers share students. The Team PLCs focus on 1) Common Routines and Procedures, 2) Positive Student Relationships and Mentoring, and 3) Behavioral Matters.
- Department PLCs are across grade levels and the teachers share content. The Department PLCs focus on 1) Standards, 2) Instructional Resources, and 3) Instructional Strategies.
- Grade Level Content PLCs share grade levels and content. The Grade Level Content PLCs focus on 1) Specific Grade Level Standards, 2) Instructional Focus Calendars, 3) Collaborative Planning, and 4) Formative Assessments.

Robinswood Middle School provides time for Department and Team PLCs to collaboratively plan for effective instruction. Common Planning is set from 3:00 pm to 4:00 pm on the first and third Wednesday of each month for Team PLCs and Department PLCs respectively.

Robinswood Middle School provides time Grade Level Content PLCs to collaboratively plan for effective instruction. Common Planning is set from 8:30 am to 9:15 am on Wednesdays for weekly Grade Level Content PLCs.

The PLC Leaders are on the School Leadership Team. Minutes are recorded and critical information is shared at School Leadership Team Meetings. The PLCs provide shared leadership in planning, monitoring, and implementing instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrative team at Robinswood Middle School creates a strong sense of community among the staff through ongoing professional development and coaching support. Teachers do not work in isolation. Teachers work collaboratively in PLCs, school level coaches provide ongoing support, district coaches provide support, and school administration provides support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Robinswood Middle School assigns individual mentors to first and second year teachers. The mentors are part of one or more of the PLCs with the mentee and meet at least once a month to review and debrief. The mentors are available as needed for ongoing, individual support and direction. Mentors are assigned based on content, grade level, or other compatibility considerations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The District has a rigorous adoption process that analyzes the correlation between core materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Robinswood Middle School Students that scored at a Level 1 on the previous year's state assessment for reading and are currently in the 6th or 7th Grade may be scheduled into a double block reading class. The teachers will deliver instruction using the READ 180 or Systems 44 Programs and rotational Models of instruction with fidelity. Students will be assessed at the beginning of the year and assigned to Systems 44 only if they are disfluent. In these reading classes, the SRI will be used to monitor progress along with other formative assessments. Students will be monitored and referred for additional support using the MTSS process.

Robinswood Middle School Students that scored at a Level 2 on the previous year's state assessment for reading and are currently in 6th or 7th Grade may be scheduled into a reading class. The teachers will deliver instruction using the ACHIEVE 3000 Program and rotational model of instruction with fidelity. Students will be monitored and referred for additional support using the MTSS process.

Robinswood Middle School Students that scored at a Level 1 or 2 on the previous year's state assessment for reading and are in the 8th Grade may be scheduled into a reading class. The teachers will deliver instruction using the ACHIEVE 3000 Program and rotational model of instruction with fidelity. Students will be monitored and referred for addition support using the MTSS process. Robinswood Middle School Students that scored at a Level 1 or Level 2 on the previous year's state assessment for math and are in the 6th, 7th or 8th Grade may be scheduled into an intensive math class to support the core math instruction. The teachers will align their instruction with the grade level standards, as well as, work to fill the gaps in mathematical knowledge that may be hindering the students success in more rigorous classes. Teachers will use software/sites such as IXL, Algebra Nation, and Khan Academy to support the district adopted textbooks and materials provided in the core classes. Students will be monitored and referred for addition support using the MTSS process. Formative assessments will be used to monitor students progress in core classes. Teachers have immediate access to the data and will provide differentiated instruction to re-teach as needed using whole group and small group instruction.

Ongoing formative assessments are expected to be part of the daily instruction. Teachers provide standards based instruction to include learning goals and scales that allow ongoing monitoring of student progression towards mastery of the standard.

As part of the Marzano Instructional Framework and the OCPS teacher instructional practice score for the evaluation process, instruction will be monitored with formal and informal observations by administrators that will provide teachers with actionable feedback in up to 41 elements. To score at the applying level or above, teachers must monitor for the desired effect of the strategy. This encourages the deliberate planning and continuous use of monitoring tools and formative assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 13,440

Robinswood Middle School provides a Before and After School Tutoring Program with targeted instruction for underserved students as identified through grades and other formative assessment data.

Strategy Rationale

Some Robinswood Middle School students need additional time and instruction in core areas (ELA, Math, Science, Reading, Civics, and Technology) to meet the standards of the courses. Students may self identify or may be identified by teachers for Before and After School Tutoring Program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Leonard, leonard.davis@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Enrollment and regular attendance is collected and monitored. Student Grades, Student Attendance and Florida Standards Assessment results will be used to determine the effectiveness.

Strategy: Extended School Day

Minutes added to school year: 21,120

Robinswood Middle School hosts a Boys and Girls Club After School Zone. This is an Extended School Day Program that provides homework assistance and enrichment activities to students based on their interests and needs as identified by students and formative assessment data.

Strategy Rationale

Robinswood Middle School students benefit from a positive, structured, environment with engaging activities to support their learning from core classes, as well as, enrich their exposure and experience through organized activities such as art, jewelry making, dance, gaming, sports, etc....

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grow, Jennifer, jennifer.grow@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Enrollment and regular attendance is collected and monitored. Student Attendance, Student Grades, and reduction in Student Behavior Issues, are used as measures to determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Robinswood Middle School meets with the incoming 6th graders in the Spring of their 5th Grade Year in order to provide them with information about the school, take them on a tour of the campus, and gather information about their interests. At the Meet the Teacher Event, just prior to school beginning, the 6th Graders are provided an orientation session (about 1 hour of information). At this event, parents and students are provided copies of the curriculum guides, commonly asked question with answers sheets and the opportunity to meet the grade level support personnel and school administrators prior to meeting the individual teachers.

Robinswood Middle School hosts the feeder high schools in the spring of the students' 8th grade year to allow the schools to meet with the students to plan their schedules for high school. In addition, Evans HS and Ocoee HS offer outgoing 8th graders a campus visit during school hours in the spring. The visit is intended to provide students with an orientation of the high school as well as get them excited about the transition.

Robinswood Middle School students have the opportunity to earn high school credits in Algebra I Honors, Geometry Honors, Earth Space Science Honors, Physical Science Honors, Information Technology, and Spanish I. Students on the honors track could transition with six high school credits from middle school. This acceleration will allow students the option of taking higher level and more specialized curriculum in high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Robinswood Middle School integrates career planning into every 8th grade social studies class. Robinswood Middle School is an AVID Certified School and all students are exposed to College and Career strategies and expectations. Robinswood Middle School students have the opportunity to earn Career and Technical Certification in Information Technology.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career planning is integrated into every 8th grade social studies class. Robinswood Middle School is an AVID Certified School and all students are exposed to College and Career strategies and expectations. Robinswood Middle School students have the opportunity to earn Career and Technical Certification in Information Technology. Digital Literacy will be addressed through English Language Arts Classes across all grade levels.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Robinswood Middle School AVID students participate in college visits at each grade level to increase student awareness and to create a college going culture. Robinswood Middle School is organized with grade level teams and the teams are all named after Florida Colleges to create a going culture. Robinswood Middle School has college posters and banners throughout the campus to create a college going culture. Robinswood Middle School participates in teach In to provide students with exposure to a wide range careers in a more personal manner. Robinswood Middle School students have the opportunity to earn high school credits in Algebra I Honors, Algebra II Honors, Earth Space Science Honors, Information Technology, and Spanish I. Students on the honors track could transition with 5 high school credits from Robinswood. This acceleration will allow them the option of taking higher level and more specialized curriculum in high school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement. (Division Priority: Investing in Human Capital)

- G2.** Teachers will gain competence in rigorous, standards-based instruction while utilizing the Instructional Framework (Division Priority: Accelerate Student Performance).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement. (Division Priority: Investing in Human Capital) 1a

G072997

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	50.0
Algebra I FSA EOC Pass Rate	85.0

Resources Available to Support the Goal 2

- The master schedule has been adjusted to increase time for teachers to collaborate.
- Administrators and coaches attended professional development on the Instructional Framework and the coaching cycle.
- Administrators and coaches have all completed Leaders of Learning and have participated in inter-rater reliability.
- Professional development has been initiated in the past year to focus on specific elements of the Instructional Framework, which should help teachers with lesson planning.
- IMS (Instructional Management System) and Launch Pad
- Florida Item Specs.
- Some content teachers have collaborated this summer to review the revised MTPs and to develop learning goals and scales.
- Core Program Curriculum
- IXL (Math software)
- STEMScope
- Read 180, Achieve 3000, and Systems 44
- My On Reader

Targeted Barriers to Achieving the Goal 3

- There are many scheduled and unscheduled interruptions during the course of the school day.

Plan to Monitor Progress Toward G1. 8

i-observation data and feedback data, formative assessment data, and FSA/FCAT/EOC data will indicate evidence of collaborative planning with focus on rigorous lessons and creation of formative assessments.

Person Responsible

Marcia Newsome

Schedule

Quarterly, from 8/17/2015 to 6/8/2016

Evidence of Completion

i-Observation data/feedback, formative assessment data, and FSA/FCAT/EOC data

G2. Teachers will gain competence in rigorous, standards-based instruction while utilizing the Instructional Framework (Division Priority: Accelerate Student Performance). 1a

G072998

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	50.0
Algebra I FSA EOC Pass Rate	85.0
Highly Effective Teachers (Performance Rating)	10.0

Resources Available to Support the Goal 2

- Collaborative planning with coaching support at each grade level
- Lesson plan template to facilitate discussions that will increase rigor
- Professional development provided to create a rigorous classroom while embedding the new Florida Standards
- AVID Training
- Read 180; Systems 44, and ACHIEVE 3000
- Core Connections
- SpringBoard
- MYP IB Training
- IXL (math software)
- STEMScope

Targeted Barriers to Achieving the Goal 3

- Teachers have little experience in deconstructing the Florida State Standards.

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through a collection of data including FCAT/FSA/EOC data and other forms of summative data and formative data.

Person Responsible

Marcia Newsome

Schedule

Weekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

Formative assessment data results for all students are reported to the leadership team weekly. Supplemental data resources are monitored and the leadership team analyzes the usage and student progress.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement. (Division Priority: Investing in Human Capital) **1**

 G072997

G1.B1 There are many scheduled and unscheduled interruptions during the course of the school day. **2**

 B190604

G1.B1.S1 Administrators and coaches will facilitate the common planning to limited the interruptions during the course of the school day. **4**

 S202054

Strategy Rationale

There are many scheduled and unscheduled interruptions during the course of the school day.

Action Step 1 **5**

Establish the purpose of PLCs and collaborative planning teams. Professional development will be provided to support the process.

Person Responsible

Marcia Newsome

Schedule

Annually, from 8/17/2015 to 6/8/2016

Evidence of Completion

Agenda and sign-in sheets

Action Step 2 5

A schedule for common planning will be developed with a focus on formative assessments.

Person Responsible

Marcia Newsome

Schedule

On 8/17/2015

Evidence of Completion

PLC minutes and professional development calendar

Action Step 3 5

Teacher teams will meet together with administrators and/or coaches to design lessons and formative assessments.

Person Responsible

Marcia Newsome

Schedule

Weekly, from 7/27/2015 to 6/8/2016

Evidence of Completion

PLC minutes and professional development calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal will review and update the schedule-focus on formative assessments.

Person Responsible

Marcia Newsome

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

professional development calendar and formative assessment schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership team meetings will be held and team progress will be reviewed to ensure strategy is successful.

Person Responsible

Marcia Newsome

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Leadership team meeting notes, feedback in i-Observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitoring lesson plans for best practices/standards based lesson and focus on classroom walk-through data and feedback.

Person Responsible

Marcia Newsome

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback, lesson plans, and PLC meeting notes

G2. Teachers will gain competence in rigorous, standards-based instruction while utilizing the Instructional Framework (Division Priority: Accelerate Student Performance). 1

G072998

G2.B1 Teachers have little experience in deconstructing the Florida State Standards. 2

B190607

G2.B1.S1 Teachers will be provided professional development on deconstructing the standards while utilizing district curriculum resources. 4

S202056

Strategy Rationale

The data indicates that teachers have limited knowledge on deconstructing the new standards.

Action Step 1 5

Provide professional development on deconstructing the standards.

Person Responsible

Jennifer Grow

Schedule

Semiannually, from 8/17/2015 to 6/1/2016

Evidence of Completion

Sign in sheets and agenda

Action Step 2 5

Provide side-by-side differentiated support/modeling for struggling teachers who are having difficulty with teaching to the standard.

Person Responsible

Jennifer Grow

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

observation data, lesson plans, PLC meeting notes, and coaching logs

Action Step 3 5

Implement a monthly monitoring plan; leadership team to walk, calibrate their walks

Person Responsible

Marcia Newsome

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

lobservation data/feedback and monitoring plan

Action Step 4 5

Professional development will be provided on IXL and STEMScope supplemental resources.

Person Responsible

Alfaye Floyd

Schedule

Annually, from 10/1/2015 to 3/16/2016

Evidence of Completion

Sign-in sheets and agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

i-observations data and feedback to teachers, lesson plan reviews, and PLC minutes will be reviewed.

Person Responsible

Marcia Newsome

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

i-observation data/feedback, PLC meeting notes, professional development agenda and sign- in sheet

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Weekly monitoring will take place by department chairs and progress will be reported at weekly leadership meetings.

Person Responsible

Marcia Newsome

Schedule

Weekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

i-observation data/feedback and formative assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Establish the purpose of PLCs and collaborative planning teams. Professional development will be provided to support the process.	Newsome, Marcia	8/17/2015	Agenda and sign-in sheets	6/8/2016 annually
G2.B1.S1.A1	Provide professional development on deconstructing the standards.	Grow, Jennifer	8/17/2015	Sign in sheets and agenda	6/1/2016 semiannually
G1.B1.S1.A2	A schedule for common planning will be developed with a focus on formative assessments.	Newsome, Marcia	8/17/2015	PLC minutes and professional development calendar	8/17/2015 one-time
G2.B1.S1.A2	Provide side-by-side differentiated support/modeling for struggling teachers who are having difficulty with teaching to the standard.	Grow, Jennifer	9/8/2015	lobservation data, lesson plans, PLC meeting notes, and coaching logs	6/1/2016 weekly
G1.B1.S1.A3	Teacher teams will meet together with administrators and/or coaches to design lessons and formative assessments.	Newsome, Marcia	7/27/2015	PLC minutes and professional development calendar	6/8/2016 weekly
G2.B1.S1.A3	Implement a monthly monitoring plan; leadership team to walk, calibrate their walks	Newsome, Marcia	9/8/2015	lobservation data/feedback and monitoring plan	6/1/2016 weekly
G2.B1.S1.A4	Professional development will be provided on IXL and STEMscope supplemental resources.	Floyd, Alfaye	10/1/2015	Sign-in sheets and agenda	3/16/2016 annually
G1.MA1	i-observation data and feedback data, formative assessment data, and FSA/FCAT/EOC data will indicate evidence of collaborative planning with focus on rigorous lessons and creation of formative assessments.	Newsome, Marcia	8/17/2015	i-Observation data/feedback, formative assessment data, and FSA/FCAT/EOC data	6/8/2016 quarterly
G1.B1.S1.MA1	Monitoring lesson plans for best practices/standards based lesson and focus on classroom walk-through data and feedback.	Newsome, Marcia	8/17/2015	i-Observation data and feedback, lesson plans, and PLC meeting notes	6/8/2016 weekly
G1.B1.S1.MA1	Principal will review and update the schedule-focus on formative assessments.	Newsome, Marcia	8/17/2015	professional development calendar and formative assessment schedule	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA2	Leadership team meetings will be held and team progress will be reviewed to ensure strategy is successful.	Newsome, Marcia	8/17/2015	Leadership team meeting notes, feedback in i-Observation	6/8/2016 weekly
G2.MA1	Progress will be monitored through a collection of data including FCAT/FSA/EOC data and other forms of summative data and formative data.	Newsome, Marcia	9/9/2015	Formative assessment data results for all students are reported to the leadership team weekly. Supplemental data resources are monitored and the leadership team analyzes the usage and student progress.	6/8/2016 weekly
G2.B1.S1.MA1	Weekly monitoring will take place by department chairs and progress will be reported at weekly leadership meetings.	Newsome, Marcia	9/9/2015	i-observation data/feedback and formative assessment data	6/8/2016 weekly
G2.B1.S1.MA1	i-observations data and feedback to teachers, lesson plan reviews, and PLC minutes will be reviewed.	Newsome, Marcia	9/8/2015	i-observation data/feedback, PLC meeting notes, professional development agenda and sign- in sheet	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase teacher proficiency and student achievement. (Division Priority: Investing in Human Capital)

G1.B1 There are many scheduled and unscheduled interruptions during the course of the school day.

G1.B1.S1 Administrators and coaches will facilitate the common planning to limited the interruptions during the course of the school day.

PD Opportunity 1

Establish the purpose of PLCs and collaborative planning teams. Professional development will be provided to support the process.

Facilitator

Marcia Newsome

Participants

All faculty

Schedule

Annually, from 8/17/2015 to 6/8/2016

G2. Teachers will gain competence in rigorous, standards-based instruction while utilizing the Instructional Framework (Division Priority: Accelerate Student Performance).

G2.B1 Teachers have little experience in deconstructing the Florida State Standards.

G2.B1.S1 Teachers will be provided professional development on deconstructing the standards while utilizing district curriculum resources.

PD Opportunity 1

Provide professional development on deconstructing the standards.

Facilitator

Grow and district support

Participants

All instructional staff

Schedule

Semiannually, from 8/17/2015 to 6/1/2016

PD Opportunity 2

Professional development will be provided on IXL and STEMScope supplemental resources.

Facilitator

IXL and STEMScope consultants

Participants

Math and science instructional staff

Schedule

Annually, from 10/1/2015 to 3/16/2016

Budget						
Budget Data						
1	G1.B1.S1.A1	Establish the purpose of PLCs and collaborative planning teams. Professional development will be provided to support the process.				\$0.00
2	G1.B1.S1.A2	A schedule for common planning will be developed with a focus on formative assessments.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	0921 - Robinswood Middle	Other		\$10,000.00
<i>Notes: Subs for teachers to collaborate and create formative assessments.</i>						
3	G1.B1.S1.A3	Teacher teams will meet together with administrators and/or coaches to design lessons and formative assessments.				\$0.00
4	G2.B1.S1.A1	Provide professional development on deconstructing the standards.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	0921 - Robinswood Middle	General Fund		\$9,000.00
5	G2.B1.S1.A2	Provide side-by-side differentiated support/modeling for struggling teachers who are having difficulty with teaching to the standard.				\$0.00
6	G2.B1.S1.A3	Implement a monthly monitoring plan; leadership team to walk, calibrate their walks				\$0.00
7	G2.B1.S1.A4	Professional development will be provided on IXL and STEMScope supplemental resources.				\$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	0921 - Robinswood Middle	Title I Part A		\$3,700.00
<i>Notes: Consultant will train teachers on the IXL and STEMScope supplemental resources.</i>						

Budget Data	
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Total:	\$22,700.00
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