

Orange County Public Schools

# Roberto Clemente Middle



2016-17 Schoolwide Improvement Plan

## Roberto Clemente Middle

6000 ROBERTO CLEMENTE RD, Orlando, FL 32807

<https://jacksonms.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Roberto Clemente Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The OCPS mission is to lead our students to success with the support and involvement of families and the community.

##### b. Provide the school's vision statement.

The OCPS vision is to be the top producer of successful students in the nation

#### 2. School Environment

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

Among other historical/cultural topics required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, our curriculum includes:

- International Day of Peace
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- History of Holocaust

To make sure that we are embracing students' cultural background and that all students feel valued we also:

- Use Restorative Justice practices to cultivate a culture in which everyone feels like they belong. To build a particular sense of community in which every member--students, teacher, parent volunteers, feel that they are seen, heard, and respected.
- Plan school wide multicultural projects and events.
- Plan lessons that bring student's heritage and community into the classroom.
- Create a link between school and home by providing stellar customer service.
- Celebrate Hispanic Heritage month
- Develop and implement Interdisciplinary units that incorporate cultural awareness and character education through the traits of the IB Learner Profile

To make sure that student/teacher relationship is a priority in our classrooms, we :

- Use Restorative Justice Circles to focus on building community; and responding to harms through dialogue that sets things right.
- Devote the first week of school to set a positive tone by communicating our expectations and school values. These rules guide positive interpersonal interaction between students and between teachers and students.
- Plan daily activities that allow students to express their thoughts and ideas, build relationships and collaborate.
- Support the classroom teacher by providing professional development opportunities for teachers

who need help implementing research based strategies to maintain and improve effective relationships.

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

The 2015-16 results of the AdvancED Survey show that parents and staff have given good ratings when answering questions about safety on our school campus:

Staff Survey Teaching and Assessing for Learning Section /Question 46:

"Our school maintains facilities that contribute to a safe environment"

25% of our staff members answered STRONGLY AGREES, while 46.67% said AGREE

Parent Survey Resources and Support Systems Section / Question 26:

"Our school provides a safe learning environment."

29.13% of our parents answered STRONGLY AGREE while 45.67% answered AGREE

To ensure our students feel physically and emotionally safe and free of harm in our school we:

- Have adult supervision throughout our campus before, during and after school.
- Have rules and consequences clearly communicated from the beginning of the year.
- Promote a climate of trust by building relationships with our students and their families.
- Have professionals available to whom students will feel connected with and who will address students' emotional needs,(3 guidance counselors, and a SAFE coordinator).
- Create crisis preparedness plans and programs: Safe School Plan, Evacuation Plan, and Supervision Plan.
- Follow Orange County Public Schools guidelines of zero tolerance for bullying.

**c. 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.**

The 2015-16 results of the AdvancED Survey show that students feel that rules are equally applied on our school campus. They also gave good ratings and answering questions about expectations:

Student Survey Purpose and Direction Section/ Question 6

"In my school, rules are applied equally to all students."

26.56% of our students answered STRONGLY AGREE while 39.57% said they AGREE

Student Survey Governance and Leadership Section/ Question 8

"In my school, the principal and teachers have high expectations of me"

29.81% of our students said they STRONGLY AGREE while 39.3% answered AGREE

In order to promote good behavior, respect, and discipline we:

- Teach the OCPS Code of Conduct and review it once per quarter.
- Use Restorative Justice Circles to bring students together in small groups to talk, ask questions and air their grievances. The RJ circles have helped us to strengthen our school community, prevent bullying, and reduce student conflict. Our discipline numbers for the 2015-16 school year show a clear reduction in suspension rates.
- Implement a Behavior Step Plan to help the classroom teacher to manage discipline issues and to identify effective interventions.
- Adopt a proactive approach addressing discipline issues with PBS Positive Behavior Support.



- Have rules and consequences clearly communicated from the beginning of the year.

In order to keep the focus on student achievement and to optimize the instructional time in the classroom, as a school we:

- Implement the PBS (Positive Behavior Support) program school wide
- Provide ongoing professional development opportunities for all teachers on classroom management,
- Have guidance counselors and deans who work side-by-side with teachers, go into the classrooms and provide specific instruction on Behavior Standards to improve academic achievement and to support the college-career readiness culture.

**d. 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.**

The 2015-16 results of the AdvancED Survey show that staff, parents and students agree that the social-emotional as well as academic needs of our students are being met.

Staff Survey Teaching and Assessing for Learning Section/ Question 43

"Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning)."

10% of our staff members said they STRONGLY AGREE while 68.33% answered AGREE.

Parent Survey Resource and Support Systems/ Question 24

"Our school provides qualified staff members to support student learning"

31.1% of our parents answered STRONGLY AGREE while 54.72% said they AGREE

Parent Survey Resource and Support Systems/ Question 28

"Our school provides excellent support services (e.g., counseling, and/or career planning).

27.95% of our parents answered STRONGLY AGREE while 45.28% said they AGREE

Student Survey Teaching and Assessing for Learning Section / Question 15

"My school provides learning services for me according to my needs"

18.24% of our students answered STRONGLY AGREE while 43.21% said they AGREE.

Student Survey Resources and Support Systems Section / Question 29

"In my school, I have access to counseling, career planning, and other programs to help me in school"

20.94% of our students answered STRONGLY AGREE while 39.26% said they AGREE.

Also, the following steps are used to ensure the social-emotional needs of all our students are being met:

- Guidance and Safe school based team meet weekly to discuss students with barriers to academic and social success.
- Mentoring program for students identified by the team include instructional strategies classes and activities that address social/emotional needs of these students.
- We connect students to agencies who have Cooperative Agreements or are on campus.
- We have dedicated time to assess the needs of the students and the barriers blocking their success. Based on that assessment, research based interventions are selected and implemented.

### 3. Early Warning Systems

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



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

At Jackson we understand the benefit of intervening with students at the first sign of academic failure risk and/or absenteeism. We have implemented an early warning system tailored to data available at OCPS EDW (Enterprise Data Warehouse), that allows us to identify students and to provide prevention and early intervention strategies to help students get back on track. We are implementing a course recovery program to all 7th and 8th grades students. As an AVID National Demonstration School, we teach students the readiness skills e.g.: organization, study skills, goal setting and progress monitoring, to academic success and a positive behavior support program school wide helps students to acquire the social skills necessary for social success.

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
  - Attendance clerk runs weekly reports to identify students with more than one absence.
  - Attendance clerk runs daily reports to identify teachers who have not taken attendance in order to assure accuracy in our records.
2. One or more suspensions, whether in school or out of school:
  - Deans run reports to identify students with one or more suspensions.
3. Course failure in English Language Arts or mathematics:
  - Counselors identify students per grade level by using data available at EDW.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
  - API and counselors identify students at the beginning of the school year using the data to determine student placement, schedule and needed support.

**b. Provide the following data related to the school's early warning system****1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	79	77	78	0	0	0	0	234
One or more suspensions	0	0	0	0	0	0	61	39	47	0	0	0	0	147
Course failure in ELA or Math	0	0	0	0	0	0	4	22	15	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	0	0	0	130	153	231	0	0	0	0	514

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	30	25	26	0	0	0	0	81

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

Early Warning System indicators and strategies used at Jackson to help students get back on track:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-

school suspension:

- AP meets weekly with attendance clerk and school social worker to monitor absentee rate.
- Counselors, attendance clerk and teachers make phone calls home when student have more than one unexcused absence per week.
- AP meets weekly with attendance clerk and school social worker to monitor absentee rate.
- We use the "Meet the Teacher" ,"Open House" events, MSPLC, SAC and PTSA meetings to talk to parents about our expectations for attendance and procedures for handling absences and making up assignments.
- We send home handouts with information and tips about attendance.
- We hold parent-teacher conferences to talk about attendance and update them about programs in place and school activities that promote school attendance
- We offer PBS ( Positive Behavior Support) incentives for good or improved attendance every 9 weeks
- We follow OCPS guidelines for attendance track and truancy process.

2. One or more suspensions, whether in school or out of school:

- Students receive in class interventions to teach them the correct way to behave in an educational setting.
- Students who receive more than one referral are referred to Student Services for possible counseling.
- Counselors, SAFE coordinator, deans and leadership team members provide adult mentoring to students.
- Restorative Justice Circles: teachers, counselors and deans meet with parents and students.

3. Course failure in English Language Arts or Mathematics:

- Students with course failure in English Language Arts or Mathematics are monitored through the MTSS Initiative (Multi-Tiered System of Support). Their progress is monitored through our monthly data meeting and through adult mentoring.

At the first progress report time students that are on contracts will be called in to discuss progress. At the end of the first quarter, students that have fulfilled their contract will have officially recovered their classes and those that have not will be put on Edgenuity to recover.

Students who failed Q1 will be enrolled in Edgenuity. These students can work in the Media Center before school, work through All Stars program after school or work from home.

- Subject area PLC teams with common planning time were created to problem solve and develop collaborative lesson plans that include: goal setting for identified students; parent meetings to empower parents to help students at home; agency and community outreach.
- A comprehensive school counseling program is in place to help close the student achievement gap by evaluating student social and academic needs and implementing small group and individual research based interventions, connecting students and their families to needed school-based and community resources.

4. Level 1 score on the statewide, standardized assessments in English Language Arts:

- All students with a level 1 on the Reading statewide assessment are placed in a single block reading class where the program Achieve3000 is used. Tutoring will also be offered to allow for enrichment on Achieve3000
- An intervention specialist will work with students in their reading classes that are in the lowest 25 percentile to increase their Lexile level on the Achieve3000 program.

- Data from the Achieve3000 program will also be utilized to provide individualized instruction to students (in class or via pull outs). All interventions will be data-driven.
- Interventions will also support the Positive Behavior System (PBS) already implemented at Jackson to help students see the correlation of how positive behavior in their intensive reading class is directly aligned to success in all subjects.
- Parents will receive monthly progress reports so that they can track the performance of their child toward the end goal of increasing learning gains and possible exit from intensive reading.
- New Reading Passport initiative seeks to target and include level 1 readers in monthly lunchtime book clubs, rewards, and incentives.
- Increase Media Center collection of books in the student's primary home language to further facilitate reading and build comprehension skills.
- Literacy Coach and Media Center Specialist promote our new Spanish language collection directly into Sheltered classes.
- Media Center Specialist facilitates special Reading Rockstars program for twice weekly lunchtime reading initiative. Level 1 and level 2 readers will be invited to follow along silently while we listen to the audiobook.
- Utilize small group instruction time to focus on standards where students are not meeting expectations (based on data reports).
- Reading Coach will model small group instructional strategies.

#### 5. Level 1 score on the statewide, standardized assessments in Mathematics:

- All 8th Grade students who scored a level 1 on the 7th grade Math statewide assessment are placed in a double-block math class.
- All of 7th grade students with a level 1 on the Math statewide assessment All of 7th grade students with a level 1 on the Math statewide assessment will receive small group tutoring through an elective course.
- All of our 6th grade students with a level 1 on the Math statewide assessment are placed in a double-block math class (one period of 6th Grade math and one period of 6th Grade Intensive Math).
- Level 1 students will be using Think Through Math as an intervention.
- Students will be closely monitored on Think Through Math and common assessments.
- Tutors will pull small groups to focus on reinforcing math skills and remediation for weak standards.
- An intervention specialist will work with students in their math classes that are in the lowest 25 percentile.
- Math Coach will model small group instructional strategies.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/321895>.

#### 2. Description

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

**2. 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.**

Through Partners In Education, Jackson Middle School partners with businesses that have a vested interest in our students' achievement. Businesses that are part of the Jackson community donate time through Teach-In and career exploration presentations. This helps our students stay motivated as to what they need to do academically to achieve their goals. The students also learn how important education is to entering the career field. Additionally, they donate materials needed to be competitive for clubs like Robotics and Science Olympiad. These partners are invited to our SAC and parent meetings to understand how the school works, the needs of the school, and how their partnership can strengthen the school academically. In turn, we support and endorse publicly these businesses.

### C. Effective Leadership

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

#### 1. School Leadership Team

##### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mohapatra, Jhunu	Principal
Weber-Borrero, Ronda	Assistant Principal
Smith, Beatriz	Assistant Principal
Cancel, Wilma	Instructional Coach
Stanley, Lori	Dean
Kuczer, Kenneth	Dean
Caballero, Rafael	School Counselor
Estevill Perez, Annette	Instructional Coach
Engold, Tara	School Counselor
Dewitt, Kimberly	Instructional Coach
Lebron Fonollosa, Nelly	Instructional Media
Rivera, Marlene	Other
Angoy, Robin	School Counselor

##### b. Duties

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

Jackson's leadership team includes the principal, 2 assistant principals, 3 deans, 1 staffing specialist, 1 reading coach, 1 math coach, 3 counselors, 1 CCT, 1 International Baccalaureate coordinator, 1 media center specialist

- Principal

As the primary leader in our building Dr. Mohapatra has multiple roles and responsibilities. In order to effectively lead our school community she adheres to the Florida Principal Leadership Standards to:

a- ensure student achievement

- b- implement and support instructional plans and initiatives
- c- provide professional growth opportunities to faculty and staff by evaluating and providing timely feedback on instructional practices
- d-establish a culture of trust and understanding in a student-centered learning environment
- e-monitor data and align the decision-making process with our school vision and mission
- f-create process to distribute leadership throughout the school
- g-oversee the management of the school daily operations
- h- properly use the two-way communication in all its forms (oral, written and electronic) to provide accurate school information to all the community stakeholders.
- i- model and require from all community members a professional code of conduct with strong focus on student success.

• Assistant Principal of Instruction

Ms. Weber is our curriculum leader and works closely with the principal, counselors and coaches to develop, evaluate and implement instructional programs. As the Assistant Principal of Instruction she:

- a- systematically considers new ways of implementing research-based interventions in the classroom environment to increase student achievement.
- b-creates the school master schedule.
- c- facilitates collaboration among teachers by creating schedules for horizontal and vertical planning and design of relevant, engaging instructional lessons.
- d- leads the development of the school improvement plan.
- e-leads meetings with teachers and parents to discuss curriculum, instruction and assessment.
- f-creates processes for providing students access to a variety of instructional tools(e.g.: technology) and best practices for meeting diverse student needs.
- g- evaluates teacher performances based on state and district guidelines.

• Assistant Principal

Mrs. Smith is our student discipline and Restorative Justice leader. She is also responsible for the school daily operations, attendance, and working routines in the building. As an instructional leader she oversees the International Baccalaureate and AVID programs. As part of her daily tasks Mrs. Smith:

- a- works closely with the deans, counselors and SAFE coordinator to document discipline issues, make fair decisions and inform parents when necessary.
- b- actively takes part in the hiring process, recruiting and retaining high-quality workforce in the school.
- c-creates processes to identify and solve school-based problems in a fair, democratic way
- d-Uses an effective way of communication that provides for the timely, responsible sharing of information to, from, and with the school community and district staff.
- e-meets weekly with attendance clerk to monitor attendance data and make decisions about interventions needed.
- f-leads meetings with teachers to ensure IB and AVID programs are being implemented with fidelity
- g-creates SAC agenda and runs monthly meetings.
- h-evaluates teacher performances based on state and district guidelines.

• Literacy Coach

Mrs. Annette Estevill-Perez works closely with APs to provide teachers with content knowledge and resources about learning and teaching literacy. In her role as the literacy coach she:

- a-researches and prepares materials for use by the classroom teacher.
- b- monitors data to drive instructional strategies.

- c-models lessons with pre- and post- discussions.
- d-leads professional development sessions and staff meetings.
- e- coordinates instructional programs, pilots and implementation.
- f- evaluates or provides teacher performances based on state and district guidelines.

- Math Coach

Ms. Cancel works closely with AP to provide teachers with content knowledge and resources about learning and teaching mathematics. In her role as the math coach she:

- a-researches and prepares materials for use by the classroom teacher.
- b- monitors data to drive instructional strategies.
- c-models lessons with pre- and post- discussions.
- d-leads professional development sessions and staff meetings.
- e- coordinates instructional programs, pilots and implementation.
- f- evaluates or provides teacher performances based on state and district guidelines.

- Deans

Ms. Stanley, Mrs. Jones and Mr. Kuczer effectively deal with student discipline issues working closely with the assistant principal and guidance counselors. Mrs. Jones also acts as our SAFE coordinator. As the discipline deans they:

- a-communicate with parents and guardians through a variety of means, and hold conferences, as needed, to discuss student individual discipline problems.
- b- support the classroom teacher by creating a discipline plan and implementing interventions and strategies.
- c-complete all the forms related to referrals and suspensions.
- d- monitor discipline data and weekly report it to administration.
- e-coordinate or assist coordinating other student programs (MTSS and PASS).

- Staffing Specialist

Ms. Dewitt works closely with the guidance counselors and teachers to ensure the delivery of instructional programs and services to the exceptional students. In her role as the staffing specialist she:

- a-determines the initial eligibility and placement, change of eligibility and/or placement of exceptional education students in the school.
- b-reviews psychological evaluations and creates Individual Educational Plans (IEP) ensuring that state and district guidelines of services for exceptional education students are being followed.
- c-completes all required forms related to eligibility and placement of exceptional education students.
- d-provides professional development sessions to school faculty and staff.

- Guidance Counselors

Mr. Caballero is our counselor leader. Along with two other counselors (Ms. Algarin and Ms. Connelly), Mr. Caballero works closely with the API and teachers. As counselors they:

- a-provide individual and group counseling services to meet academic and social needs of students.
- b-consult with students, teachers and other school and community personnel to meet needs of students.
- c-coordinate and assist with implementation of student services in the school
- d- assist teachers with Guidance curriculum.
- e- provide professional development services sessions to school faculty and staff

- Media Center Specialist



Ms. West is our Media Specialist, and in this role she:

- a - facilitates weekly and monthly book clubs
- b - maintains an updated collection featuring books in the home-languages of our students
- c - rewards students who read books from a variety of genres through the Reading Passport program
- d - arranges for guest speakers such as published poets and authors and local athletes
- e - organizes Hispanic Heritage Celebration for the students and community
- f - promotes reading across ability levels with the Reading Passport program, which allows students to earn rewards and incentives regardless of lexile level

- CCT

As our CCT Ms. Rivera:

- a-Monitors for compliance with Florida State mandates.
- b-Acts as a resource to the school principal, staff, and parents regarding ESOL procedures, State Board c-Rules and the Florida Consent Decree.
- d-Assesses, evaluates, and monitors the individual progress of each student in the ESOL program.
- e-Monitors the student ESOL records and keep them accurate, complete, and updated as required by law and district policy.
- f-Serves as a liaison in providing immediate feedback to school administrators from completed internal audits.
- g-Serves as the school contact for all State Reporting and FTE survey periods (state compliance audit) and data corrections regarding ESOL through each FTE survey.
- h-Is the Testing Coordinator for the ACCESS 2.0 State language acquisition test.

**2. 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.**

- MTSS ( Multi-Tiered System of Support)

1-Mini-assessments and Benchmark test results, in conjunction with identified research based programs, will be used to provide the baseline data that will identify and place students in the appropriate tier of the MTSS model.

2-Once the students are placed, appropriate data monitoring, recording and review will take place over a 3-6 week period.

3-If the student fails to improve, the MTSS team will be notified and a thorough study of the data will occur. The team will then determine the next appropriate intervention/tier movement.

4-If a student fails to improve after being placed in Tier 3, and sufficient and appropriate data collection and graphing has taken place, a meeting will be scheduled with the MTSS team. The MTSS team, including the School Psychologist, will meet to analyze the data collected through the results of the interventions and placements to decide on further actions.

5- Assistant Principals and coaches will provide professional development on the appropriate delivery of Tier I/2/3 instruction/interventions. They are also responsible to develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

6-School-wide data meetings will take place once a month with MTSS members to continuously track students at all levels of the MTSS model.

7-The MTSS team oversees the implementation of the process and ensures support and documentation to support academic/behavior instruction at the various tiers. The MTSS team also collects data in order to provide information to parents and stakeholders.

- Title I Funds



1- Jackson Middle School is a Title I school and we receive money to spend on implementing our school improvement goals. Using Title I dollars we are able to:

- a- purchase teaching and coaching positions.
- b-provide all students with the necessary supplies/tools to learn.
- c-provide staff development sessions for our faculty.
- d-pay for teacher registration for AVID Summer Institute to help maintain our status as an AVID National Demonstration School.

We adhere to all the Title I program requirements and collect all required documentation throughout the school year. We work with the Title I Department of Orange County Public Schools through monthly check points and compliance monitoring.

- Title III Funds

Our Curriculum Compliance Teacher works closely with the Title III contacts to ensure that teachers and students have the materials needed to support the ELL (English Language Learners) learning process.

- a-Services are provided through the district for educational materials
- b-ELL district support services to improve the education of immigrants and English Language Learners.
- c- Grant will allow us to provide English classes for parents at our school

- Homeless Program

Jackson Middle School works with the Orange County Public Schools Homeless Department to make sure we

are providing services to any of our students who may become homeless. These services include:

- a- Free breakfast and lunch.
- b- Transportation to and from their temporary accommodations to our school.
- c- Love Pantry provides groceries and clothing on a daily basis.
- d- In collaboration with the district social worker the school provides resources (clothing, supplies, programs) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

- Supplemental Academic Instruction (SAI)

SAI funds will be aligned with our reading and literacy goals to purchase reading teachers positions and reading materials.

- Violence Prevention Programs

We implement school-wide activities such as Red Ribbon Week, Bullying Prevention Week, No Name Calling

Week and classroom strategies to promote student empowerment against violence. Other initiatives include:

- a-SAFE Coordinator will conduct professional development to teachers in order to increase awareness of bullying behaviors and learn techniques to implement in classrooms.
- b-Students also receive information and education through non-violence and anti-drug programs.

c-SAFE will implement the Middle School Bullying Prevention program; which consists of school-wide anti-bullying rules, school wide classroom curriculum and establish interventions for individuals and community involvement.

The District Character Development Curriculum will also be implemented on a monthly basis.

•Nutrition Programs:

82% of students at Jackson Middle School receive, free/reduced meals. As a result, we have been granted the status of a Provision II School, which entitles all students are entitled to receive free breakfast and lunch on our campus.

•Career and Technical Education

1-School-wide use of AVID (Advancement via Individual Determination) strategies in partnership with the City of Orlando and the University of Central Florida will expose students to different careers in the professional and technical fields.

2-The school has adopted a school-wide college readiness plan that includes writing, reading, collaboration, inquiry and organizational strategies that will to be used by all teachers. One of the school-wide college readiness goals is to increase college knowledge for all students by encouraging all students to become familiar with basic college information, engaging in web-searches for colleges and performing visits to colleges via virtual tours of campuses.

3-Teach-In day brings to our school every year more than 35 guest speakers who spend the morning in our classrooms talking to our students about career options.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jhunu Mohapatra	Principal
Lori Stanley	Teacher
Georgette Carter	Teacher
Eric Flores	Parent
Zachary Spires	Business/Community
Jeanette Soto	Teacher
Nicole Ortner	Parent
Jose Martin	Business/Community
Anna Elias	Parent
Scott Elias	Parent
Anna Zorrilla	Parent
Angie Algarin	Teacher

## **b. Duties**

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

#### **a. Evaluation of last year's school improvement plan**

The School Advisory Council reviewed last year's School Improvement plan during our first meeting. Along with administration, SAC members went over the goals set for the 2015-16 SIP and discussed reasons why some goals were not met as well as possible strategies and solutions to be implemented during the 2016-17 school year.

The results of the AdvancED parent survey were shared with the SAC members. Although we have received good feedback on the school-family communication indicators SAC members agreed on continuing with a more aggressive approach to increase parental involvement on our campus as a way to increase student achievement.

#### **b. Development of this school improvement plan**

The School Advisory Council will meet each month in the Media Center to review the School Improvement Plan, monitor the success of the activities listed within the plan throughout the year, offer suggestions to help the implementation of the School Improvement Plan, and work together to write components in the spring for the School Improvement Plan for the following school year. The SAC has developed the School Improvement Plan (SIP) in collaboration with the school administration.

#### **c. Preparation of the school's annual budget and plan**

Dr. Mohapatra has shared with SAC members our school academic needs, as well as the struggling areas that need improvement. The SAC members discussed ideas on how to use the budget in a more effective way in order to maximize resources and meet the school needs.

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

- 1- THINK THROUGH MATH ( \$ 8,000)
2. AR/STAR testing Software to determine Lexile and determine books to read (\$7,860)
- 3- After school and before school tutoring \$ 18,000
- 4- Professional Development /Substitute Teachers \$ 3,632.31
5. Saturday Tutoring (5 Saturdays, 10 teachers each Saturday) (\$ 5,000)

Funds were spent in compliance with section 1001.452, F.S., regarding the establishment duties of the SAC.

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

Yes

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

## **3. Literacy Leadership Team (LLT)**

### **a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mohapatra, Jhunu	Principal
Smith, Beatriz	Assistant Principal
Weber-Borrero, Ronda	Assistant Principal
Estevill Perez, Annette	Instructional Coach
Gutierrez, Ivonne	Teacher, K-12
Lebron, Janice	Teacher, K-12
Lebron Fonollosa, Nelly	Instructional Coach
Wilkerson, Shondra	Instructional Coach
Blondet, Evelisse	Teacher, K-12
Rivera, Marlene	Instructional Coach
Cancel, Wilma	Instructional Coach

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. The LLT will ensure that the Language Arts and Reading teachers are using the PLC process to deconstruct standards, create higher-order questions across all content classrooms, and create common assessments to drive instruction using CCSS.
2. Increase community awareness and involvement in the literacy activities taking place at JMS through Family Night events, Book Fairs, Open House, etc.
3. Increase participation in Accelerated Reader.
4. Initiate mini-benchmarks in Language Arts classes that produce immediate feedback to teachers in PLCs.
5. Extend participation of literacy through the After-School All-Star Program students that are level 1 and level 2.
6. Increase circulation in the media center through promotions, incentives, and special events.
7. Implement Achieve 3000 programs in reading classes.
8. In addition to the FSA Writing Practice Tests, the LLT will conduct PD for our Language Arts teachers
9. Promote Battle of the Books and AR (Accelerated Reader) programs with incentives to encourage students to read.

## D. Public and Collaborative Teaching

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

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

In order to foster and encourage positive working relationships between teachers, that includes collaborative planning and instruction, our school practices the professional learning community model (PLC). In the PLC, same content area teachers work in teams, engaging in an ongoing cycle of driving questions that promote deep team learning. They meet twice a week to collaboratively create rigorous lessons that align to their scope and sequence while planning the strategies they will embed into their instruction. Furthermore, they analyze data to identify the essential knowledge and skills that their students should learn. Team members then discuss the most authentic and valid ways to assess student

mastery to develop common formative assessments on specific standards to monitor each student's mastery of the essential outcomes. After each teacher has examined the results of the common formative assessment for their students, the team analyzes how all their students performed. Team members identify strengths and weaknesses in student learning and begin to discuss how they can build on the strengths and address the weaknesses. Collaboratively, they gain new insights into the practices that yielded high results versus those that did not, and members discuss new strategies that they can implement in their classrooms to raise student achievement.

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

We participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. We conduct monthly meetings with our New and Beginning Teachers to provide direction and professional development, which focuses on teaching strategies, classroom management and best practices. In order to retain highly qualified teachers we provide ongoing professional development sessions tailored to the teachers' needs to continue to strengthen their teaching skills.

Our Beginning Teachers also receive mentoring in accordance with the OCPS Beginning Teacher Induction Program, which utilizes our veteran teachers as Mentors/Coaches.

We encourage Education Majors to complete their internship at Jackson Middle School, where their experience includes professional development designed to enhance their intern experience, expand their professional knowledge, and prepare and encourage them to seek employment with OCPS (and Jackson MS, in particular).

We also rely upon referrals from our existing staff when we are looking to fill in vacancies.

The Assistant Principal, the instructional coaches and the Intern Coordinator work together to manage these processes.

Below is a list of activities that we utilize at Jackson Middle School:

- New teacher PLCs are offered biweekly to help beginning teachers. Topics that are discussed are: certification, evaluation, classroom management, lesson plan development etc.
- New teachers to Jackson MS and beginning teachers with 0-3 years of experience are paired with a "buddy" or a mentor to assist with their beginning teacher portfolio and support them throughout the year.
- Veteran teachers are offered opportunities for professional growth and asked to take Clinical Educator course and/or the Marzano teacher evaluator course.
- Innovative teachers are asked to participate in the creation of professional developments to share with the faculty. Professional development topics include: technology, Kagan strategies, etc.
- Teacher participation in peer observations.
- Sunshine Club and PTSA are participating in an "Agents of Change" campaign to boost teacher morale through various activities for teachers.

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

Teachers new to OCPS or to Jackson Middle School are assigned "buddies," to facilitate their transition to the new school environment. Buddies meet to review school-wide practices and strategies that will help the new teachers thrive at Jackson. The school also provides professional development opportunities that encourage new teachers to become actively involved in their PLCs and in the Jackson culture. We survey our new teachers focusing on what they don't know and what they want to know to become active participants of our mission and vision.

As per OCPS protocol, Beginning/New Teachers (anyone with less than two full years of teaching experience) are assigned a Mentor. The mentors are all clinical education experienced. The mentors conduct weekly collaborative meetings, where all questions and/or concerns are addressed and resolved. Mentors also assist with lesson plan preparation, perform classroom observations and monitor the progress of the Beginning Teachers. Modeling and co-teaching exercises are also provided to assist

the Beginning Teachers.

Our 2016-2017 staff has 9 Beginning/New teachers, each of the teachers are assigned to a mentor to meet with throughout the year. The teachers are assigned a mentor who is within their department so that they have frequent contact and can be a source of info and support in content knowledge and pedagogy. New/Beginning teacher PLC meetings are held biweekly. The meetings will focus on acclimating the teachers to Jackson's traditions and to help develop the effectiveness of their teaching. A leadership team member will be assigned the tasks of ensuring our new/beginning teachers have signed up and are continually in the process of completing the district expectations to their professional development.

Additional activities offered to our beginning teachers are as follows:

- New teacher PLCs are offered biweekly to help beginning teachers. Topics that are discussed are: certification, evaluation, classroom management, lesson plan development etc.
- New teachers to Jackson MS and beginning teachers with 0-3 years of experience are paired with a "buddy" or a mentor to assist with their beginning teacher portfolio and support them throughout the year.
- Mentors are required for teachers completing a first year portfolio and whom are enrolled in the PDCP program (alternative certification).
- Mentors have taken the Clinical Educators course and are veteran teachers. They are assigned a maximum of three new teachers.
- Beginning teachers participate in peer observations, and walk classrooms with their mentor or an instructional coach in order to complete a reflection.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

We follow the alignment of curriculum and instructional materials to the Florida State Standards and OCPS. Through PLC Teams, our teachers use district approved and adopted practices to unpack the Florida Standards, plan and discuss reading and writing curriculum that aligns to the FL standards (CCSS). These collaboration and learning opportunities promote dialogue that can dismiss misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### b. Instructional Strategies

##### ***1. 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.***

In addition, our school uses tutorials, intensive reading, and small group instruction. Based upon the analysis of our 2015-2016 Best Practices for Inclusive Education survey, we are providing additional professional development on the MTSS and problem solving process to ensure students with and without disabilities progress in the general education curriculum, across all grades and settings. Every teacher contributes to literacy improvement of every student by:

1. Administering mini assessments, benchmark assessments and common assessments which measure identified or taught standards
2. Monitoring progress at the class and grade level during Team Meetings



3. Conducting data chats with students during small group instruction and teachers during PLCs
4. Creating units of study based on current data (IB requirement)
5. Students receiving push-in services for ESE/ELL
6. Holding meetings on a regular basis to make decisions about literacy instruction in the school
7. Providing instruction aligned with the Language Arts Florida Standards for their grade level
8. Providing resources to support instruction

**2. 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:** 4,100

We have before and after school tutoring on weekdays and we will be offering tutoring on Saturdays starting 2nd semester to accelerate and enrich curriculum.

**Strategy Rationale**

Math and Reading tutoring to enhance learning happens every day at Jackson. Second semester we will start offering tutoring to prepare our students to FSA and EOC tests.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Weber-Borrero, Ronda, ronda.weber-borrero@ocps.net

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

Mini assessments will be used to monitor specific standards based progress. In addition, the Achieve3000 program provides monthly Lexile level assessment, and identifies specific LAFS standards students are struggling with. Think Through Math identifies specific MAFS standards students are struggling with. Consistent monthly assessments will provide the data we need to guide our instruction and to prove the effectiveness of our selected strategies.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

Collaboration occurs across grade levels, and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Incoming 6th graders:

Counselor, AP, IB and AVID coordinators visit feeder schools and magnet schools to talk with 6th graders and their teachers about Jackson. Students who are zoned to us come with their ES to visit. They spend 2 hours, touring campus, talking to students and teachers, learning about discipline, after school program, summer reading assignments and summer camp among other things. They take



home a folder with important information to share with their parents.

Magnet students are invited to be part of our Shadow Program. The program happens during the months of January and February. Parents and students come to Jackson for 2 hours in the afternoon. Students are sent to selected classrooms and parents stay with AP for an overview of the IB program, tour of the campus and QA with principal and IB students.

During the summer we offer an orientation day for all 6th grade students. Students spend 4 hours with 6th grade teachers, get their ID and schedule.

8th graders:

High schools come to Jackson to talk to our students about their schools and programs. University HS visits IB students to talk about the IB Diploma program. IB students attend shadow day at University HS.

Feeder schools come to Jackson to do an early enrollment.

## **b. College and Career Readiness**

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

\* Guidance counselors conduct class visits throughout the school year to talk about students' academics and their goals.

\* Guidance counselors meet with each student regarding their academic schedule and career goals to develop a plan of action.

\* IB and AVID Coordinators and Guidance Counselors hold seminars and conferences to provide additional information and guidance.

\* In February, students begin with Pre-registration for the following year. Teachers and guidance counselors discuss course offerings and counsel students in courses they may wish or have to take.

\* 7th Grade students complete a special half-credit course, Civics and Career Planning, through Social Studies that focuses on career exploration.

\* The 7th Grade Guidance Counselor facilitates the computer-based Interest Inventory survey, which is designed to assist students in selecting a career and future education path.

\* The SpringBoard curriculum is used to increase rigor in English Language Arts in order to foster college and career readiness.

\*The SAT is offered in March for 7th grade students as part of the TIPs program, this will prepare students for the SAT test they will take in high school in order to qualify for College Admittance.

\*SAT tutoring is offered in the second semester to prepare 7th grade students for the Verbal and Math section of the SAT test.

\* The Power Teaching Math framework is used in Mathematics classes in order to foster college and career readiness.

\*Teach-in in November attracts several professionals from the central Florida area that come in to speak to students about their careers.

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

Jackson is a National AVID (Advancement via Individual Determination) Demonstration School. As such, we employ college readiness strategies and practices on a school wide basis. Students are exposed to different careers in professional and technical fields through guest speakers, field trips, and the mentoring/tutoring program. The school has adopted a school-wide college readiness plan that includes writing, reading, collaboration, inquiry and organizational strategies that are to be used by all teachers at the school.

In addition, one of the school-wide college readiness goals is to increase college knowledge for all students by encouraging all students to become familiar with basic college information, engaging in web-searches for colleges and performing visits to colleges via virtual tours of campuses.

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

Students participate in a variety of strategies through rigorous course options, IB, AVID, advanced and intensive courses, college and career planning, and parent/student orientations.

**4. 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.**

- Enrolling students who score a 3 or higher in advanced Math and/or Advanced Language Arts classes. Also recommending students for the AVID and IB program.
- The creation and development of the college and career center. An area within the student services suite that promotes and houses resources for college and career readiness such as college/university admission information, financial aid, and careers.
- School counselors visit the 7th grade social studies classroom to complete an interest inventory, identify college/career goals for each student, create a four year high school plan, and follow up with a classroom lesson geared towards post-secondary options.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

## **B. 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.

## **C. Strategic Goals**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will increase student achievement through the use of the collaborative planning process to effectively plan and implement rigorous, standards aligned instruction.(Division Priority: Accelerate student performance)
- G2.** Student learning gains will increase as we build a culture of high expectations using effective teacher collaboration to design rigorous common assessments to track student progress and maintain accountability of quality core instruction. (Division Priority: Provide empowering environments)

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Teachers will increase student achievement through the use of the collaborative planning process to effectively plan and implement rigorous, standards aligned instruction.(Division Priority: Accelerate student performance) 1a

G084805

### Targets Supported 1b

Indicator	Annual Target
Writing Achievement District Assessment	47.0
ELA/Reading Lowest 25% Gains	40.0
Science Achievement District Assessment	52.0
Math Achievement District Assessment	47.0
Math Lowest 25% Gains	43.0
Civics EOC Pass	64.0

### Targeted Barriers to Achieving the Goal 3

- Teachers don't understand rigor and standards

### Resources Available to Help Reduce or Eliminate the Barriers 2

- The master schedule has been adjusted to allow teachers common planning time for collaboration
- The principal and assistant principals attended the Collaborative Planning session, provided by SELC
- TIF/STEM grant provided books to all teachers on Marzano Scale Building
- Coaches and administration will meet with teachers to support and mentor during PLC
- PLC minutes will be posted on Google drive and lesson plans will be posted on school collaboration page
- District coaches will work side by side with teachers to model and mentor

### Plan to Monitor Progress Toward G1. 8

Weekly leadership meeting to triangulate: PD, coaching cycle, adjust planning focus

#### Person Responsible

Jhunu Mohapatra

#### Schedule

Weekly, from 9/5/2016 to 6/2/2017

#### Evidence of Completion

Reports and spreadsheets from iObservation, coaches logs, administration notes

**Plan to Monitor Progress Toward G1. 8**

Lesson plan evidence, weekly Coaches logs, iobservation data

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Weekly checklist

**Plan to Monitor Progress Toward G1. 8**

Mini Assessments and THink Through Math data for the bottom 25% of the students.

**Person Responsible**

Wilma Cancel

**Schedule**

Biweekly, from 9/19/2016 to 4/21/2017

**Evidence of Completion**

Bi-weekly data meeting with the PLC members.

**Plan to Monitor Progress Toward G1. 8**

Reading data

**Person Responsible**

Annette Estevill Perez

**Schedule**

Biweekly, from 9/19/2016 to 5/26/2017

**Evidence of Completion**

**G2.** Student learning gains will increase as we build a culture of high expectations using effective teacher collaboration to design rigorous common assessments to track student progress and maintain accountability of quality core instruction. (Division Priority: Provide empowering environments) 1a

G084806

**Targets Supported** 1b

Indicator	Annual Target
FSA Math Achievement - Black/African American	38.0
FSA ELA Achievement - Hispanic	33.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent progress monitoring across content and grade levels.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Power i Teaching Math Program
- Think Through Math
- Math Coach
- Reading Coach
- Project Welcome
- Weekly Professional Developments
- Single Block intensive reading classes
- UCF tutors and Ameri-corp volunteers
- Extra tutors through Title I for math and reading
- District and TIF/STEM Coaches
- Intensive Math classes
- IB and AVID Coordinator
- Sheltered ESOL classes and DLA reading for newcomer ELL students
- Achieve3000 intensive reading program
- Curriculum and Compliance Teacher (CCT) to work with ESOL population
-



**Plan to Monitor Progress Toward G2. 8**

Data from state tests and common assessments will be collected and analyzed to drive instruction and ensure the rigor in the classrooms. In addition to monthly data meetings with teachers, administration will use the Marzano framework to support teachers by providing feedback and coaching. PLC's will follow focus calendars and meet regularly to plan lessons. Ongoing professional development sessions tailored to meet teachers' needs will be offered on a weekly basis.

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Monthly, from 9/2/2016 to 6/2/2017

**Evidence of Completion**

Data reports, focus calendars, PLC's agendas and minutes.

**Plan to Monitor Progress Toward G2. 8**

Monthly data meetings with PLC members, checklists, and calendars.

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Teachers will increase student achievement through the use of the collaborative planning process to effectively plan and implement rigorous, standards aligned instruction.(Division Priority: Accelerate student performance) **1**

 G084805

**G1.B5** Teachers don't understand rigor and standards **2**

 B225501

**G1.B5.S3** Professional Development Sessions tailored to teachers' needs. **4**

 S237900

### Strategy Rationale

The Professional Development sessions will be based on the teachers' specific needs. Since the PDS are need based, we will improve the effectiveness of the PDs and the use of teachers' planning time.

### Action Step 1 **5**

Conduct a needs assessment and analyze iobservations trends to determine focus of PD calendar

#### Person Responsible

Beatriz Smith

#### Schedule

Quarterly, from 9/16/2016 to 6/2/2017

#### Evidence of Completion

Survey results and iobservation reports

### Action Step 2 **5**

Create a PD calendar based on the master schedule

#### Person Responsible

Ronda Weber-Borrero

#### Schedule

Quarterly, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

PD calendar, sign in sheets

### Action Step 3 5

Provide PD on Standard based instruction

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Quarterly, from 9/22/2016 to 6/2/2017

***Evidence of Completion***

lesson plans

### Action Step 4 5

Conduct classroom walkthroughs and provide actionable feedback

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Weekly, from 9/12/2016 to 6/2/2017

***Evidence of Completion***

iobservation reports

### Action Step 5 5

Provide teachers opportunities for peer observation

**Person Responsible**

Beatriz Smith

**Schedule**

Quarterly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

reflection logs

## Action Step 6 5

Revise PD calendar

**Person Responsible**

Ronda Weber-Borrero

**Schedule**

Quarterly, from 11/14/2016 to 6/2/2017

***Evidence of Completion***

PD calendar

## Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

iObservation reports

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Weekly, from 9/5/2016 to 5/26/2017

***Evidence of Completion***

Leadership team will analyze iObservation reports and refine plan as needed.

## Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Common assessments

**Person Responsible**

Jhunu Mohapatra


**Schedule**

Monthly, from 9/12/2016 to 5/26/2017

***Evidence of Completion***

Admin will meet with teachers for data chats. Data results will be use to determine effectiveness of the plan.

**G2.** Student learning gains will increase as we build a culture of high expectations using effective teacher collaboration to design rigorous common assessments to track student progress and maintain accountability of quality core instruction. (Division Priority: Provide empowering environments) **1**

 G084806

**G2.B6** Lack of consistent progress monitoring across content and grade levels. **2**

 B225514

**G2.B6.S1** Provide professional development and a structured system to monitor data. **4**

 S237911

### Strategy Rationale

This will help teachers to better understand the rigor of the standards, use the instructional framework more effectively, and monitor student progress consistently.

### Action Step 1 **5**

Provide a series of professional development sessions on Unify.

#### Person Responsible

Beatriz Smith

#### Schedule

Monthly, from 9/2/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheets, agenda, PPT presentation.

### Action Step 2 **5**

Coaches facilitate development of common assessments.

#### Person Responsible

Ronda Weber-Borrero

#### Schedule

Monthly, from 9/5/2016 to 6/2/2017

#### Evidence of Completion

Common assessments

### Action Step 3 **5**

Leadership will facilitate data talk meetings to analyze trends and make instructional adjustments

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Monthly, from 9/2/2016 to 6/2/2017

**Evidence of Completion**

PLCs minutes.

### Plan to Monitor Fidelity of Implementation of G2.B6.S1 **6**

Leadership team will conduct monthly meetings with teachers to review and discuss student progress, analyze root causes, and redirect classroom instruction to address student needs.

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Weekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Common assessment calendar, data talk schedule, classroom walkthroughs feedback on iObservation.

### Plan to Monitor Effectiveness of Implementation of G2.B6.S1 **7**

Administration will meet with leadership team to review data and analyze trends.

**Person Responsible**

Jhunu Mohapatra

**Schedule**

Biweekly, from 9/5/2016 to 6/2/2017

**Evidence of Completion**

Common assessment data



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA3 M314102	Mini Assessments and THink Through Math data for the bottom 25% of the students.	Cancel, Wilma	9/19/2016	Bi-weekly data meeting with the PLC members.	4/21/2017 biweekly
G1.MA4 M314103	Reading data	Estevill Perez, Annette	9/19/2016		5/26/2017 biweekly
G2.B6.S1.A1 A307766	Provide a series of professional development sessions on Unify.	Smith, Beatriz	9/2/2016	Sign-in sheets, agenda, PPT presentation.	5/26/2017 monthly
G1.B5.S3.MA1 M314093	Common assessments	Mohapatra, Jhunu	9/12/2016	Admin will meet with teachers for data chats. Data results will be use to determine effectiveness of the plan.	5/26/2017 monthly
G1.B5.S3.MA1 M314094	iObservation reports	Mohapatra, Jhunu	9/5/2016	Leadership team will analyze iObservation reports and refine plan as needed.	5/26/2017 weekly
G1.MA1 M314100	Weekly leadership meeting to triangulate: PD,coaching cycle,adjust planning focus	Mohapatra, Jhunu	9/5/2016	Reports and spreadsheets from iObservation, coaches logs, administration notes	6/2/2017 weekly
G1.MA2 M314101	Lesson plan evidence, weekly Coaches logs, iobservation data	Mohapatra, Jhunu	9/5/2016	Weekly checklist	6/2/2017 weekly
G2.MA1 M314108	Data from state tests and common assessments will be collected and analyzed to drive instruction...	Mohapatra, Jhunu	9/2/2016	Data reports, focus calendars, PLC's agendas and minutes.	6/2/2017 monthly
G2.MA2 M314109	Monthly data meetings with PLC members, checklists, and calendars.	Mohapatra, Jhunu	9/5/2016		6/2/2017 weekly
G2.B6.S1.MA1 M314104	Administration will meet with leadership team to review data and analyze trends.	Mohapatra, Jhunu	9/5/2016	Common assessment data	6/2/2017 biweekly
G2.B6.S1.MA1 M314105	Leadership team will conduct monthly meetings with teachers to review and discuss student progress,...	Mohapatra, Jhunu	9/5/2016	Common assessment calendar, data talk schedule, classroom walkthroughs feedback on iObservation.	6/2/2017 weekly
G2.B6.S1.A2 A307767	Coaches facilitate development of common assessments.	Weber-Borrero, Ronda	9/5/2016	Common assessments	6/2/2017 monthly
G2.B6.S1.A3 A307768	Leadership will facilitate data talk meetings to analyze trends and make instructional adjustments	Mohapatra, Jhunu	9/2/2016	PLCs minutes.	6/2/2017 monthly
G1.B5.S3.A1 A307747	Conduct a needs assessment and analyze iobservations trends to determine focus of PD calendar	Smith, Beatriz	9/16/2016	Survey results and iobservation reports	6/2/2017 quarterly
G1.B5.S3.A2 A307748	Create a PD calendar based on the master schedule	Weber-Borrero, Ronda	9/1/2016	PD calendar, sign in sheets	6/2/2017 quarterly
G1.B5.S3.A3 A307749	Provide PD on Standard based instruction	Mohapatra, Jhunu	9/22/2016	lesson plans	6/2/2017 quarterly
G1.B5.S3.A4 A307750	Conduct classroom walkthroughs and provide actionable feedback	Mohapatra, Jhunu	9/12/2016	iobservation reports	6/2/2017 weekly
G1.B5.S3.A5 A307751	Provide teachers opportunities for peer observation	Smith, Beatriz	9/19/2016	reflection logs	6/2/2017 quarterly
G1.B5.S3.A6 A307752	Revise PD calendar	Weber-Borrero, Ronda	11/14/2016	PD calendar	6/2/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** Teachers will increase student achievement through the use of the collaborative planning process to effectively plan and implement rigorous, standards aligned instruction.(Division Priority: Accelerate student performance)

**G1.B5** Teachers don't understand rigor and standards

**G1.B5.S3** Professional Development Sessions tailored to teachers' needs.

### PD Opportunity 1

Conduct a needs assessment and analyze iobservations trends to determine focus of PD calendar

#### Facilitator

Jhunu Mohapatra and Beatriz Smith

#### Participants

Coaches, Teachers

#### Schedule

Quarterly, from 9/16/2016 to 6/2/2017

### PD Opportunity 2

Create a PD calendar based on the master schedule

#### Facilitator

Beatriz Smith

#### Participants

Leadership Team

#### Schedule

Quarterly, from 9/1/2016 to 6/2/2017

### **PD Opportunity 3**

Provide PD on Standard based instruction

**Facilitator**

resource team and district coaches

**Participants**

all teachers

**Schedule**

Quarterly, from 9/22/2016 to 6/2/2017

### **PD Opportunity 4**

Provide teachers opportunities for peer observation

**Facilitator**

coaches

**Participants**

all teachers

**Schedule**

Quarterly, from 9/19/2016 to 6/2/2017

### **PD Opportunity 5**

Revise PD calendar

**Facilitator**

Beatriz Smith

**Participants**

Coaches

**Schedule**

Quarterly, from 11/14/2016 to 6/2/2017

**G2.** Student learning gains will increase as we build a culture of high expectations using effective teacher collaboration to design rigorous common assessments to track student progress and maintain accountability of quality core instruction. (Division Priority: Provide empowering environments)

**G2.B6** Lack of consistent progress monitoring across content and grade levels.

**G2.B6.S1** Provide professional development and a structured system to monitor data.

**PD Opportunity 1**

Provide a series of professional development sessions on Unify.

**Facilitator**

Dr. Mohapatra and Leadership Team

**Participants**

Faculty and Staff

**Schedule**

Monthly, from 9/2/2016 to 5/26/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<b>1</b>	<b>G1.B5.S3.A1</b>	<b>Conduct a needs assessment and analyze iobservations trends to determine focus of PD calendar</b>				<b>\$750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	1111 - Roberto Clemente Middle	General Fund		\$750.00
<b>2</b>	<b>G1.B5.S3.A2</b>	<b>Create a PD calendar based on the master schedule</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	1111 - Roberto Clemente Middle	General Fund		\$100.00
<b>3</b>	<b>G1.B5.S3.A3</b>	<b>Provide PD on Standard based instruction</b>				<b>\$80,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	1111 - Roberto Clemente Middle	Title I, Part A		\$80,000.00
			<i>Notes: Coaches salaries.</i>			
<b>4</b>	<b>G1.B5.S3.A4</b>	<b>Conduct classroom walkthroughs and provide actionable feedback</b>				<b>\$136.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	1111 - Roberto Clemente Middle	General Fund		\$136.00
			<i>Notes: Coaches and admin.</i>			
<b>5</b>	<b>G1.B5.S3.A5</b>	<b>Provide teachers opportunities for peer observation</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1111 - Roberto Clemente Middle			\$0.00
<b>6</b>	<b>G1.B5.S3.A6</b>	<b>Revise PD calendar</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	1111 - Roberto Clemente Middle	General Fund		\$100.00
<b>7</b>	<b>G2.B6.S1.A1</b>	<b>Provide a series of professional development sessions on Unify.</b>				<b>\$8,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

			1111 - Roberto Clemente Middle			\$8,000.00
			<i>Notes: Substitute expenses.</i>			
<b>8</b>	<b>G2.B6.S1.A2</b>	<b>Coaches facilitate development of common assessments.</b>				<b>\$21,750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1111 - Roberto Clemente Middle			\$21,750.00
			<i>Notes: Purchase Marzano Books for the teachers to assist them in developing the strategies and the protocols. LSI Coach to strategize the process of Marzano.</i>			
<b>9</b>	<b>G2.B6.S1.A3</b>	<b>Leadership will facilitate data talk meetings to analyze trends and make instructional adjustments</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1111 - Roberto Clemente Middle	Title I, Part A		\$5,000.00
			<i>Notes: Provide opportunity for teachers to visit other classrooms and be part of their best practices. .</i>			
<b>Total:</b>						<b>\$115,836.00</b>