

Orange County Public Schools

# Robinswood Middle



2016-17 Schoolwide Improvement Plan

# Robinswood Middle

6305 BALBOA DR, Orlando, FL 32818

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2015-16 Title I School</b></p> <p>Yes</p>	<p><b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>97%</p>

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	C	C*	D	D

*\*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 Robinswood 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.

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

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

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.

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.

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

Robinswood Middle School uses common language to communicate expectations to students. Adult supervision is provided in common areas 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 Justice practices are utilized to foster respect, responsibility, and empathy among students and staff.

##### 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.

Robinswood Middle School encourages teachers to build all rules and expectations around being respectful, responsible, resourceful, and engaged.

Grade level town hall meetings are held each quarter of the year to ensure that all students understand the Orange County Public Schools (OCPS) 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.

A Positive Behavior Plan is implemented to provide opportunities 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 in exchange for incentive items.

Teachers receive information on the behavioral systems through Professional Learning Communities (PLC). It is an expectation that all teachers utilize effective routines and procedures within their

classes and utilize the entire class period for instruction and student learning.

A dean and lead guidance counselor represent Robinswood Middle School on the Minority Achievement Office's Behavioral Leadership Consortium. The meetings provide an opportunity for school leaders to share best practices used across the district to minimize behavioral occurrences.

Restorative Justice practices are used to foster respect, responsibility and empathy among students and staff.

**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.**

Robinswood Middle School has a Guidance Counselor for each grade level. The counselors meet with the MTSS team and Student Assistance and Family Empowerment (SAFE) 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 (SEDNET) are utilized to provide individual or group counseling on and off campus.

The results of our BPIE assessment support a least restrictive environment for students with specific disabilities. Additionally, our 2016-17 BPIE goal is to increase collaborative planning between the special education teachers and members of the general education curriculum team.

**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.**

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. The MTSS process will be utilized to identify and provide interventions.

**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	47	44	41	0	0	0	0	132
One or more suspensions	0	0	0	0	0	0	133	128	109	0	0	0	0	370
Course failure in ELA or Math	0	0	0	0	0	0	18	39	25	0	0	0	0	82
Level 1 on statewide assessment	0	0	0	0	0	0	247	246	213	0	0	0	0	706

**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	112	115	85	0	0	0	0	312

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

Students that have attendance below 90 percent receive the following intervention strategies: 1) parent conference; 2) attendance contract; 3) referral to Social Worker; and 4) Attendance Child Study Team (ACST) meeting.

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; and 9) Restorative Justice. Robinswood Middle School is utilizing Restorative Justice practices to foster respect, responsibility, resources, and empathy for students.

Students with early indicators of potential course failures in ELA or Math, intervention strategies include: 1) after school tutoring; 2) during school tutoring; 3) Edgenuity and 4) an academic contract.

Students with early indicators of Level 1 on statewide assessment in reading or math, intervention strategies include: 1) assignment to an intensive reading and/or intensive math course; 2) after school tutoring; 3) during school tutoring; and 4) an academic contract.

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.

## **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/306821>.

##### **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.**

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 Advisors, Girl Scouts of America, A Gift For Teaching, National Congress of Black Women, Valencia State College, Evans Community School, Rollins College, The Kingdom Church, Kenard Lang Foundation, 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 second Thursday of each month in the Media Center at 6:00 pm and 7:00 pm respectively.

### 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
Jefferson, Nicole	Principal
Hadley, Karla	Assistant Principal
Moss, Sidney	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	School Counselor
Milton, Otis	Dean
Johnson, Shawnette	Dean
Morillo, Brunilda	Instructional Coach
Kress, Lisa	Instructional Media
Brown, Kristi	Instructional Coach
Roper, Sean	Dean
Chipungu, Emmanuel	Dean
Teague, Alisha	Instructional Coach

##### b. Duties

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

Members of the Leadership Team participate and often lead PLCs. The Leadership Team, as a PLC, meets regularly to plan, 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.

**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.**

The process through which school leadership identifies and aligns all available resources to meet the needs of all students are based on the expectations of Orange County Public Schools five goals: Intense Focus on Student Achievement, High-Performing and Dedicated Team, Safe Learning and Working Environment, Efficient Operations, and Sustained Community Engagement.

To align the resources to Intense Focus on Student Achievement, the Robinswood Middle School Leadership Team (LT) and other viable stakeholders meet weekly in PLCs to address specific focus on standards and instruction. Additionally, the LT oversee and participate in content area common planning. To further provide academic and behavioral support, the MTSS Team meet bi-weekly to monitor and review academic and/or student behavioral/attendance data; identify levels of intervention; and identify students requiring another tier of intervention. This monitoring will be to specifically determine whether the targeted interventions are working effectively. The MTSS 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 Team will focus efforts around one main question: How does Robinswood Middle School develop and maintain a problem-solving system to assist in meeting the individual needs of students both academically and behaviorally? A school-based MTSS Plan will be developed that outlines specific instructional strategies and interventions for the identified students. The MTSS Team will identify professional development opportunities and resources; collaborate regularly with Staffing Specialist, School Psychologist, content area teachers, school administrators and parents. Robinswood Middle School also provides tutors to work with learner in the bottom quartile in an effort to close the achievement gap.

Hiring and retention of highly qualified teachers and staff members are an additional means in which resources are aligned to create a High-Performing and Dedicated Team.

Programs such as Student Assistance and Family Empowerment (S.A.F.E), Restorative Justice practices, and school counseling are resources that are used to support the social and emotional needs of our students. Additional after-school programs such as the Boys and Girls Club further provide support and aid in maintaining a Safe Learning and Working Environment.

The federal monies available are used as follows (Efficient Operations):

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 also 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.

IDEA Stimulus Funds are used to support a Behavior Specialist and Program Assistant.

Supplemental Academic Instruction (SAI) dollars are used to support one reading teacher and one half-time reading coach as well as, extended learning opportunities for students during and after-school.

Sustained Community Engagement is maintained through Connect Orange calls, Reading, Math, and

Science nights, SAC/PTSA meetings, and extracurricular activities wherein parents and community stakeholders are invited.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Davis, Magalie Sonia	Education Support Employee
Morillo, Brunilda	Teacher
Prescott-LaCour, Shevonne	Education Support Employee
Gaillard, Cappie	Parent
Wheeler, Jarvis	Business/Community
Johnson, Angie	Parent
Jefferson, Nicole L.	Principal
Finley, Candace	Teacher
Moss, Sidney	Education Support Employee
Hadley, Karla	Education Support Employee
Williams, Latonya	Teacher
Thompson, Cassandra	Parent
Reed, Jennifer	Parent
Chipungu, Emmanuel	Teacher
Wallace, Alexia	Parent
Fortune, Karen	Parent
Barrett, Byron	Parent
Herdelanide, Hyacinth	Parent
Andre, Rosalie	Parent
Chery, Leandre	Parent
Chery, Ismone	Parent
Whittaker, Margaret	Parent
Whittaker, La Precious	Student
Arnold, Kiah	Parent
Aviles, Erica	Parent

### 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*

SAC will review and collectively analyze 2015-16 data to assist in setting goals for the 2016-17 school year. SAC members had the opportunity to provide feedback and ask questions.

*b. Development of this school improvement plan*

The 2015-2016 SAC working in conjunction with school administration and faculty reviewed the data from the previous year and assisted in planning for the 2016-2017 school year. The SAC offered suggestions and ideas for changes to the barriers, strategies, and activities listed in the School Improvement Plan (SIP). SAC will be involved in the development, review and implementation of the SIP through member involvement, feedback, data review and analysis. Additionally, SAC will target areas of concern and set goals for improvement. SAC members will have the opportunity to provide feedback and ask question prior to finalization of the School Improvement Plan.

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

After reviewing the successes and areas of concern, SAC collaborated on the plan with the school to devise the annual SAC budget and how the funds would be dispersed.

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

Robinswood Middle School received approximately \$40,000 in School Improvement Funds in 2015-2016. All monies were spent on professional development including IBMYP professional development, AVID professional development, and summer curriculum planning for the 2016-2017 school year.

**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.*

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.

**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
Whyte, Narine	Instructional Coach
Jefferson, Nicole	Principal
Brown, Kristi	Instructional Coach
Kress, Lisa	Instructional Media
Grow, Jennifer	Instructional Coach
Hall, Loretta	Instructional Coach
Davis, Darius	Instructional Coach
Garnett, Lawreen	Instructional Coach
Hadley, Karla	Assistant Principal
Moss, Sidney	Assistant Principal
Williams, Latonya	Instructional Coach

**b. Duties**

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

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. Additionally, the LLT will ensure the sequence and consistency of instruction as teachers will collaborate weekly by grade level departments in Professional Learning Communities (PLC's) and Common Planning. Teachers will also engage every student and allow sufficient, critical time on task. Teachers will teach reading in the intensive classes in a manner which reflects quality research-based teaching practices. Student assessments will be given regularly to inform instruction, as well as to plan and implement interventions to ensure that all students demonstrate progress toward mastering the Florida Standards.

Interventions will be provided to ensure that all students consistently show performance improvement on all formative assessments and on the Florida Standards Assessments. The LLT will work with teachers to assist them with maintaining a balanced approach that integrates language and literature-rich activities in all curricular areas as well as 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 focusing on writing across content; professional development on the reading strategy of marking the text; extended Media Center hours to encourage reading for pleasure; and Literacy Night to promote family literacy.

## 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.

Robinswood Middle School teachers participate in Department PLC and Grade Level Content PLC. Department PLCs are across grade levels and the teachers share content. The Department PLCs focus on standards, instructional resources, and instructional strategies.

Grade Level Content PLCs share grade levels and content. The Grade Level Content PLCs focus on specific grade level standards, Instructional Focus Calendars, collaborative planning, and formative assessments.

Robinswood Middle School provides time for departments to collaboratively plan for effective instruction. Common Planning is set weekly during their planning periods. Additionally, time is provided for Grade Level Content PLCs to collaboratively plan for effective instruction.

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

### 2. 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 work collaboratively in PLCs. School level coaches, district coaches, and school administration provide additional support.

### **3. 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 in which their mentee is a part of as well. They meet at least once a month to review and debrief. The mentors are available as needed for direction and ongoing support. Mentors are assigned based on content, grade level, or other compatibility considerations.

## **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.**

Orange County Public Schools 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 with the Florida Standards. All schools are expected to utilize the standards based resources during daily instruction.

#### **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.**

Robinswood Middle School students that scored at a Level 1 on the 2016 FSA ELA assessment are scheduled into a double block reading class. The teachers will deliver instruction using the READ 180 or Systems 44 computer-based 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 Non-English speakers. In these reading classes, the Scholastic Reading Inventory (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.

Students that scored at a Level 2 on the previous year's state assessment for reading and are currently in 6th or 7th Grade are 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.

Students that scored at a Level 1 or 2 on the previous year's state assessment for reading and are in the 8th Grade are 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.

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, Khan Academy, and Think Through Math 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.

**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:** 13,440

Robinson Middle School provides After School Tutoring program which targets students performing below proficiency as identified through FSA data, grades, and other assessments.

**Strategy Rationale**

Based on the MTSS process these students have been identified as needing Tier 3 intervention.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Brown, Kristi, kristi.brown@ocps.net

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

Develop formative assessments based on the targeted standard. The assessments will be administered bi-weekly for each subject area.

**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.

## **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.**

Robinswood Middle School employs various strategies to ensure that our students have a successful transition from elementary to middle school. We host a family night for all incoming sixth graders in the summer during which students are given a tour of the campus, learn about the elective and academic course offerings and talk to current middle school students in a small group setting. At the same time, the students' parents receive a presentation from the Principal, sixth grade administrator, and guidance counselor.

Additionally, incoming 6th grade students visit our campus 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 Meet the Teacher, 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.

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.

## **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.**

Robinswood Middle School integrates career planning into every 8th grade social studies class.

As an AVID certified school, all students are exposed to College and Career strategies and expectations. Additionally, students have the opportunity to earn Career and Technical Certification in Digital Information Technology.

Students involved in the International Baccalaureate Middle Years Programme also have the opportunity to visit and tour the UCF Rosen College of Hospitality Management.

### **2. 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.

As an AVID certified school, all students are exposed to College and Career strategies and expectations. Additionally, students have the opportunity to earn Career and Technical Certification in Digital Information Technology.

Students involved in the International Baccalaureate Middle Years Programme also have the opportunity to visit and tour the UCF Rosen College of Hospitality Management.

Digital Literacy will be addressed through English Language Arts Classes across all grade levels.

### **3. 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.

College posters and pennants and banners throughout the campus to create a college going culture.

Through Teach In students are provided with exposure to a wide range of careers in a more personal manner.

Robinswood Middle School students have the opportunity to earn high school credits in Algebra I Honors, Geometry Honors, Earth Space Science Honors, Digital Information Technology, and Spanish I. Course acceleration will allow students the option of taking higher level and more specialized curriculum in high school.

### **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.**

N/A

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)
  
- G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize students learning opportunities. (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 design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1a**

G084977

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	40.0
Algebra I EOC Pass Rate	90.0
Statewide Science Assessment Achievement	40.0
Civics EOC Pass	67.0

**Targeted Barriers to Achieving the Goal** **3**

- Some grade level content area teachers do not have common planning and require additional time to collaboratively plan and analyze data.

**Resources Available to Help Reduce or Eliminate the Barriers** **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.
- Instructional coaches collaborate on effective instructional models.
- IMS (Instructional Management System) and Launch Pad
- Florida Item Specs.
- Teachers have collaborated this summer to review the revised MTPs and to develop learning goals and scales.
- Core Program Curriculum
- IXL (Math software)
- STEMScope
- Intervention programs are used to support under-resourced learners in their core classes.

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

Lesson plans, iObservation and walk-through feedback, and student data will provide evidence of collaborative/common planning.

**Person Responsible**

Nicole Jefferson

**Schedule**

Biweekly, from 8/29/2016 to 5/31/2017

**Evidence of Completion**

Lesson plans will provide evidence that demonstrate the goal is being monitored. iObservation and walk-through feedback will determine whether progress has been made.

**G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize students learning opportunities. (Provide Empowering Environments) 1a

G084978

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	40.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	40.0
Civics EOC Pass	67.0
Algebra I EOC Pass Rate	90.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of strategies and resources to support teachers in maintaining student engagement and consistency in school-wide and classroom procedures.

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

- Restorative Justice Training
- Professional Development on Positive Behavior Support

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

Progress will be monitored through a collection of data

**Person Responsible**

Nicole Jefferson

**Schedule**

Monthly, from 9/26/2016 to 5/31/2017

**Evidence of Completion**

Supplemental data resources are monitored; 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 design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1**

 G084977

**G1.B1** Some grade level content area teachers do not have common planning and require additional time to collaboratively plan and analyze data. **2**

 B225992

**G1.B1.S1** Administrators and coaches will facilitate common planning to support teachers in designing rigorous standard-based lesson plans. **4**

 S238390

### Strategy Rationale

To guide teachers through the planning process to ensure effective delivery of lessons.

### Action Step 1 **5**

Teachers will have common planning twice per week

#### Person Responsible

Nicole Jefferson

#### Schedule

Quarterly, from 9/6/2016 to 5/31/2017

#### Evidence of Completion

Lesson Plans

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

Administrators and coaches will attend common planning to monitor for fidelity.

**Person Responsible**

Nicole Jefferson

**Schedule**

Weekly, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Lesson Plans, Common Planning agenda, and sign in sheets

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

Classroom walk-throughs and observations will be conducted to monitor the effectiveness of implementation.

**Person Responsible**

Nicole Jefferson

**Schedule**

Daily, from 9/6/2016 to 5/31/2017

***Evidence of Completion***

Lesson Plans, iObservation feedback, student data

**G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize students learning opportunities. (Provide Empowering Environments) 1

G084978

**G2.B2** Lack of strategies and resources to support teachers in maintaining student engagement and consistency in school-wide and classroom procedures. 2

B225996

**G2.B2.S1** Train teachers on classroom/school-wide discipline procedures and Restorative Justice practices in an effort to maintain student engagement and student learning opportunities. 4

S238395

### Strategy Rationale

Training will reduce the number of Out of School Suspensions by building teacher capacity in classroom/school-wide discipline procedures as well as provide strategies to maintain student engagement and maximize students learning opportunities.

### Action Step 1 5

Professional development will be provided on instructional best practices and Restorative Justice Practices

#### Person Responsible

Kristi Brown

#### Schedule

Quarterly, from 9/28/2016 to 5/31/2017

#### Evidence of Completion

PD Agendas

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Deans, Coaches, and Admin will monitor discipline data and classroom/school-wide procedures in an effort to maximize student engagement and learning opportunities.

#### Person Responsible

Nicole Jefferson

#### Schedule

Weekly, from 9/26/2016 to 5/31/2017

#### Evidence of Completion

Discipline Data/Walk-through Feedback



**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Suspension rates and discipline data will be monitored to determine effectiveness of implementation

**Person Responsible**

Nicole Jefferson

**Schedule**

Monthly, from 9/26/2016 to 5/31/2017

***Evidence of Completion***

Discipline Data/Walk-through Feedback

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M315222	Lesson plans, iObservation and walk-through feedback, and student data will provide evidence of...	Jefferson, Nicole	8/29/2016	Lesson plans will provide evidence that demonstrate the goal is being monitored. iObservation and walk-through feedback will determine whether progress has been made.	5/31/2017 biweekly
G2.MA1 M315227	Progress will be monitored through a collection of data	Jefferson, Nicole	9/26/2016	Supplemental data resources are monitored; the leadership team analyzes the usage and student progress.	5/31/2017 monthly
G1.B1.S1.MA1 M315220	Classroom walk-throughs and observations will be conducted to monitor the effectiveness of...	Jefferson, Nicole	9/6/2016	Lesson Plans, iObservation feedback, student data	5/31/2017 daily
G1.B1.S1.MA1 M315221	Administrators and coaches will attend common planning to monitor for fidelity.	Jefferson, Nicole	9/6/2016	Lesson Plans, Common Planning agenda, and sign in sheets	5/31/2017 weekly
G1.B1.S1.A1 A308627	Teachers will have common planning twice per week	Jefferson, Nicole	9/6/2016	Lesson Plans	5/31/2017 quarterly
G2.B2.S1.MA1 M315225	Suspension rates and discipline data will be monitored to determine effectiveness of implementation	Jefferson, Nicole	9/26/2016	Discipline Data/Walk-through Feedback	5/31/2017 monthly
G2.B2.S1.MA1 M315226	Deans, Coaches, and Admin will monitor discipline data and classroom/school-wide procedures in an...	Jefferson, Nicole	9/26/2016	Discipline Data/Walk-through Feedback	5/31/2017 weekly
G2.B2.S1.A1 A308630	Professional development will be provided on instructional best practices and Restorative Justice...	Brown, Kristi	9/28/2016	PD Agendas	5/31/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)

**G1.B1** Some grade level content area teachers do not have common planning and require additional time to collaboratively plan and analyze data.

**G1.B1.S1** Administrators and coaches will facilitate common planning to support teachers in designing rigorous standard-based lesson plans.

### **PD Opportunity 1**

Teachers will have common planning twice per week

#### **Facilitator**

Kristi Brown

#### **Participants**

Teachers/Instructional Coaches

#### **Schedule**

Quarterly, from 9/6/2016 to 5/31/2017

**G2.** To improve and refine our organizational systems in order to maintain a safe environment for our teachers to maximize students learning opportunities. (Provide Empowering Environments)

**G2.B2** Lack of strategies and resources to support teachers in maintaining student engagement and consistency in school-wide and classroom procedures.

**G2.B2.S1** Train teachers on classroom/school-wide discipline procedures and Restorative Justice practices in an effort to maintain student engagement and student learning opportunities.

**PD Opportunity 1**

Professional development will be provided on instructional best practices and Restorative Justice Practices

**Facilitator**

Shawnette Johnson/Kristi Brown

**Participants**

Teachers

**Schedule**

Quarterly, from 9/28/2016 to 5/31/2017

**VI. Technical Assistance Items**

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

**VII. Budget**

1	G1.B1.S1.A1	Teachers will have common planning twice per week				\$0.00
2	G2.B2.S1.A1	Professional development will be provided on instructional best practices and Restorative Justice Practices				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0921 - Robinswood Middle	School Improvement Funds		\$10,000.00
<i>Notes: Professional Development/District Training</i>						
					<b>Total:</b>	<b>\$10,000.00</b>