

Roberto Clemente Middle



2017-18 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) | 2016-17 Title I School | 2016-17 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 | 91% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Roberto Clemente Middle

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - 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 students' 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.

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

To ensure we provide a safe learning and working environment, in our school we

- Have implemented the standard response protocol that was adopted by OCPS.
- Trained staff on the procedures in the standard response protocol and safe school environment.
- All staff and students are trained in the 4 categories to address emergencies: Lock-out, Lockdown, Shelter, and Evacuate.
- Administrators utilize the safety and emergency protocol orange book.
- Follow Orange County Public Schools guidelines of zero tolerance for bullying.
- Have deans participate in professional development opportunities focused around the implementation of restorative justice strategies.

The 2016-17 results of the AdvancED Survey show that parents and staff have given good ratings when answering questions about safety on our school campus:

Parent Survey Resources and Support Systems Section / Question 26: "Our school provides a safe learning environment." 31.24% of our parents answered STRONGLY AGREE while 47.14% answered AGREE

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.

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 2016-17 school year show a reduction compared to previous school years 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 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 and personnel (MTTS Team) to assess the needs of the students and the barriers blocking their success. Based on that assessment, research based interventions are selected and implemented.

Similarly to last year's results, the 2016-17 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.

Parent Survey Resource and Support Systems/ Question 24 "Our school provides qualified staff members to support student learning" 29.7% of our parents answered STRONGLY AGREE while 46.72% said they AGREE

Parent Survey Resource and Support Systems/ Question 28 "Our school provides excellent support services (e.g., counseling, and/or career planning). 22.81% of our parents answered STRONGLY AGREE while 32.14% said they AGREE

Student Survey Teaching and Assessing for Learning Section / Question 15 "My school provides learning services for me according to my needs" 15.23% of our students answered STRONGLY AGREE while 35.16% said the 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" 18.62% of our students answered STRONGLY AGREE while 35.12% said the AGREE.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 have implemented 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. 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 | 53 | 76 | 107 | 0 | 0 | 0 | 0 | 236 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 51 | 65 | 0 | 0 | 0 | 0 | 154 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 99 | 149 | 0 | 0 | 0 | 0 | 278 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 125 | 130 | 169 | 0 | 0 | 0 | 0 | 424 | |

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 | 56 | 99 | 152 | 0 | 0 | 0 | 0 | 307 | |

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:
- API 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.
 - 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 double block reading class where the program iReady is used. Tutoring will also be offered to allow for enrichment.
- ESOL district coach comes to school twice a week to support classroom teachers and to work with ELL students..
- Rosetta Stone program was purchased by the district to all ELL students who have been enrolled in an American school for a year or less.
- Data from the iReady 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 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.
- Increase Media Center collection of books in the student's' primary home language to further facilitate reading and build comprehension skills.
- 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 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).
- Student performance data will be closely monitored with iReady and common assessments.
- Tutors will pull small groups to focus on reinforcing math skills and remediation for weak standards.
- Math Coach will model small group instructional strategies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

When analyzing the trends of the AdvancED survey for the school year of 2014-15 one of the areas of "need improvement" for our school was the indicator 3.8 :

"The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress."

61% of our parents answered "DISAGREE". As a school community that struggles with parental involvement the survey results caused great concern. Results were shared with all stakeholders and their input and feedback taken into careful consideration for the creation and implementation of an action plan to address the concern.

The 2015-16 AdvancED survey results show a significant improvement on the way we communicate with parents:

Parent AdvancED Survey Section Teaching and Assessing Learning/ Question 15

"All of my child's teachers help me to understand my child's progress."

26.74% of our parents answered "STRONGLY AGREE" while 43.8% said "AGREE"

Parent AdvancED Survey Section Teaching and Assessing Learning/ Question 16

"All of my child's teachers keep me informed regularly of how my child is being graded."

23.26% of our parents answered "STRONGLY AGREE" while 42.25% said "AGREE"

Parent AdvancED Survey Section Teaching and Assessing Learning/ Question 17

"All of my child's teachers report on my child's progress in easy to understand language"

29.07% of our parents answered "STRONGLY AGREE" while 52.71% said "AGREE"

By the end of the 2016-17 academic year, we would like to increase our average participation by 50% for all parental organizations (AVID,IB,SAC,PTSA,Multilingual Students Parent Learning Community

meetings and parental involvement training). The Administrative Team will support, monitor, and continue to provide opportunities for all parents to partner and become involved with the school. Through a variety of opportunities parents will become active participants in the school. During Open House, curriculum night and other activities we will ensure non-threatening methods of introducing parents to teachers and administrators. We communicate classroom and school news to parents via emails, phone calls and school marquee, letters and flyers in both English and Spanish. We will solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems using a climate survey. We will encourage positive notes, letters, and phone calls home.

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. During the ALL STARS program after school, 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

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 |
| Smith, Beatriz | Assistant Principal |
| Cancel, Wilma | Instructional Coach |
| Stanley, Lori | Dean |
| Kuczer, Kenneth | Dean |
| Caballero, Rafael | School Counselor |
| Estevill Perez, Annette | Instructional Coach |
| Dewitt, Kimberly | Instructional Coach |
| Rivera, Marlene | Other |
| Baumbach, Timothy | Assistant Principal |
| Alarnick, Dalia | Dean |
| Lebron Fonollosa, Nelly | Instructional Media |
| Lemanski, Daniela | 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.

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 and 1 testing coordinator

- 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

Mrs. Smith is our curriculum leader and works closely with the principal, counselors and coaches to develop, evaluate and implement instructional programs. As an instructional leader she oversees the International Baccalaureate and AVID 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 to ensure IB and AVID programs are being implemented with fidelity.
- 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.
- h-creates SAC agenda and runs monthly meetings

- Assistant Principal

Mr. Baumbach is our student discipline and Restorative Justice leader. He is also responsible for the school daily operations, attendance, and working routines in the building. As part of his daily tasks Mr. Baumbach:

- 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 and parents to discuss curriculum, instruction and assessment.

g-evaluates teacher performances based on state and district guidelines.

- Literacy Coach

Mrs. Annette Estevill-Perez works closely with the administrators 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 the administrators 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. Alarnick and Mr. Kuczer effectively deal with student discipline issues working closely with the assistant principal and guidance counselors. Mrs. Alarnick 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. Engold and Ms. Angoy),

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. Lebron 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.

• Testing Coordinator

As our Testing Coordinator Ms. Lemanski:

- a-Create schoolwide calendar of all assessments
- b-Work together with the TSR to ensure working equipment (laptops and labs)
- c-Communicate effectively with the OCPS Assessment team, school-based administration, and staff
- d-Uphold Florida's statutes as they pertain to testing security and prohibited activities during testing
- e-Properly train staff to be test administrators and proctors
- f-Maintain inventory of testing dictionaries and test carrels
- g-Manipulate the daily schedule to accommodate large blocks of time for testing
- h-Maintain the learning environment for students not testing
- i-Obtain specific accommodations for all ELL, ESE, and 504 students
- j-Organize tickets, logs, and other paperwork associated with each test and provide documentation to the district
- l-Assemble binders for each testing administrator complete with pencils, logs, work folders, test tickets, and student accommodations
- m-Coordinate the testing of hundreds of students per day: PSAT, ACCESS, FSA, EOC, Civics, Science FCAT 2.0, and CFE

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 iReady 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 1/2/3 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:

100% 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 |
| Jeanette Soto | Teacher |
| Nicole Ortner | Parent |
| Jose Martin | Business/Community |
| Anna Zorrilla | Parent |
| Evelisse Blondet | Teacher |
| Beatriz Smith | Principal |
| Eddie Bocca | Parent |
| Reynaldo Diegas | Parent |
| Mark Ortner | Student |
| Timothy Baumbach | Principal |
| Janak Gadda | Parent |
| Rolando Sanz-Zuerrero | Parent |
| Zulma Troche | Education Support Employee |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 will go over the goals set for the 2017-18 SIP and will discuss reasons why some of last year's goals were not met as well as possible strategies and solutions to be implemented during the 2017-18 school year.

The results of the AdvancED parent survey were shared with the SAC members at the end of the 2016-17 school year. 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 will collaborate with school administrative team to review goals and strategies on the School Improvement Plan (SIP).

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

Dr. Mohapatra will share with SAC members our school academic needs, as well as the struggling areas that need improvement. The SAC members will discuss 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- I-ready materials
2. I-XL for Algebra and Geometry
3. Hire 3 Tutors to "pull out" level 1 students from classrooms to intervene with Math and Reading.
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

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 |
| 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 |
| Baumbach, Timothy | Assistant Principal |

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 Florida Standards.
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. Create common assessments in the Language Arts classes that provide student academic performance 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 iReady programs in reading and math classes.
8. In addition to the FSA Writing Practice Tests, the LLT will conduct PDs for teachers about the strategies learned at the DPLC with strong focus on writing across curriculum.
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Each member of the PLC brings effective strategies to the meeting to share with the other members of the PLC. 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 orientation program
- OCPS new teacher extravaganza
- 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 "Lean on Me" 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 2017-2018 staff has 13 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

, 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, iReady 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. Instructional Support staff select students receiving push-in services for ESE/ELL to receive additional support.
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

Baumbach, Timothy, timothy.baumbach@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 iReady program will provide monthly Lexile level assessment, and identify specific LAFS 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. iReady was made available to all students at Jackson. Students will take diagnostics tests three times a year which will be an indicator as to their performance on the state assessment (FSA)

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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 (November 15) 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G095192

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Writing Achievement District Assessment | 57.0 |
| ELA/Reading Lowest 25% Gains | 42.0 |
| Science Achievement District Assessment | 49.0 |
| Math Achievement District Assessment | 52.0 |
| Math Lowest 25% Gains | 49.0 |
| Civics EOC Pass | 74.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers vary in their understanding of how to design student centered lessons that are aligned to the 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
- New Marzano Learning Maps was revised and abridged to aid both teachers and administrators
- 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
- District PLC will focus on writing across the curriculum
- Jackson New Teachers Orientation and OCPS New Teacher Extravaganza to support transition into the classroom
- Jackson provides New Teacher meetings three times per month for extra support for new teachers
- Tutors for Math and Reading will pull out students weekly - based on results of i-Ready Diagnostic
- ESOL Coach to support the CCT, model teach, and share ESOL strategies twice weekly
- Teachers are creating a resource binder through PLCs. The resources are available for all teachers in order to increase engagement and rigor
- Making Sense of Mathematics for Teaching Grade 6-8 books have been purchased for all math teachers (high school version for math teachers teaching the high school courses). Ongoing professional development with this book will be facilitated by the math coach.
- Administrators will monitor the fidelity of Deliberate Practice Plans being implemented in the classrooms
- Motivational Coaches of America (MCUSA) - Provides counseling for at-risk students
- Latinos In Action (LIA) supplies data including subgroups and gaps/closing

- i-Ready will yield on-going math and reading student data to support instructional decisions in the classroom

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 9/5/2017 to 6/1/2018

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 9/5/2017 to 6/1/2018

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 9/5/2017 to 4/20/2018

Evidence of Completion

Bi-weekly data meeting with the PLC members.

Plan to Monitor Progress Toward G1. 8

Reading data through iReady

Person Responsible

Annette Estevill Perez

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Reading teachers are using iReady in the classroom setting. Teachers and coaches are monitoring program usage and tracking 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) 1a

G095193

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

- Calculus project with district support and weekly acceleration (tutoring) for students who have been accepted into the program. Algebra Calculus project students are double blocked for additional support.
- i-Ready for math and reading classes will monitor and provide remediation to our lowest 25%
- Math Coach will support teacher planning, facilitate PLC meetings, help strengthen unit and lesson plans and scales in the classroom
- Reading Coach will support teacher planning, facilitate PLC meetings, help strengthen unit and lesson plans and scales in the classroom
- New Marzano Learning Maps were revised and abridged to aid both teachers and administrators
- Project Welcome offers assistance to students new to the country learn English through tutoring and homework help
- Weekly Professional Developments offer a variety of strategies to all teachers
- District PLC will focus on writing across the curriculum
- Single Block intensive reading classes
- UCF Project Reach and Ameri-Corp volunteers
- Extra tutors through Title I for math and reading will pull out students weekly and will remediate based on i-Ready diagnostic results
- AVID tutors will facilitate AVID tutorials through student inquiry and pull outs as needed
- District Coaches will support the PLC and planning processes
- ESOL Coach to support the CCT, model teach, and share ESOL strategies twice weekly
- Administrators will monitor the fidelity of Deliberate Practice Plans being implemented in the classrooms
- Intensive Math classes will use i-Ready and will support the instruction of the math teacher
- IB and AVID Coordinator
- Sheltered ESOL classes and DLA reading for newcomer ELL students
- Curriculum and Compliance Teacher (CCT) to work with ESOL population
- Latinos In Action (LIA) supplies data including subgroups and gaps/closing

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 8/21/2017 to 6/1/2018

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 9/5/2017 to 6/1/2018

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**

 G095192

G1.B9 Teachers vary in their understanding of how to design student centered lessons that are aligned to the standards. **2**

 B256215

G1.B9.S2 Teachers will be provided with differentiated support in understanding how to implement student centered lessons that are aligned to the standards. **4**

 S270849

Strategy Rationale

By sharing evidences of what student-centered instruction should look like in their own subject, teachers can learn from each other.

Action Step 1 **5**

Teachers will provide evidence in PLCs and create a strategies book to show evidence of implementations of strategies in their classrooms.

Person Responsible

Jhunu Mohapatra

Schedule

Daily, from 8/7/2017 to 5/30/2018

Evidence of Completion

Teachers will provide evidence of strategies being used in the classroom during PLC meetings.

Action Step 2 **5**

Instructional Support Staff will model effective implementation of Kagan strategies

Person Responsible

Annette Estevill Perez

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Instructional coaches and admin will log time in the classrooms in which they model effective instruction.

Action Step 3 5

PLC meetings structure was revised to allow time for a more focused collaboration, when teachers will be sharing instructional strategies and best practices as a group

Person Responsible

Beatriz Smith

Schedule

Weekly, from 8/15/2017 to 5/29/2018

Evidence of Completion

Teachers add their best practices to a binder for each faculty member to utilize.

Action Step 4 5

Teacher leaders and Instructional Resource will participate in the district PLC

Person Responsible

Jhunu Mohapatra

Schedule

Monthly, from 9/12/2017 to 5/29/2018

Evidence of Completion

Teachers will implement strategies presented at the district PLC in classrooms.

Action Step 5 5

AVID tutors will push in to classrooms and provide support for students that need additional help in AVID elective classes

Person Responsible

Beatriz Smith

Schedule

On 4/30/2018

Evidence of Completion

Pre and post data assessments in AVID classrooms

Action Step 6 5

Math and Reading tutors will pull out students to tutor those students on specific standards in which students are lacking growth and mastery.

Person Responsible

Jhunu Mohapatra

Schedule

On 4/30/2018

Evidence of Completion

classroom assessments and iReady data.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

The Instructional Resource team will document classroom visits and note successful implementation of strategies.

Person Responsible

Annette Estevill Perez

Schedule

Daily, from 8/7/2017 to 5/31/2018

Evidence of Completion

Each classroom observer will document on duplicate form the observation that takes place.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

The resource binder is kept in order to have a resource for teachers to find strategies

Person Responsible

Beatriz Smith

Schedule

Weekly, from 8/15/2017 to 5/29/2018

Evidence of Completion

Members of the PLC must bring instructional best practices to each PLC meeting. As teachers share their best practices and student evidence, the documents are added to the resource binder. API will select best samples to be shared during professional development sessions- as a group teachers will select 2 activities to be the "Activities of the Month"

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Lesson Plan reviews and feedback

Person Responsible

Jhunu Mohapatra

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Members of the resource team will review and provide feedback on lesson plans weekly. Documentation will occur to make sure that teachers and resource staff are held accountable.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Classroom observations and walk-throughs will be documented and reviewed weekly to determine which teachers are still struggling with cooperative learning.

Person Responsible

Beatriz Smith

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Each classroom observer will document on duplicate forms the strategies and engagement in the classroom. The teacher will receive immediate feedback and the resource team will have documentation to evaluate in providing additional professional development.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Assessment data will be reviewed as departments and best practices will be shared.

Person Responsible

Timothy Baumbach


Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Minutes and documentation from each department meeting will be presented by teacher leaders.

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**

 G095193

G2.B5 Lack of consistent progress monitoring across content and grade levels. **2**

 B256223

G2.B5.S1 Provide professional development and a structured system to monitor data. **4**

 S270855

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 9/5/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, agenda, PPT presentation.

Action Step 2 **5**

Coaches facilitate development of common assessments.

Person Responsible

Timothy Baumbach

Schedule

Monthly, from 9/5/2017 to 6/1/2018

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 9/5/2017 to 6/1/2018

Evidence of Completion

PLCs minutes.

Plan to Monitor Fidelity of Implementation of G2.B5.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 9/5/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 **7**

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

Person Responsible

Jhunu Mohapatra

Schedule







Biweekly, from 8/21/2017 to 6/1/2018

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 |
|-------------------------|--|-------------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
| G1.MA3 M387800 | Mini Assessments and Think Through Math data for the bottom 25% of the students. | Cancel, Wilma | 9/5/2017 | Bi-weekly data meeting with the PLC members. | 4/20/2018 biweekly |
| G1.B9.S2.A5 A362904 | AVID tutors will push in to classrooms and provide support for students that need additional help... | Smith, Beatriz | 9/11/2017 | Pre and post data assessments in AVID classrooms | 4/30/2018 one-time |
| G1.B9.S2.A6 A362905 | Math and Reading tutors will pull out students to tutor those students on specific standards in... | Mohapatra, Jhunu | 9/11/2017 | classroom assessments and iReady data. | 4/30/2018 one-time |
| G1.B9.S2.MA5 M387795 | Lesson Plan reviews and feedback | Mohapatra, Jhunu | 8/14/2017 | Members of the resource team will review and provide feedback on lesson plans weekly. Documentation will occur to make sure that teachers and resource staff are held accountable. | 5/28/2018 weekly |
| G1.B9.S2.MA3 M387794 | The resource binder is kept in order to have a resource for teachers to find strategies | Smith, Beatriz | 8/15/2017 | Members of the PLC must bring instructional best practices to each PLC meeting. As teachers share their best practices and student evidence, the documents are added to the resource binder. API will select best samples to be shared during professional development sessions- as a group teachers will select 2 activities to be the "Activities of the Month" | 5/29/2018 weekly |
| G1.B9.S2.A3 A362902 | PLC meetings structure was revised to allow time for a more focused collaboration, when teachers... | Smith, Beatriz | 8/15/2017 | Teachers add their best practices to a binder for each faculty member to utilize. | 5/29/2018 weekly |
| G1.B9.S2.A4 A362903 | Teacher leaders and Instructional Resource will participate in the district PLC | Mohapatra, Jhunu | 9/12/2017 | Teachers will implement strategies presented at the district PLC in classrooms. | 5/29/2018 monthly |
| G1.MA4 M387801 | Reading data through iReady | Estevill Perez, Annette | 9/5/2017 | Reading teachers are using iReady in the classroom setting. Teachers and coaches are monitoring program usage and tracking student performance. | 5/30/2018 monthly |
| G1.B9.S2.A1 A362900 | Teachers will provide evidence in PLCs and create a strategies book to show evidence of... | Mohapatra, Jhunu | 8/7/2017 | Teachers will provide evidence of strategies being used in the classroom during PLC meetings. | 5/30/2018 daily |
| G1.B9.S2.A2 A362901 | Instructional Support Staff will model effective implementation of Kagan strategies | Estevill Perez, Annette | 8/14/2017 | Instructional coaches and admin will log time in the classrooms in which they model effective instruction. | 5/30/2018 daily |
| G1.B9.S2.MA1 M387793 | The Instructional Resource team will document classroom visits and note successful implementation... | Estevill Perez, Annette | 8/7/2017 | Each classroom observer will document on duplicate form the observation that takes place. | 5/31/2018 daily |
| G1.MA1 M387798 | Weekly leadership meeting to triangulate: PD, coaching cycle, adjust planning focus | Mohapatra, Jhunu | 9/5/2017 | Reports and spreadsheets from iObservation, coaches logs, administration notes | 6/1/2018 weekly |
| G1.MA2 M387799 | Lesson plan evidence, weekly Coaches logs, iobservation data | Mohapatra, Jhunu | 9/5/2017 | Weekly checklist | 6/1/2018 weekly |
| G2.MA1 M387806 | Data from state tests and common assessments will be collected and analyzed to drive instruction... | Mohapatra, Jhunu | 8/21/2017 | Data reports, focus calendars, PLC's agendas and minutes. | 6/1/2018 monthly |
| G2.MA2 M387807 | Monthly data meetings with PLC members, checklists, and calendars. | Mohapatra, Jhunu | 9/5/2017 | | 6/1/2018 weekly |
| G2.B5.S1.MA1 M387802 | Administration will meet with leadership team to review data and analyze trends. | Mohapatra, Jhunu | 8/21/2017 | Common assessment data | 6/1/2018 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|--|--------------------|
| G2.B5.S1.MA1  M387803 | Leadership team will conduct monthly meetings with teachers to review and discuss student progress,... | Mohapatra, Jhunu | 9/5/2017 | Common assessment calendar, data talk schedule, classroom walkthroughs feedback on iObservation. | 6/1/2018 weekly |
| G2.B5.S1.A1  A362919 | Provide a series of professional development sessions on Unify. | Smith, Beatriz | 9/5/2017 | Sign-in sheets, agenda, PPT presentation. | 6/1/2018 monthly |
| G2.B5.S1.A2  A362920 | Coaches facilitate development of common assessments. | Baumbach, Timothy | 9/5/2017 | Common assessments | 6/1/2018 monthly |
| G2.B5.S1.A3  A362921 | Leadership will facilitate data talk meetings to analyze trends and make instructional adjustments | Mohapatra, Jhunu | 9/5/2017 | PLCs minutes. | 6/1/2018 monthly |
| G1.B9.S2.MA1  M387791 | Classroom observations and walk-throughs will be documented and reviewed weekly to determine which... | Smith, Beatriz | 8/14/2017 | Each classroom observer will document on duplicate forms the strategies and engagement in the classroom. The teacher will receive immediate feedback and the resource team will have documentation to evaluate in providing additional professional development. | 6/1/2018 weekly |
| G1.B9.S2.MA4  M387792 | Assessment data will be reviewed as departments and best practices will be shared. | Baumbach, Timothy | 8/7/2017 | Minutes and documentation from each department meeting will be presented by teacher leaders. | 6/1/2018 biweekly |

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.B9 Teachers vary in their understanding of how to design student centered lessons that are aligned to the standards.

G1.B9.S2 Teachers will be provided with differentiated support in understanding how to implement student centered lessons that are aligned to the standards.

PD Opportunity 1

Teachers will provide evidence in PLCs and create a strategies book to show evidence of implementations of strategies in their classrooms.

Facilitator

Instructional coaches and admin

Participants

classroom teachers

Schedule

Daily, from 8/7/2017 to 5/30/2018

PD Opportunity 2

Instructional Support Staff will model effective implementation of Kagan strategies

Facilitator

Instructional coaches

Participants

classroom teacher

Schedule

Daily, from 8/14/2017 to 5/30/2018

PD Opportunity 3

PLC meetings structure was revised to allow time for a more focused collaboration, when teachers will be sharing instructional strategies and best practices as a group

Facilitator

Classroom teachers/instructional coaches

Participants

Classroom teachers

Schedule

Weekly, from 8/15/2017 to 5/29/2018

PD Opportunity 4

Teacher leaders and Instructional Resource will participate in the district PLC

Facilitator

DPLC team

Participants

classroom teachers, resource team

Schedule

Monthly, from 9/12/2017 to 5/29/2018

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.B5 Lack of consistent progress monitoring across content and grade levels.

G2.B5.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 9/5/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|---|--|--------------------------|-----|-------------|
| 1 | G1.B9.S2.A1 | Teachers will provide evidence in PLCs and create a strategies book to show evidence of implementations of strategies in their classrooms. | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 1111 - Roberto Clemente Middle | Title, I Part A | | \$3,000.00 |
| | | | Notes: School will provide Kagan training and kagan kits to selected teachers. Other Teachers will be given substitutes for half a day so that they can come out of their classrooms to observe Kagan strategies d by other teachers. | | | |
| 2 | G1.B9.S2.A2 | Instructional Support Staff will model effective implementation of Kagan strategies | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1111 - Roberto Clemente Middle | | | \$3,000.00 |
| 3 | G1.B9.S2.A3 | PLC meetings structure was revised to allow time for a more focused collaboration, when teachers will be sharing instructional strategies and best practices as a group | | | | \$900.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 1111 - Roberto Clemente Middle | School Improvement Funds | | \$900.00 |
| | | | Notes: Substitutes will be requested so that teachers can collaborate and share instructional strategies. | | | |
| 4 | G1.B9.S2.A4 | Teacher leaders and Instructional Resource will participate in the district PLC | | | | \$4,800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1111 - Roberto Clemente Middle | General Fund | | \$4,800.00 |
| | | | Notes: The DPLC team of 10 teachers and instructional support members will attend the district meetings once a month. They will be trained to implement close reading strategies and writing across the curriculum. Also, the DPLC team will implement student strategies to use complex texts . | | | |
| 5 | G1.B9.S2.A5 | AVID tutors will push in to classrooms and provide support for students that need additional help in AVID elective classes | | | | \$32,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 160-Other Support Personnel | 1111 - Roberto Clemente Middle | Title, I Part A | | \$32,000.00 |

| | | | | | | |
|--------|-------------|--|--------------------------------|--------------------------|-----|-------------|
| | | Notes: We will hire 3 college students as tutors to support our AVID students. The AVID students would follow and learn the Tutorial strategies that would reinforce weaknesses in Math and Science. | | | | |
| 6 | G1.B9.S2.A6 | Math and Reading tutors will pull out students to tutor those students on specific standards in which students are lacking growth and mastery. | | | | \$31,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 160-Other Support Personnel | 1111 - Roberto Clemente Middle | General Fund | | \$31,000.00 |
| 7 | G2.B5.S1.A1 | Provide a series of professional development sessions on Unify. | | | | \$8,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1111 - Roberto Clemente Middle | | | \$8,000.00 |
| | | Notes: Substitute expenses. | | | | |
| 8 | G2.B5.S1.A2 | Coaches facilitate development of common assessments. | | | | \$4,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1111 - Roberto Clemente Middle | School Improvement Funds | | \$4,000.00 |
| | | Notes: Purchase Marzano Books for the teachers to assist them in developing the strategies and the protocols. | | | | |
| 9 | G2.B5.S1.A3 | Leadership will facilitate data talk meetings to analyze trends and make instructional adjustments | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1111 - Roberto Clemente Middle | Title I, Part A | | \$5,000.00 |
| | | Notes: Provide opportunity for teachers to have data meetings to analyze student strength and weaknesses. As a result, they will be able to adjust instruction and tutoring. | | | | |
| Total: | | | | | | \$91,700.00 |