

Orange County Public Schools

Roberto Clemente Middle



2018-19 Schoolwide Improvement Plan

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Roberto Clemente Middle

6000 ROBERTO CLEMENTE RD, Orlando, FL 32807

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Reussow, Betzabeth	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
Haddix, Debra	Assistant Principal

Duties

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, 1 science coach, 3 guidance counselors, 1 CCT, 1 International Baccalaureate coordinator, 1 media center specialist.

- Principal

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

a- ensure student achievement

b- implement and support instructional plans and initiatives

c- provide professional growth opportunities to faculty and staff by evaluating and providing timely feedback on instructional practices

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

- Assistant Principal of Instruction

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

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

- Assistant Principal

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 to ensure IB and AVID programs are being implemented with fidelity
- g-evaluates teacher performances based on state and district guidelines.

- Literacy Coach

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

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

- Math Coach

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

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

- Science Coach

Dr. Jones works closely with the Principal 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
- g- assists with digital curriculum and provides professional development for staff in regards to digital learning.

- 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. Baringer and Ms. Chevere Pacheco) 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 Fonollesa 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
- g- monitors digital device sign-outs and ensures that student laptops are signed out to all students.

• 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.

Early Warning Systems

Year 2017-18

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	102	67	89	0	0	0	0	258
One or more suspensions	0	0	0	0	0	0	50	71	48	0	0	0	0	169
Course failure in ELA or Math	0	0	0	0	0	0	67	135	103	0	0	0	0	305
Level 1 on statewide assessment	0	0	0	0	0	0	183	163	152	0	0	0	0	498

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	116	130	114	0	0	0	0	360

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Jackson Middle School's lowest performance component last year was in math with the lowest 25th percentile. Historically, Jackson's scores in this area have been lower than district and state average. In 2018, Jackson's performance was 37% while the state performance was 51%.

Which data component showed the greatest decline from prior year?

Jackson's 7th grade civics scores had the greatest decline. The score dropped from 69% to 59% from 2017 to 2018. The civics team will work in accordance to the schools areas of focus to improve on the scores from last year.

Which data component had the biggest gap when compared to the state average?

The biggest gap in 2018 from the state average was in math learning gains. The state performance was 57%, and Jackson's performance was 40%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was in ELA with the lowest 25th percentile. Historically, this area has stayed consistent as far as achievement. From 2017 to 2018, our students showed a slight 2% gain.

Describe the actions or changes that led to the improvement in this area.

Jackson Middle School took part in the DPLC initiative as a district. Teachers and administration were able to bring best practices back to Jackson and provide professional development opportunities to our teachers. There was an emphasis on close reading strategies in each of our ELA classes and school wide. Also, students were provided instruction through i-Ready which focused on literacy skills.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	52%	53%	48%	52%	52%
ELA Learning Gains	49%	50%	54%	50%	53%	53%
ELA Lowest 25th Percentile	39%	42%	47%	37%	44%	45%
Math Achievement	46%	53%	58%	44%	53%	55%
Math Learning Gains	40%	51%	57%	46%	53%	55%
Math Lowest 25th Percentile	37%	44%	51%	40%	46%	47%
Science Achievement	45%	51%	52%	49%	48%	50%
Social Studies Achievement	59%	68%	72%	61%	67%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	102 (53)	67 (76)	89 (107)	258 (236)
One or more suspensions	50 (38)	71 (51)	48 (65)	169 (154)
Course failure in ELA or Math	67 (30)	135 (99)	103 (149)	305 (278)
Level 1 on statewide assessment	183 (125)	163 (130)	152 (169)	498 (424)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	37%	48%	-11%	52%	-15%
	2017	46%	52%	-6%	52%	-6%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2018	36%	48%	-12%	51%	-15%
	2017	46%	52%	-6%	52%	-6%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				
08	2018	46%	55%	-9%	58%	-12%
	2017	37%	52%	-15%	55%	-18%
Same Grade Comparison		9%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	14%	35%	-21%	52%	-38%
	2017	25%	43%	-18%	51%	-26%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2018	43%	51%	-8%	54%	-11%
	2017	45%	52%	-7%	53%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		18%				
08	2018	35%	32%	3%	45%	-10%
	2017	26%	30%	-4%	46%	-20%
Same Grade Comparison		9%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	37%	49%	-12%	50%	-13%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	66%	-16%	71%	-21%
2017	61%	67%	-6%	69%	-8%
Compare			-11%		

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	61%	0%	62%	-1%
2017	75%	53%	22%	60%	15%
Compare			-14%		

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	65%	16%	56%	25%
2017	70%	43%	27%	53%	17%
Compare			11%		

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	29	32	11	22	22	18	19			
ELL	17	38	35	20	30	31	20	35	35		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	86	72		96	70		75	90	98		
BLK	44	48	50	43	30	32	36	60	65		
HSP	42	46	39	40	37	36	42	52	65		
WHT	65	55		61	51	44	59	70	76		
FRL	41	45	41	42	37	37	41	55	61		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	37	34	18	41	38	30	44			
ELL	15	34	35	18	40	45	8	36	53		
ASN	90	83		92	70		89	91	96		
BLK	49	49	31	44	59	53	41	74	75		
HSP	42	43	36	39	44	42	36	64	64		
WHT	64	60	55	70	61	38	68	88	91		
FRL	48	48	37	47	49	43	44	69	73		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Plan and facilitate opportunities for students to select and use strategies for close reading, rigorous discussion, and responding to text dependent questions.
Rationale	Jackson Middle School is taking part in the district level PLCs. By focusing on close reading and strengthening reading comprehension, students will be able to critically analyze texts.
Intended Outcome	Student achievement will increase by 3% in ELA, Civics, and Science with the increased focus on literacy strategies.
Point Person	Betzabeth Reussow (betzabeth.reussow@ocps.net)
Action Step	
Description	<p>DPLC leaders will work within their departments to share strategies for implementation of close reading strategies, rigorous discussion, and responding to text dependent questions. Each PLC will discuss and use strategies that increase collective efficacy and pedagogical expertise through processes around opening up classroom practices.</p> <p>PLCs will meet on a weekly basis to discuss common assessment data and make adjustments to instruction</p> <p>DPLC members will share strategies and information from each monthly district meeting in PLCs.</p> <p>Teachers will use i-Ready in ELA, Reading and Math.</p> <p>Teachers will implement WICOR (writing, inquiry, collaboration, organization, reading) strategies through AVID.</p> <p>The ELA, Math, and Science coaches will work closely with all teachers to ensure that DPLC strategies are being utilized in classrooms.</p> <p>Teachers will take place in DPLC focused classroom walks to look for evidences of close reading strategies, rigorous discussion, and responding to text dependent questions.</p>
Person Responsible	Betzabeth Reussow (betzabeth.reussow@ocps.net)
Plan to Monitor Effectiveness	
Description	Administration will walk classrooms to look for evidence of close reading,rigorous discussion, and responding to text dependent questions. The data that is collected will be shared with instructional coaches and teachers. Administration and the instructional coaches will work with teachers in areas of need within the DPLC framework. DPLC members will present information to departments and the whole faculty. As the information is disseminated, teachers will be implementing strategies into instruction.
Person Responsible	Betzabeth Reussow (betzabeth.reussow@ocps.net)

Activity #2	
Title	Through professional learning communities, teachers will use the collaborative planning process to utilize standards-aligned lessons and monitor common assessments in order to increase student achievement.
Rationale	There is a need for teachers to collaborate effectively in the process of creating common assessments and monitoring student achievement.
Intended Outcome	Increased communication through professional learning communities will assist in providing resources for teachers to create standards-aligned lessons and assessments.
Point Person	Annette Estevill Perez (annette.estevillperez@ocps.net)
Action Step	
Description	PLCs will meet weekly with the support of instructional coaches and administration. Lesson plans will be monitored on a weekly basis by instructional coaches and administration. PLCs will use resources found in IMS (Instructional Management Systems) to create standards-aligned lessons. Teachers will create common formative assessments to monitor student progress towards mastery of state standards. Teachers will create mini-assessments to assess students on acquired knowledge on state standards. Administration and instructional coaches will engage faculty in culturally responsive teaching professional development monthly. Administration and instructional coaches will visit each classroom weekly.
Person Responsible	Betzabeth Reussow (betzabeth.reussow@ocps.net)
Plan to Monitor Effectiveness	
Description	Administration and instructional coaches will review data from classroom observations, common assessments, and performance monitoring assessments. This data will be used to push in to classrooms to provide students with additional support.
Person Responsible	Annette Estevill Perez (annette.estevillperez@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

When analyzing the trends of the AdvancED survey for the school year of 2017-18 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.

By the end of the 2018-19 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.

PFEP Link

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

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 2017-18 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" 31.7% of our parents answered STRONGLY AGREE while 48.3% said they AGREE

Parent Survey Resource and Support Systems/ Question 28 "Our school provides excellent support services (e.g., counseling, and/or career planning). 24.17% of our parents answered STRONGLY AGREE while 33.74% said they AGREE

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:

The grade level 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.

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-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.

- 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.

- 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 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

•AVID

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-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.

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.

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