

Orange County Public Schools

# Roberto Clemente Middle



2019-20 Schoolwide Improvement Plan

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# Roberto Clemente Middle

6000 ROBERTO CLEMENTE RD, Orlando, FL 32807

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

## Demographics

**Principal: Andrew Agudo**

Start Date for this Principal: 5/25/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (48%) 2014-15: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>91%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<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.**

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

**Provide the school's vision statement.**

To be the top producer of successful students in the nation.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Reussow, Betzabeth	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 and district expectations. Her commitment is to: ensure student achievement, implement and support instructional plans and initiatives, provide professional growth opportunities to faculty and staff by evaluating and providing timely feedback on instructional practices, establish a culture of trust and understanding in a student-centered learning environment, monitor data and align the decision-making process with our school vision and mission, create process to distribute leadership throughout the school, oversee the management of the school daily operations, properly use two-way communication in all its forms(oral,written and electronic) to provide accurate school information to all the community stakeholders, and model and require from all community members a professional code of conduct with strong focus on student success.
Kuczer, Kenneth	Dean	Mr. Kuczer communicates regularly with parents and guardians through a variety of means to discuss individual student discipline. This includes written, face-to-face and digital communication that is intended to inform parents as well as solicit input from parents regarding plans to assist students with improving choices. He also supports the classroom teachers by creating a discipline plan and implementing interventions and strategies based on PBIS and Restorative Justice. He ensures compliance with all discipline related documentation, and monitors discipline data. He also works collaboratively with the other dean, MTSS coach, PASS coordinator and Student Services department to ensure that students' needs are met.
Caballero, Rafael	School Counselor	Mr. Caballero is our counselor leader. Along with two other counselors , Ms. Baringer and Ms. Azucey, he works closely with the API and teachers to provide individual and group counseling services to meet the academic and social needs of students, coordinate and assist with implementation of student services in the school, assist teachers with Guidance curriculum, provide professional learning opportunities to faculty and staff and address the inquiries and/or concerns of parents and families.
Estevill Perez, Annette	Instructional Coach	Mrs. Annette Estevill-Perez works closely with the APs to provide teachers with content knowledge and resources through our professional learning community. In her role as the instructional coach, she also researches best practices and prepares materials for use by classroom teachers, assists teachers with monitoring common assessment data to drive instruction, models lessons and instructional strategies, and observes instruction and provides feedback to teachers.
Dewitt, Kimberly	Teacher, ESE	Ms. Dewitt works closely with the guidance counselors and teachers to ensure the delivery of instructional programs and services to our students with disabilities. In her role as the staffing specialist, she facilitates the process of determining the initial eligibility and placement of students and change of eligibility and/or placement of students in the exceptional



Name	Title	Job Duties and Responsibilities
		<p>education program. She reviews academic, health, speech, language, and/ or psychological evaluations, and works with the all relevant staff and the students' families to create Individual Educational Plans (IEP). She further ensures adherence to federal, state and district legislation regarding students with disabilities; and, she advocates for students by educating staff on procedural safeguards and responsibilities of classroom teachers.</p>
<p>Rivera, Marlene</p>	<p>Other</p>	<p>As our Curriculum Compliance Teacher Ms. Rivera guarantees that the needs of our English Language Learners are met. Her duties and responsibilities include: monitoring for compliance with established legislation and any additional district expectations, serving as a resource to the school principal, staff, and parents regarding procedures, State Board c-Rules and the Florida Consent Decree, assessing, evaluating, and monitoring the individual progress of each student in the ESOL program, updating student records, serving as the school contact for all state reporting and FTE survey periods (state compliance audit) and data corrections regarding ESOL through each FTE survey and managing annual testing of ELL students.</p>
<p>Baumbach, Timothy</p>	<p>Assistant Principal</p>	<p>Mr. Baumbach 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 he systematically considers new ways of implementing research-based interventions in the classroom to increase student achievement, creates the school master schedule, facilitates collaboration among teachers by creating schedules for horizontal and vertical planning and design of relevant, engaging instructional lessons, leads the development of the school improvement plan, leads meetings with teachers and parents to discuss curriculum, instruction and assessment, creates processes for providing students access to a variety of instructional tools (e.g.: technology) and best practices for meeting diverse student needs and evaluates teacher performance based on state and district guidelines.</p>
<p>Lebron Fonollosa, Nelly</p>	<p>Instructional Media</p>	<p>Ms. Lebron Fonollesa, our Media Specialist, facilitates weekly and monthly book clubs for students, maintains an updated collection featuring books in the home-languages of our students, rewards students who read books from a variety of genres through the Reading Passport program, arranges for guest speakers such as published poets and authors and local athletes, organizes Hispanic Heritage Celebration for the students and community, promotes reading across ability levels with the Reading Passport program, which allows students to earn rewards and incentives regardless of Lexile level and monitors digital device sign-outs and ensures that student laptops are signed out to all students.</p>
<p>Lemanski, Daniela</p>	<p>Instructional Coach</p>	<p>Ms. Lemanski works closely with the administrators to provide teachers with content knowledge and resources related to mathematics. In her role as the math coach she researches best practices and prepares materials for use by classroom teachers, monitors data to drive instructional practice, models</p>

Name	Title	Job Duties and Responsibilities
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lessons and instructional strategies, leads mathematics professional development, observes and provides feedback to teachers.

McQueen, Carmen	Assistant Principal	Ms. McQueen is our student discipline and Restorative Justice leader. She is also responsible for school daily operations, attendance, and working routines in the building. As part of her daily tasks Ms. McQueen works closely with the deans, counselors and SAFE coordinator to document discipline concerns, makes fair decisions and maintains consistent, open communication with parents regarding student behavior, actively takes part in the hiring process, recruiting and retaining high-quality workforce in the school, creates processes to identify and solve school-based problems in a fair, democratic way, uses effective communication that provides for the timely sharing of information with the school community and district staff, meets weekly with attendance clerk to monitor attendance data and make decisions about interventions needed, leads meetings with teachers to ensure IB and AVID programs are being implemented as intended, and evaluates teacher performance based on state and district guidelines.
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### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	359	362	299	0	0	0	0	1020
Attendance below 90 percent	0	0	0	0	0	0	68	89	63	0	0	0	0	220
One or more suspensions	0	0	0	0	0	0	52	71	55	0	0	0	0	178
Course failure in ELA or Math	0	0	0	0	0	0	53	107	65	0	0	0	0	225
Level 1 on statewide assessment	0	0	0	0	0	0	171	174	144	0	0	0	0	489

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	83	125	87	0	0	0	0	295

**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	
Students retained two or more times	0	0	0	0	0	0	4	3	2	0	0	0	0	9

**FTE units allocated to school (total number of teacher units)**

60

**Date this data was collected or last updated**

Monday 7/22/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	116	130	114	0	0	0	0	360

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	116	130	114	0	0	0	0	360

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	52%	54%	48%	52%	52%
ELA Learning Gains	52%	52%	54%	48%	53%	54%
ELA Lowest 25th Percentile	41%	45%	47%	37%	42%	44%
Math Achievement	44%	55%	58%	47%	53%	56%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	45%	55%	57%	49%	55%	57%
Math Lowest 25th Percentile	48%	50%	51%	44%	48%	50%
Science Achievement	40%	51%	51%	44%	49%	50%
Social Studies Achievement	63%	67%	72%	69%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	359 (0)	362 (0)	299 (0)	1020 (0)
Attendance below 90 percent	68 (102)	89 (67)	63 (89)	220 (258)
One or more suspensions	52 (50)	71 (71)	55 (48)	178 (169)
Course failure in ELA or Math	53 (67)	107 (135)	65 (103)	225 (305)
Level 1 on statewide assessment	171 (183)	174 (163)	144 (152)	489 (498)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	41%	52%	-11%	54%	-13%
	2018	37%	48%	-11%	52%	-15%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	45%	48%	-3%	52%	-7%
	2018	36%	48%	-12%	51%	-15%
Same Grade Comparison		9%				
Cohort Comparison		8%				
08	2019	43%	54%	-11%	56%	-13%
	2018	46%	55%	-9%	58%	-12%
Same Grade Comparison		-3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	20%	43%	-23%	55%	-35%
	2018	14%	35%	-21%	52%	-38%
Same Grade Comparison		6%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
07	2019	36%	49%	-13%	54%	-18%
	2018	43%	51%	-8%	54%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		22%				
08	2019	33%	36%	-3%	46%	-13%
	2018	35%	32%	3%	45%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		-10%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	34%	49%	-15%	48%	-14%
	2018	37%	49%	-12%	50%	-13%
Same Grade Comparison		-3%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	56%	66%	-10%	71%	-15%
2018	50%	66%	-16%	71%	-21%
Compare		6%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	65%	63%	2%	61%	4%
2018	61%	61%	0%	62%	-1%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	53%	39%	57%	35%
2018	81%	65%	16%	56%	25%
Compare		11%			

**Subgroup Data**

2019 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 2017-18	C & C Accel 2017-18
SWD	8	31	33	12	38	40	4	17			
ELL	24	46	43	27	42	44	14	41	59		
ASN	88	71		94	78		95	93	100		
BLK	53	48	20	40	43	53	35	66	88		
HSP	41	49	43	38	43	48	29	59	77		
MUL	50			50							
WHT	72	63		58	44	33	72	78	77		
FRL	41	47	36	37	42	47	31	58	76		
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		
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		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

<b>ESSA Federal Index</b>	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	10
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

<b>English Language Learners</b>	
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Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

<b>Native American Students</b>	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
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Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performing area was in Science Achievement at 40%. The area of science showed decline from the previous year. There were multiple contributing factors including lack of coaching support, lack of adequate monitoring data between district Progress Monitoring Assessments and minimal use of high-yield instructional strategies in science.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline was Science, down 5% from the previous year. The first contributing factor that led to a decline in science scores for the 8th grade cohort of students was lack of consistent science teacher during their 6th grade year. Multiple teachers during their 6th grade year, impacted the amount of content learned and retained for the following years. The second factor that contributed to the decline in science proficiency was inadequate coaching support for



teachers. The science coach was teaching a class for over half of the school day, and, consequently, was not able to support 8th grade science teachers during their common planning time.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math achievement had the greatest gap when compared to the state average. With 44% of our students at proficiency, we lagged behind the state average of 58%. This 14% disparity can be attributed to: Staff turnover in the math department; students identified as ideal candidates for math tutoring did not attend; instructional practice was not monitored closely enough by math coaches (the observation, feedback and modeling cycle did not occur frequently enough); formative assessment data was not well utilized in guiding instruction.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The greatest area of improvement was with students in math of the bottom quartile. Achievement went from 37% to 48% in this area, a gain of 11%. This increase can be attributed to small group instruction provided by instructional coaches and support staff to help close the achievement gap.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Course failure for ELA and Math in 7th grade has been the highest 2 years in a row. Four hundred eighty-nine students received a level one on state assessments.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase math proficiency by 16 percentage points to 60%
2. Decrease the number of students with Level 1's on state assessments.
3. Increase science proficiency by 10 percentage points to 50%
4. Decrease the number of students with the Early Warning Indicator - Course Failure

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Math Proficiency Overall
<b>Rationale</b>	Overall math achievement for Jackson Middle School was at 44%, a 14% difference from the state average which is 58% and a 2% decrease from the previous year for our school. Additionally, achievement for students with disabilities and ELL students was 12% and 27%, respectively. Course failure for ELA or math included 225 students; and, 489 students received a level 1 on state testing. (Division Priority: Accelerate Student Performance)
<b>State the measurable outcome the school plans to achieve</b>	There will be a 16 percentage point increase in overall math proficiency to reach 60% proficient.
<b>Person responsible for monitoring outcome</b>	Betzabeth Reussow (betzabeth.reussow@ocps.net)
<b>Evidence-based Strategy</b>	Teachers will use of high-yield, research-based strategies that require students to examine their reasoning and deepen their understanding of content. The math coach will help to facilitate and guide common planning wherein discussions will be based on results from consistent and frequent progress monitoring data.
<b>Rationale for Evidence-based Strategy</b>	When teachers use high-yield instructional strategies (AVID focused note-taking, text-dependent questioning, Kagan strategies, multiple reads of a text), students are able to examine their reasoning and their understanding of content deepens. The support of the math coach in planning activities that align to standards and facilitating discussions about data in order to help guide instruction, will ensure that students are able to demonstrate a deep understanding of content and produce and defend claims through analysis of key constructs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Math coach will observe instruction and provide timely feedback (August 2019, Daily- Lemanski)</li> <li>2. Teachers will adjust teaching based on consultations with the math coach (August 12, 2019, Weekly- Lemanski)</li> <li>3. Math coach will model high-yield strategies during PLC and in model lessons in the classrooms (August 2019, Weekly- Lemanski)</li> <li>4. Teachers will utilize high-yield strategies with students (August 12, 2019, Daily- All teachers, Reussow)</li> <li>5. Math coach will facilitate common planning sessions that will include progress monitoring strategies (August 12, 2019, Weekly- Lemanski)</li> <li>6. Teachers will use progress monitoring strategies to help guide instruction to meet the needs of all learners (August 12, 2019, Daily- All teachers, Reussow)</li> </ol>
<b>Person Responsible</b>	Betzabeth Reussow (betzabeth.reussow@ocps.net)

<b>#2</b>	
<b>Title</b>	State Assessment Level 1's and Culturally Responsive Learning
<b>Rationale</b>	Achievement scores for Jackson's students with disabilities (SWD) and English language learners (ELL) are low for both reading and math. Respectively, achievement in ELA for SWD and ELL students was 8% and 24%. Likewise, achievement in math for these subgroups was 12% and 27%. Culturally responsive teaching will address and eliminate the barriers that often keep these learners from equitable educational experiences. (Division Priorities: Narrow Achievement Gaps, Provide Empowering Environments)

<b>State the measurable outcome the school plans to achieve</b>	Achievement in ELA will increase by 5 percentage points for students with disabilities and English language learners. Achievement in math will increase by 10 percentage points for students with disabilities and English language learners.
<b>Person responsible for monitoring outcome</b>	Betzabeth Reussow (betzabeth.reussow@ocps.net)
<b>Evidence-based Strategy</b>	Jackson will utilize Restorative Justice, PBIS strategies and culturally responsive teaching to ensure fair and equitable learning opportunities for all students.
<b>Rationale for Evidence-based Strategy</b>	Jackson Middle School is a trauma-informed school wherein the majority of the students are economically disadvantaged. This fact, coupled with the challenges that exist for students with disabilities and English language learners makes it essential that we focus our attention on meeting the needs of the whole child as we establish high expectations for academic achievement and decrease the amount of Level 1's on statewide assessments.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Restructure Latinos in Action elective to include students with disabilities. (August 12, Completed- Reussow)</li> <li>2. Set high expectations for all students, infusing AVID and IB expectations schoolwide. (August, Daily- Reussow)</li> <li>3. Progress monitor frequently for SWD and ELL students and provide incentives for gains. (August, Daily- DeWitt and M. Rivera)</li> <li>4. Student activities sponsors will ensure that students' voices are a part of decisions made in clubs and after school activities. (August, Weekly- McQueen)</li> <li>5. Student clubs should include SWD and ELL students. (August, Monthly- McQueen)</li> <li>6. Leverage community resources and partners to ensure that school activities include all cultures. (August, Weekly- Alarnick)</li> </ol>
<b>Person Responsible</b>	Betzabeth Reussow (betzabeth.reussow@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

To improve science proficiency, Jackson Middle School science teachers will implement research based best practices to teach academic vocabulary and critical content, intentionally plan for progress

monitoring between district PMA tests, use progress monitoring data to guide instruction, collaborate with the science coach in common planning in order to improve Nature of Science standards and ensure standards are taught to the depth intended. Additionally, instructional coaches will play an integral role in ensuring that course failure decreases, as they will regularly conduct observations and help to establish a safe environment in which teachers can reflect on their practice and student learning. The Hero system will also be utilized as a positive incentive and accountability system to empower both teachers and students to achieve high performance.

## 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 Schoolwide Improvement Plan 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.**

- \* The School Advisory Committee takes an active role in reviewing the School Improvement Plan and provides feedback to school leadership on the progress that is taking place towards the school's goals.
- \* Open communication between the school and the community takes place through Connect messages and the Jaguar Journey (the bi-weekly news journal that is shared electronically with parents, families, and community members that subscribe).
- \* English classes for parents are provided throughout the school year and are taught by staff members at the school.
- \* ADDitions volunteer opportunities are available for parents and community members to come into the school to volunteer.
- \* Through partnership with Second Harvest Food Bank, staff members distribute fresh foods to students and families on a monthly basis.

### 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.**

- \* Jackson Middle School offers guidance services for students with social-emotional needs.
- \* The SAFE coordinator meets with students regarding social-emotional needs and provides referrals for services with school partners when necessary.
- \* Guidance counselors conduct class visits throughout the school year to talk about students' academics and their goals.
- \* 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.

**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. 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.

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.

• 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.

**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.**

• 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.

\* 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.

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

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

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\*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.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Math Proficiency Overall				\$544,695.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5000	120-Classroom Teachers	1111 - Roberto Clemente Middle	General Fund		\$442,674.00	
<i>Notes: Math teachers and Math coach will provide support to improve overall Math achievement.</i>						
5100	120-Classroom Teachers	1111 - Roberto Clemente Middle	Title, I Part A		\$98,372.00	
<i>Notes: Math teachers will provide support to improve overall Math achievement.</i>						
5100	500-Materials and Supplies	1111 - Roberto Clemente Middle			\$3,649.00	
<i>Notes: Teachers will use supplementary resources to support all students in the classroom.</i>						
2	III.A.	Areas of Focus: State Assessment Level 1's and Culturally Responsive Learning				\$49,837.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	590-Other Materials and Supplies	1111 - Roberto Clemente Middle	Title, I Part A		\$5,000.00	
<i>Notes: ESE teachers will use reading intervention curriculum to provide our ESE students additional differentiated instruction.</i>						
5100	590-Other Materials and Supplies	1111 - Roberto Clemente Middle	Title, I Part A		\$5,000.00	
<i>Notes: Reading teachers will use supplementary resources to support our ESE and ELL students.</i>						
5100	160-Other Support Personnel	1111 - Roberto Clemente Middle	General Fund		\$23,176.00	
<i>Notes: One program assistant will provide ESE students additional support in the classroom.</i>						
5100	160-Other Support Personnel	1111 - Roberto Clemente Middle	General Fund		\$16,661.00	
<i>Notes: An ELL paraprofessional will provide ELL students additional support in the classroom.</i>						
<b>Total:</b>					<b>\$594,532.00</b>	