

Orange County Public Schools

Roberto Clemente Middle



2021-22 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

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (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 |
| School Grades History | 2018-19: C (52%) 2017-18: C (48%) 2016-17: C (51%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

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.

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | 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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Reussow, Betzabeth | Principal | <p>Principal Reussow's duties and responsibilities include, but are not limited to the following: Manifests a professional code of ethics and values; Responds to internal and external customers in an appropriate manner; Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks; Manages all operations and functions of the school; Develops and administers policies that provide a safe and effective learning environment; Is visible in his/her school community and recognized as the educational leader; Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation; Uses a variety of problem solving techniques and decision making skills to resolve problems; Communicates and interacts effectively with all stakeholders in the community; Develops leadership in subordinates; Keeps up to date on current technology; Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility; Analyzes student learning, instructional performance and school culture data to make decisions for school improvement.</p> <p>More specifically, Principal Reussow works to: achieve results on the school's student learning goals which are based on the state's adopted student academic standards and the district's adopted curricula; ensure student learning results are evidenced by the student performance and growth on statewide assessments, district assessments, international assessments and other indicators of student success adopted by the district and state; demonstrate that student learning is the top priority by enabling staff and faculty to work as a system focused on student learning, maintaining a school climate that supports student engagement in learning, generating high expectations for student learning growth and engaging faculty and staff in efforts to close learning gaps among subgroups of students; work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments; retain and develop an effective and diverse faculty and staff; structure and monitor a school learning environment that improves learning for a diverse student population; employ and monitor a decision-making process that is based on the vision, mission, and data for school improvement; develop and support other leaders in the organization; manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment; employ effective communication that build and maintain relationships with stakeholders, using oral, written and electronic modes; and, demonstrate personal and professional behaviors consistent with those of a community leader who exhibits quality professional and ethical behavior.</p> |
| Baumbach, Timothy | Assistant Principal | <p>Assistant Principal Baumbach's duties and responsibilities include, but are not limited to the following: Manifests a professional code of ethics and values; Responds to internal and external customers in an appropriate manner; Models the routine, intentional and effective use of technology in</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|---------------------|--|
| | | <p>daily work, including communications, organization and management tasks; Manages the daily operations and functions of the school consistent with district policy and district priorities; Administers policies that provide a safe and effective learning environment; Communicates the school's vision, mission and priorities to the community; Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation; Keeps the Principal informed of current school critical issues and incidents; Makes decisions in a timely fashion using the best available data; Communicates and interacts effectively with all stakeholders in the community; Plans and schedules one's own and others' work so that priorities and goals can be met; Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities; Pursues improvement of personal professional development; Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks; In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students; Develops leadership in subordinates; Keeps up to date on current technology; Attends training to ensure skill level in various technologies is at the level required to perform in current position; and, keeps up to date on current research, trends and best practices relevant to the area of responsibility.</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> |
| McQueen-McNealy, Carmen | Assistant Principal | <p>Assistant Principal McQueen-McNealy's duties and responsibilities include, but are not limited to the following: Manifests a professional code of ethics and values; Responds to internal and external customers in an appropriate manner; Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks; Manages the daily operations and functions of the school consistent with district policy and district priorities; Administers policies that provide a safe and effective learning environment; Communicates the school's vision, mission and priorities to the community; Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation; Keeps the Principal informed of current school</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| | | <p>critical issues and incidents; Makes decisions in a timely fashion using the best available data; Communicates and interacts effectively with all stakeholders in the community; Plans and schedules one's own and others' work so that priorities and goals can be met; Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities; Pursues improvement of personal professional development; Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks; In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students; Develops leadership in subordinates; Keeps up to date on current technology; Attends training to ensure skill level in various technologies is at the level required to perform in current position; and, keeps up to date on current research, trends and best practices relevant to the area of responsibility.</p> <p>Ms. McQueen-McNealy is our student discipline 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.</p> |
| Lemanski, Daniela | Instructional Coach | <p>Daniela Lemanski's role as instructional coach includes the following duties and responsibilities: Develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program; Pursues improvement of personal professional development; Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks; Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school; Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement; Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge; Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students; Utilizes a variety of instructional techniques to meet the individual needs of students; Utilizes classroom management techniques conducive to an effective classroom climate; Encourages parental engagement through school activities,</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|---------------------|---|
| | | connecting home and school; Assists in the protection of student and school property; and Manages testing and on-site professional learning. Mrs. Lemanski 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. |
| Alarnick, Dalia | Dean | Ms. Alarnick 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. She also supports classroom teachers by implementing the schoolwide discipline plan and providing interventions accordingly, including Restorative Practices and Social-Emotional Learning. She ensures compliance with all discipline related documentation, monitors discipline data and works collaboratively with the other deans, PASS coordinator, SAFE coordinator, and Student Services to ensure that students' needs are met. |
| Lebron Fonollosa, Nelly | Instructional Media | Ms. Lebron Fonollosa facilitates weekly and monthly book clubs for students, maintains an updated collection featuring books in the home-languages of our students, rewards students for engaging in reading challenges, arranges for guest speakers such as published poets and authors and local athletes, organizes Hispanic Heritage Celebration for the students and community, coordinates the RCMS Battle of the Books team, and manages digital devices for students and staff. |
| Caballero, Rafael | School Counselor | Mr. Caballero, along with two other counselors, 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. |

Demographic Information

Principal start date

Friday 5/25/2018, Andrew Agudo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

1,017

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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 | 356 | 339 | 355 | 0 | 0 | 0 | 0 | 1050 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 94 | 155 | 136 | 0 | 0 | 0 | 0 | 385 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 14 | 14 | 0 | 0 | 0 | 0 | 32 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 26 | 100 | 0 | 0 | 0 | 0 | 136 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 49 | 38 | 0 | 0 | 0 | 0 | 104 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 90 | 71 | 0 | 0 | 0 | 0 | 220 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 83 | 91 | 0 | 0 | 0 | 0 | 245 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 90 | 71 | 0 | 0 | 0 | 0 | 220 |

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 | 63 | 119 | 125 | 0 | 0 | 0 | 0 | 307 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 6 |

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 392 | 354 | 335 | 0 | 0 | 0 | 0 | 1081 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 117 | 98 | 0 | 0 | 0 | 0 | 300 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 22 | 30 | 0 | 0 | 0 | 0 | 62 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 105 | 152 | 0 | 0 | 0 | 0 | 289 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 36 | 33 | 0 | 0 | 0 | 0 | 134 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 118 | 73 | 88 | 0 | 0 | 0 | 0 | 279 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 98 | 124 | 0 | 0 | 0 | 0 | 327 |

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 | 127 | 125 | 162 | 0 | 0 | 0 | 0 | 414 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 6 |

2020-21 - 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 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 392 | 354 | 335 | 0 | 0 | 0 | 0 | 1081 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 117 | 98 | 0 | 0 | 0 | 0 | 300 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 22 | 30 | 0 | 0 | 0 | 0 | 62 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 105 | 152 | 0 | 0 | 0 | 0 | 289 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 36 | 33 | 0 | 0 | 0 | 0 | 134 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 118 | 73 | 88 | 0 | 0 | 0 | 0 | 279 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 98 | 124 | 0 | 0 | 0 | 0 | 327 | |

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 | 127 | 125 | 162 | 0 | 0 | 0 | 0 | 414 | |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 6 | |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 49% | 52% | 54% | 47% | 52% | 53% |
| ELA Learning Gains | | | | 52% | 52% | 54% | 49% | 50% | 54% |
| ELA Lowest 25th Percentile | | | | 41% | 45% | 47% | 39% | 42% | 47% |
| Math Achievement | | | | 44% | 55% | 58% | 46% | 53% | 58% |
| Math Learning Gains | | | | 45% | 55% | 57% | 40% | 51% | 57% |
| Math Lowest 25th Percentile | | | | 48% | 50% | 51% | 37% | 44% | 51% |
| Science Achievement | | | | 40% | 51% | 51% | 45% | 51% | 52% |
| Social Studies Achievement | | | | 63% | 67% | 72% | 59% | 68% | 72% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 41% | 52% | -11% | 54% | -13% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 45% | 48% | -3% | 52% | -7% |
| Cohort Comparison | | -41% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 43% | 54% | -11% | 56% | -13% |
| Cohort Comparison | | -45% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 20% | 43% | -23% | 55% | -35% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 36% | 49% | -13% | 54% | -18% |
| Cohort Comparison | | -20% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 33% | 36% | -3% | 46% | -13% |
| Cohort Comparison | | -36% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 34% | 49% | -15% | 48% | -14% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 56% | 66% | -10% | 71% | -15% |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 65% | 63% | 2% | 61% | 4% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 92% | 53% | 39% | 57% | 35% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Our school utilized the following progress monitoring tools to compile the data below: 6th grade ELA & Mathematics - iReady Diagnostic; 7th grade ELA & Mathematics - iReady Diagnostic; 7th grade Civics - District-created Progress Monitoring Activities (PMA's); 8th grade ELA & Mathematics - iReady Diagnostic; and 8th grade Science - District-created Progress Monitoring Activities (PMA's).

| Grade 6 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 55/20% | 66/23% | 53/20% |
| | Economically Disadvantaged | 27/15% | 34/18% | 21/12% |
| | Students With Disabilities | 0/0% | 0/0% | 0/0% |
| | English Language Learners | 5/4% | 10/8% | 7/6% |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 25/9% | 40/15% | 43/17% |
| | Economically Disadvantaged | 8/5% | 19/10% | 19/12% |
| | Students With Disabilities | 0/0% | 0/0% | 0/0% |
| | English Language Learners | 2/2% | 10/8% | 9/8% |
| | | | | |

| Grade 7 | | | | |
|-----------------------|----------------------------|---------|---------|---------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 60/19% | 58/19% | 64/21% |
| | Economically Disadvantaged | 23/12% | 22/12% | 32/16% |
| | Students With Disabilities | 2/6% | 1/3% | 1/3% |
| | English Language Learners | 3/2% | 5/4% | 5/4% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 7/3% | 6/2% | 5/2% |
| | Economically Disadvantaged | 5/3% | 4/2% | 3/2% |
| | Students With Disabilities | 0/0% | 0/0% | 0/0% |
| | English Language Learners | 2/2% | 1/1% | 1/1% |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 141/55% | 155/58% | 164/56% |
| | Economically Disadvantaged | 77/52% | 84/53% | 89/50% |
| | Students With Disabilities | 6/24% | 8/36% | 9/30% |
| | English Language Learners | 43/45% | 46/47% | 37/35% |

| Grade 8 | | | | |
|-----------------------|----------------------------|--------|--------|---------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 57/20% | 56/20% | 49/20% |
| | Economically Disadvantaged | 32/18% | 26/15% | 27/17% |
| | Students With Disabilities | 1/4% | 1/4% | 1/5% |
| | English Language Learners | 3/3% | 5/5% | 4/5% |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0/0% | 3/2% | 1/1% |
| | Economically Disadvantaged | 0/0% | 2/2% | 1/1% |
| | Students With Disabilities | 0/0% | 0/0% | 0/0% |
| | English Language Learners | 0/0% | 2/3% | 0/0% |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 78/30% | 90/35% | 117/43% |
| | Economically Disadvantaged | 38/25% | 44/31% | 56/37% |
| | Students With Disabilities | 0/0% | 1/6% | 2/12% |
| | English Language Learners | 8/10% | 13/15% | 17/20% |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 5 | 23 | 26 | 2 | 19 | 25 | 19 | 17 | | | |
| ELL | 18 | 30 | 24 | 14 | 21 | 25 | 15 | 33 | 68 | | |
| ASN | 83 | 66 | | 83 | 50 | | 85 | 92 | 90 | | |
| BLK | 29 | 31 | 20 | 21 | 36 | 39 | 41 | 46 | 93 | | |
| HSP | 34 | 36 | 25 | 27 | 25 | 26 | 32 | 46 | 69 | | |
| MUL | 45 | 50 | | 36 | 20 | | | | | | |
| WHT | 52 | 40 | | 51 | 35 | 43 | 47 | 63 | 78 | | |
| FRL | 32 | 33 | 24 | 25 | 25 | 26 | 29 | 45 | 69 | | |
| 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 | | |

| 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 |
| 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 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 39 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 30 |
| Total Points Earned for the Federal Index | 387 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 91% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 17 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 28 |

| English Language Learners | |
|--|-----|
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| 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% | |
| Asian Students | |
| Federal Index - Asian Students | 78 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 38 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 51 |
| 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 | 34 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends that emerge from our data components are: low assessment participation as a result of the pandemic with less than 95% of students participating in PMA's or the iReady Diagnostic; of those students who did participate, Civics is the only content area that realized proficiency at 50% or higher; no grade level, subgroup or content area showed significant growth from fall to spring with the exception of 6th grade math which achieved growth from 9% proficiency in Fall to 17% proficiency in Spring, and science proficiency from 30% in Fall to 43% in Spring; achievement for English Language Learners and Students with Disabilities is below 41% on 2019 state assessments and progress monitoring; all content areas perform below the state average for achievement; and, a high rate of course failures and Level 1 ELA and math scores on the state assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2019 state assessments, the data components that demonstrate the greatest need for improvement are achievement levels of English Language Learners and Students with Disabilities, course failures and Level 1 ELA and math scores on state assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Low student attendance and participation due to the pandemic, and lack of effective, data-driven instructional practice and classroom management are contributing factors to the need for improvement.. In order to address these issues, targeted professional learning that includes modeling of effective instructional practice, including social-emotional learning, will need to occur. Opportunities for safe practice and reflection, as well as monitoring and actionable feedback from administrators and instructional coaches will also need to occur. Additionally, conversations about student learning data will need to be the driving force during common planning in all content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

On 2019 state assessments, the data component that showed the most improvement was in the bottom quartile of math. Achievement in this quartile increased to 48%, a gain of 11% from the previous year. Based off progress monitoring, the data component that showed the most improvement was science achievement with an increase from 30% in Fall to 43% in Spring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In 2019, small group instruction provided by instructional coaches and support staff helped to close the achievement gap for students. Contributing factors for science and 6th grade math improvement included targeted, small group intervention groups and use of data to reteach and remediate.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, targeted professional learning that includes modeling of effective standards-based instructional practice, including social-emotional learning, will need to occur. Opportunities for safe practice and reflection, as well as monitoring and actionable feedback from administrators and instructional coaches will also need to occur. Additionally, conversations about student learning data will need to be the driving force during common planning in all content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will include training on how to facilitate and sustain data-driven common planning, wherein staff and leaders focus learning on backwards design in the planning process. Furthermore, professional development will include training on how to use data to create intervention groups to help close the achievement gap and to improve achievement levels.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will include improving parent and family engagement in order to address concerns from our Panorama survey that indicated that parents need better communication about ways to be involved with students' education. We will implement showcases of student learning projects throughout the year and invite parents to observe student work in conjunction with other curriculum events and parent meetings at the school.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

| | |
|---|---|
| Area of Focus Description and Rationale: | Roberto Clemente Middle School will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to content. By strengthening our school's culture for social and emotional learning, we will address the following school needs: (1) Increase the achievement levels of English Language Learners (ELL's) and Students with Disabilities (SWD's); (2) Increase achievement levels in ELA, Math and Science; (3) Improve parent & family engagement by increasing opportunities for families to be involved in students' education. |
| Measurable Outcome: | We will increase the achievement levels of English Language Learners (ELL's) and Students with Disabilities (SWD's) by 5%; increase achievement levels in ELA, Math and Science by 22%, 23% and 23%, respectively; and improve parent & family engagement by increasing opportunities for families to be involved in order to improve the Panorama rating by 10%. |
| Monitoring: | Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs. |
| Person responsible for monitoring outcome: | Betzabeth Reussow (betzabeth.reussow@ocps.net) |
| Evidence-based Strategy: | Roberto Clemente Middle School will use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. |
| Rationale for Evidence-based Strategy: | In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student. |

Action Steps to Implement

Our school will: implement a school-wide SEL curriculum; ensure a school team receives training on implementation of a school-wide SEL curriculum; create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum; and, implement a school-wide SEL curriculum.

Person Responsible Betzabeth Reussow (betzabeth.reussow@ocps.net)

Our school will integrate aligned instructional and SEL strategies by: identifying student social and emotional learning needs to prepare for academic instruction; determining cognitive and conative strategies that align with the standard; and, interpreting standards and student needs to intentionally integrate aligned instructional strategies.

Person Responsible Betzabeth Reussow (betzabeth.reussow@ocps.net)

Our school will create deliberate school SEL supports for families by: identifying strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as strengthening communication, creating and facilitating opportunities to welcome families and introduce key staff, developing a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources, and creating flexible events and opportunities for families.

Person Responsible Betzabeth Reussow (betzabeth.reussow@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

| | |
|---|---|
| Area of Focus Description and Rationale: | We will build and establish a culture that meets the needs of all students, specifically our English Language Learners (ELL) and Students with Disabilities (SWD). Academic learning is enhanced when ELL's and SWD's have opportunities to interact with others and make meaningful connections to content. By ensuring that the needs of our ELL's and SWD's are met, we will address the following school needs: the achievement for English Language Learners and Students with Disabilities is below 41% on 2019 state assessments and progress monitoring. |
| Measurable Outcome: | As a result of standards-based instruction, we will increase the achievement for English Language Learners and Students with Disabilities by 10%. |
| Monitoring: | We will monitor for the following measurable outcomes: improved formative and summative assessments scores (including PMA's offered by the district); improved classroom and assessment performance data; improved teacher evaluation ratings that indicate implementation of effective instructional strategies that lead to improved student learning for ELL and SWD students. |
| Person responsible for monitoring outcome: | Betzabeth Reussow (betzabeth.reussow@ocps.net) |
| Evidence-based Strategy: | <p>Our teachers will make content, skills and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers will use explicit instruction when students are learning new material and complex concepts and skills. They will strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They will model and scaffold steps or processes needed to understand content and concepts, apply skills and complete tasks successfully and independently. Teachers will also assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Furthermore, teachers will use small learning groups to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively. They will choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers will promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.</p> <p>Additionally, teachers will frontload academic vocabulary by utilizing the 7-step approach adapted from Dr. Calderon's ExCELL (Expediting Comprehension for English Language Learners). Instruction will be focused on vocabulary that is central to the understanding of the text being read including Tier 1 (everyday words), Tier 2 (polysemous words, text-specific words, and words commonly found on assessments), and Tier 3 words (domain/content-specific, and technical words). Teachers will also help students to activate or build background knowledge.</p> |

**Rationale
for
Evidence-
based
Strategy:**

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of our school building. To create a culture in which ELL and SWD students are actively engaged in authentic, standards-based learning activities, it is paramount to harness the professional skills and leadership potential of everyone in the school. Through distributive leadership, our school will fortify the team dynamics necessary to effect change and improve student learning. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through explicit instruction, appropriate grouping strategies, frontloading academic vocabulary and activating and building prior knowledge achievement scores will increase for ELL's and SWD's.

Action Steps to Implement

We will interpret instructional standards and student needs to intentionally integrate targeted instructional strategies, create and implement school-wide training on implementation of explicit instruction, small group learning, use of academic vocabulary and activating/building prior knowledge, create a plan to monitor implementation and provide actionable feedback to teachers.

Person Responsible Betzabeth Reussow (betzabeth.reussow@ocps.net)

We will monitor implementation of the plan through classroom walkthroughs, teacher observation data, and student learning data (formative and summative) to evaluate the effectiveness of implemented strategies.

Person Responsible Betzabeth Reussow (betzabeth.reussow@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our violent incidents, suspensions and drug/public order incidents all rank in the high range and are above the state averages. We rank at 400/553 for violent incidents, 370/553 for drug/public order incidents and 395/553 for suspensions. In addition to implementation of SEL strategies, we plan to positively impact school culture and environment by adding onsite and community-based mentoring programs for targeted students, increasing use of our calm room for de-escalation and self-regulation, providing more opportunities for high-interest after school events, adding recognition programs for students who are improving behavior and academics and increasing the number of school spirit events. We will monitor the suspensions and restorative practices each quarter to determine the effectiveness of implemented programs and make adjustments based on student needs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, Roberto Clemente Middle School engages in ongoing, district-wide professional learning on leveraging social and emotional learning (SEL) as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. Our core SEL team of teachers and an administrator, including a mental health designee or SAFE Coordinator, attend this district-wide professional learning throughout the year. The core SEL team works with a broader RCMS school team and personalizes and implements professional learning for staff and families, based on school and community needs. Our school leadership team collaborates with students, staff, and families, through the School Advisory Council and PTSO, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. We strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in our school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Roberto Clemente Middle School administrators and the SEL site team model expectations for social and emotional learning in order to promote a positive culture and environment. Through transparency, visibility and availability this team ensures that students' needs are met through collaboration with all stakeholders. The School Advisory Committee (SAC) takes an active role in reviewing the School Improvement Plan and provides feedback to school leadership in addition to providing resources to help improve instruction or promote school spirit. The PTSO makes an assessment of school needs based on parent, student and staff feedback, and then develops events or provides resources to meet those needs. Our Parent Engagement Liaison (PEL) is instrumental in ensuring that our parents are well informed and receive support as needed and requested, including participation in district-sponsored Parent Academies. Open communication is consistent between the school and the community via Connect Orange messages, marquee notices the Jaguar Journey newsletter, front office staff, and teachers. English classes for parents are provided on site throughout the school year and are taught by school staff. Mentors for students are provided via a partnership with AmeriCorps, Engelwood Neighborhood Center, Englewood Kids Zone and faith-based partners. The leadership team and other staff members also mentor select students. ADDitions volunteer opportunities are available to parents and the community, including the University of Florida. Through a

partnership with Second Harvest Food Bank, staff members and students and their families receive fresh produce each month. School pride and spirit is promoted through campus beautification projects in which staff, students and the community participate, school paraphernalia and school spirit weeks.

Part V: Budget

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

| | | | | | | |
|---------------|---------------|---|--|-----------------|--------|--------------------|
| 1 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$10,945.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 399-Other Technology-Related Purchased Services | 1111 - Roberto Clemente Middle | Title, I Part A | 1032.0 | \$5,065.00 |
| | | | <i>Notes: Edmentum</i> | | | |
| | 6150 | 399-Other Technology-Related Purchased Services | 1111 - Roberto Clemente Middle | Title, I Part A | 1050.0 | \$3,480.00 |
| | | | <i>Notes: Target Performance</i> | | | |
| | 5900 | 239-Other | 1111 - Roberto Clemente Middle | Title, I Part A | 1050.0 | \$2,400.00 |
| | | | <i>Notes: Motivational Speaker - Evelyn Munn</i> | | | |
| 2 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | | | | \$5,036.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 399-Other Technology-Related Purchased Services | 1111 - Roberto Clemente Middle | Title, I Part A | 1050.0 | \$1,377.00 |
| | | | <i>Notes: Ed Puzzle</i> | | | |
| | 5000 | 399-Other Technology-Related Purchased Services | 1111 - Roberto Clemente Middle | Title, I Part A | 1050.0 | \$3,659.00 |
| | | | <i>Notes: Book Taco</i> | | | |
| Total: | | | | | | \$15,981.00 |