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Robinswood Middle

6305 BALBOA DR, Orlando, FL 32818

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

Demographics

Principal: Alfaye Floyd

Start Date for this Principal: 6/2/2016

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Multiracial Students* Pacific Islander Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (46%) 2017-18: C (44%)
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	TSI

* 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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Robinswood Middle

6305 BALBOA DR, Orlando, FL 32818

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Vision: To ensure every student has a promising and successful future.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Jefferson, Nicole	Principal	<ul style="list-style-type: none"> • Social-Emotional • SAFE • Discipline • Deans • Principal Secretary • Bookkeeper • TSR • Academic Coaches • Grade Level Clerks • School DPLC Team • MTSS Discipline • PASS • SEL
Mutters, Nicole	Assistant Principal	<ul style="list-style-type: none"> • Master Schedule • Guidance • ESE • ELA • Reading • Social Studies • Front Office Clerks • Accountability/ Corrections • Substitutes • MTSS Academics • Title IX co-coordinator • Support Testing Coordinator • Other Duties As Assigned
Mezger, Michael	Assistant Principal	<ul style="list-style-type: none"> • Math • Science • Electives • MYP-IB • ESOL/Paras • Clubs & Organizations • Fundraisers • Digital Administrator • Attendance • School Improvement Plan • Field Trips • Facilities • Inventory • Emergency Management • Operations • Five Star Award

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Additions/PIE • SAC/PTSA • Social Media • Title IX Coordinator • Others Duties as Assigned
Young, Nevet	Other	<ul style="list-style-type: none"> • Facilities • Inventory • Emergency Management • Operations • Discipline Support
Johnson, Shawnette	Dean	<ul style="list-style-type: none"> • 8th grade Dean • Classroom walk-throughs • CHAMPS • AM / PM Duty • Course Recovery • Athletic Director • MTSS Discipline
Roper, Sean	Dean	<ul style="list-style-type: none"> • Classroom Walk-throughs • 7th grade Dean • AM/PM Duty • Chess Club • MTSS Discipline
Madar-St. Clair, Sadinaz	Instructional Coach	<ul style="list-style-type: none"> • Reading Coach • Tutoring Program • Performance Matters/ Unify • Classroom Support/ Walk-throughs • Data Chats • Targeted PD for Reading • MTSS Academics
Beckett, Markeefe	Dean	<ul style="list-style-type: none"> • Classroom Walk-throughs • 6th grade Dean • AM/PM Duty • MTSS Discipline
Hall, Loretta	Instructional Coach	<ul style="list-style-type: none"> • Science Coach • Performance Matters

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Targeted PD • Data chats • Tutoring Program • School based DPLC Team • Classroom Support/Walk-throughs • MTSS Academics
Gainey, Avis	Other	<ul style="list-style-type: none"> • Civics Coach • PD for Testing • Testing Coordinator • Performance Matters/Unify • Classroom Walk-throughs • Data Chats • MTSS Academics
Fenn, Julia	ELL Compliance Specialist	<ul style="list-style-type: none"> • CCT • CELLA Testing • Certify • ESOL Paras • ESOL PD • School Based DPLC
Kress, Lisa	Instructional Media	<ul style="list-style-type: none"> •Media Center •Laptop Check in and out •Inventory •Technology assistance
Rainey, Sean	Instructional Coach	<ul style="list-style-type: none"> • Civics Coach • Performance Matters/Unify • Classroom Walk-throughs • Data Chats • MTSS Academics
fisher, raheeda	Behavior Specialist	<ul style="list-style-type: none"> • Behavior Specialists • Track ESE Data • CHAMPS • MTSS Behavior
Bond, Bridgett	Staffing Specialist	<ul style="list-style-type: none"> • Staffing specialist • IEP Meetings • FSAA Testing • Certify • ESY Summer School

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • PD ESE Staff • School Based DPLC Team • MTSS Academics • MTSS Discipline
Buck, Bernetta	Other	<p>SAFE Coordinator</p> <ul style="list-style-type: none"> • Support at risk students and parents • Support for students in crisis • Procures support for students from outside resources and through partnerships • Offers programs and resources for parent education • Provide comprehensive continuum of prevention and intervention services in the areas of alcohol, tobacco, drugs, and violence

Demographic Information

Principal start date

Thursday 6/2/2016, Alfaye Floyd

Number of teachers with a 2022 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.*

NA

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,086

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

30

Identify the number of instructional staff who joined the school during the 2022-23 school year.

16

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	101	125	149	4	0	0	0	379
One or more suspensions	0	0	0	0	0	0	30	128	129	3	0	0	0	290
Course failure in ELA	0	0	0	0	0	0	7	2	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	9	3	2	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	161	139	177	0	0	0	0	477
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	167	171	193	0	0	0	0	531
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	149	179	211	3	0	0	0	542

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	5	8	0	0	0	13

Date this data was collected or last updated

Tuesday 6/21/2022

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	395	384	398	0	0	0	0	1177
Attendance below 90 percent	0	0	0	0	0	0	61	108	114	0	0	0	0	283
One or more suspensions	0	0	0	0	0	0	0	78	71	0	0	0	0	149
Course failure in ELA	0	0	0	0	0	0	0	3	3	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	3	2	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	94	103	0	0	0	0	241
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	52	110	118	0	0	0	0	280
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	62	138	147	0	0	0	0	347

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	20	35	35	0	0	0	0	90
Students retained two or more times	0	0	0	0	0	0	0	3	3	0	0	0	0	6

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	395	384	398	0	0	0	0	1177
Attendance below 90 percent	0	0	0	0	0	0	61	108	114	0	0	0	0	283
One or more suspensions	0	0	0	0	0	0	0	78	71	0	0	0	0	149
Course failure in ELA	0	0	0	0	0	0	0	3	3	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	3	2	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	94	103	0	0	0	0	241
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	52	110	118	0	0	0	0	280
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	62	138	147	0	0	0	0	347

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	20	35	35	0	0	0	0	90
Students retained two or more times	0	0	0	0	0	0	0	3	3	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	30%	49%	50%				35%	52%	54%
ELA Learning Gains	42%						45%	52%	54%
ELA Lowest 25th Percentile	38%						38%	45%	47%
Math Achievement	31%	36%	36%				31%	55%	58%
Math Learning Gains	51%						42%	55%	57%
Math Lowest 25th Percentile	54%						41%	50%	51%
Science Achievement	41%	55%	53%				38%	51%	51%
Social Studies Achievement	65%	61%	58%				65%	67%	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	2022					
	2019	32%	52%	-20%	54%	-22%
Cohort Comparison						
07	2022					
	2019	30%	48%	-18%	52%	-22%
Cohort Comparison						
08	2022					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	24%	43%	-19%	55%	-31%
Cohort Comparison						
07	2022					
	2019	26%	49%	-23%	54%	-28%
Cohort Comparison		-24%				
08	2022					
	2019	16%	36%	-20%	46%	-30%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	37%	49%	-12%	48%	-11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	66%	-5%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	63%	12%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	53%	26%	57%	22%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	34	28	14	44	45	17	28			
ELL	19	39	38	25	47	50	19	60	86		
ASN	62			69	80						
BLK	29	41	37	30	51	53	40	65	86		
HSP	28	45	50	33	55	55	34	56	69		
WHT	40	31		50	44			91			
FRL	28	42	40	29	50	56	39	64	84		

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	11	22	17	14	32	30	11	40			
ELL	15	34	36	17	32	36	12	49	21		
ASN	67	55		75	55						
BLK	29	36	31	23	29	36	25	57	48		
HSP	30	37	38	31	34	29	35	52	39		
WHT	47	45		56	50						
FRL	28	34	29	22	27	36	23	54	50		

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	16	37	41	19	45	42	18	32			
ELL	23	43	40	22	39	37	21	47	85		
ASN	56	53		72	65						
BLK	35	45	40	30	41	41	39	66	75		
HSP	30	43	26	30	45	40	29	50	75		
WHT	43	38		48	48			82			
FRL	35	44	39	30	41	42	38	63	76		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The data component that showed the lowest performance was 7th-grade math with 20 percent of the students being proficient. Overall, ELA proficiency stayed the same when averaging all grade levels, but learning gains increased by 5 points. The lowest 25 percent learning gains increase by 7 points. Overall math proficiency increased by 6 points when averaging all grade levels and learning gains increased by 21 points. The lowest 25 percent learning gains increased by 19 points. Proficiency in Science and Civics increased by 14 and 9 points, respectively. SWD and ELL were the school's lowest data components

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest need for improvement consisted of 6th and 7th grade ELA and 7th-grade math.

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

A major factor contributing to the decline in proficiency was the teachers' limited understanding of ELL strategies and implementing them with fidelity to support the instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component showing the most improvement is 8th-grade math, Geometry, Algebra, and Science.

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

Whole group instruction focused on state standards was one actionable step we implemented which showed to produce a large increase in proficiency. Additionally, intense focus on remediation and ensuring science students had an understanding of 6th and 7th grade standards as we reviewed.

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

Data disaggregation followed by appropriate remediation strategies, small group instruction, use of i-Ready, standards-based instruction, monitoring, engagement strategies, adherence to all ELL and ESE accommodations with tracking.

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.

Preplanning sessions that include ELL and ESE strategies, a data tracking sheet for ESE and ELL accommodations provided, and quarterly PDs that are based on differentiated identified teacher needs.

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

The CCT and the Staffing Specialist will ensure best practices and logistics are being established, monitored, and maintained in the areas of professional development in regards to ELL and ESE strategies, tracking student progress, and compliance. ESOL compliance specialists take a more involved role in common planning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The SWD students have scored below the Federal Index average; with 28% overall proficiency. As our most at-risk students, the focus will continue on sustaining support and increasing achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase the overall proficiency of the ELL and SWD subgroups by 5 %.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	These strategies will be monitored through classroom observations and by progress monitoring data (PMA, Culminating Task, i-Ready)
Person responsible for monitoring outcome:	Julia Fenn (julia.fenn@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated instruction during the rotational model and differentiated intervention support structures to meet the needs of students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By supporting students with best practices and evidence-based strategies, we can meet our most at-risk students where they are academically.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Individual student data will be disaggregated by ELA strands to create a differentiated instructional plan.	
Person Responsible	Sadinaz Madar-St. Clair (sadinaz.madar-stclair@ocps.net)
Group the students appropriately for scheduling. Using student achievement data, to schedule core and intensive classes as needed.	
Person Responsible	Nicole Mutters (nicole.mutters@ocps.net)
Teacher and leadership team members will meet throughout the year to analyze data, align intervention resources and plan for corresponding instruction. Leadership team members will monitor the fidelity of implementation by conducting classroom observations.	
Person Responsible	Sadinaz Madar-St. Clair (sadinaz.madar-stclair@ocps.net)
Progress monitoring students' knowledge using ongoing assessments such as culminating tasks, PMA, and i-Ready. Teachers will use this data to make adjustments in instruction.	
Person Responsible	Sadinaz Madar-St. Clair (sadinaz.madar-stclair@ocps.net)
Implement differentiated rotations in ELA classes with ELL students to target deficiencies to address ESSA subgroups.	
Person Responsible	Julia Fenn (julia.fenn@ocps.net)

#2. Positive Culture and Environment specifically relating to meaningful connections and behavioral support.

Area of Focus Description and Rationale: Build and establish a culture for social and emotional learning with an emphasis on positive behavior support at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, along with positive behavior support, we will address student well-being and sense of community according to Panorama data, and we will see an overall improvement in identified areas of academic growth.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

Improvement in Early Warning Systems indicator data, student overall achievement will continue to increase in all areas, particularly in the identified areas of 6th and 7th grade ELA, and 7th-grade math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by the data, student needs, and adult needs.

Person responsible for monitoring outcome:

Bernetta Buck (bernetta.buck@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of the impact data.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning between adults and students, 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 team dynamics necessary to collectively support positive organizational improvement and change.

Resources/Criteria: 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish a committee/site team to research and understand SEL in connection with instructional strategies.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

The Team will determine goals for the integration of SEL including launching and modeling the program.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Establish a common language including talking stems to be implemented across campus

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Conduct a climate and culture survey to be completed in the beginning, middle, and end of the year.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Place an emphasis on team and collaboration, using the House System and restorative practices.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Using Peace Corners and the Calm Room as strategies to connect SEL and instructional practices.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Using announcements to complete daily and weekly SEL tips and strategies as a conversation starter.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Monitor the implementation of SEL strategies through the coaching cycle, walkthroughs, and EWS and discipline data periodically throughout the year.

Person Responsible Bernetta Buck (bernetta.buck@ocps.net)

Establish reward day to increase positive culture and climate.

Person Responsible Michael Mezger (michael.mezger@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

This year we will be implementing a multifaceted positive behavior support system. During the past year we increased attendance at PTSA / SAC to the point of filling up the entire media center. In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success.

Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district 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. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, 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. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff. Administration will begin using Hero system in order to establish weekly reward days.

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

Nicole Jefferson, principal - Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs. Improvement in Early Warning Systems indicator data. The Team will determine goals for integration of SEL and a positive behavior support system including launching and modeling the program.

Establish a common language including talking stems to be implemented across campus. Conduct a climate and culture survey to be completed in the beginning, middle, and end of the year. Place an emphasis on team and collaboration, using the House System and restorative practices. Using Peace Corners and the Calm Room as strategies to connect SEL and instructional practices. Using announcements to complete daily and weekly SEL tips and strategies as a conversation starter. Monitor the implementation of SEL strategies through the coaching cycle, walkthroughs, and EWS and discipline data periodically throughout the year.