

Orange County Public Schools

Roberto Clemente Middle



2022-23 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: 7/25/2022

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (52%) 2017-18: C (48%)
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>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>91%</p>

School Grades History

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

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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.

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

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
Agudo, Andrew	Principal	<p>Principal Agudo’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 their 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 Agudo 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 builds 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>

Name	Position Title	Job Duties and Responsibilities
Frederick, Courtney	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 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 a high-quality workforce in the school, creates processes to identify and solve school-based problems in a fair, democratic way, and 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>

Name	Position Title	Job Duties and Responsibilities
Villaverde, Nicole	Assistant Principal	<p>Assistant Principal Villaverde’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 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;</p> <p>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. Dr. Villaverde is our curriculum leader and works closely with the principal, counselors and coaches to develop, evaluate and implement instructional programs. As the Assistant Principal of Instruction, she systematically considers new ways of implementing research-based interventions in the classroom to increase student achievement, creates the school master schedule, and 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>
Lebron Fonollosa, Nelly	Instructional Media	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		community, coordinates the RCMS Battle of the Books team, and manages digital devices for students and staff.
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 SocialEmotional 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.
Caballero, Rafael	School Counselor	Mr. Caballero, along with the other counselor, 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

Monday 7/25/2022, Andrew Agudo

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.*

0

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.*

12

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

997

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

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	390	277	310	0	0	0	0	977
Attendance below 90 percent	0	0	0	0	0	0	129	118	140	0	0	0	0	387
One or more suspensions	0	0	0	0	0	0	9	19	22	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	17	9	13	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	5	3	2	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	149	94	131	0	0	0	0	374
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	170	117	137	0	0	0	0	424
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	154	116	150	0	0	0	0	420

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	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/27/2022

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	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

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	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

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	41%	49%	50%				49%	52%	54%
ELA Learning Gains	48%						52%	52%	54%
ELA Lowest 25th Percentile	32%						41%	45%	47%
Math Achievement	43%	36%	36%				44%	55%	58%
Math Learning Gains	57%						45%	55%	57%
Math Lowest 25th Percentile	53%						48%	50%	51%
Science Achievement	40%	55%	53%				40%	51%	51%
Social Studies Achievement	55%	61%	58%				63%	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	41%	52%	-11%	54%	-13%
Cohort Comparison						
07	2022					
	2019	45%	48%	-3%	52%	-7%
Cohort Comparison		-41%				
08	2022					
	2019	43%	54%	-11%	56%	-13%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	20%	43%	-23%	55%	-35%
Cohort Comparison						
07	2022					
	2019	36%	49%	-13%	54%	-18%
Cohort Comparison		-20%				
08	2022					
	2019	33%	36%	-3%	46%	-13%
Cohort Comparison		-36%				

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	34%	49%	-15%	48%	-14%
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	56%	66%	-10%	71%	-15%
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	65%	63%	2%	61%	4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	53%	39%	57%	35%

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	6	30	27	8	45	50	3	20			
ELL	20	40	36	25	49	46	16	31	58		
ASN	89	75		91	76		89	90	95		
BLK	34	46	32	29	49	63	32	67			
HSP	36	46	34	38	56	50	31	50	75		
WHT	54	42	15	53	54	50	52	67	79		
FRL	33	42	31	35	54	52	34	49	75		

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		
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		

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	86
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	44
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	52
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	42
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?

Trends that emerged from our progress monitoring data were lower mathematics proficiency in all grade levels as well as subgroups compared to English Language Arts (ELA). However, this was not the case with the state assessment data. Roberto Clemente's mathematics scores in proficiency outshined English Language Arts. Proficiency in ELA remained the same at 39% while mathematics increased by 9 percent to 41% in 2022. Learning gains in ELA increased by 8 percent to 46% while mathematics increased by 19 percent to 47%

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

The data components that demonstrate the greatest need for improvement based on progress monitoring and the state assessments were English Language Learners and Students with Disabilities. Both of these subgroups are in need of additional support in reading when compared to mathematics. However, students would benefit from receiving additional support in both content areas.

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

The 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 Development (PD) learning will be incorporated in order to model and demonstrate effective instructional practices. Teachers will have opportunities for safe practice and reflection, as well as monitoring and actionable feedback from administrators and instructional coaches. Small group instruction and intervention sessions will be utilized to track and progress monitor these groups. 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 2022 state assessments, showed the most improvement?

Overall mathematics scores showed the greatest improvement. Proficiency in mathematics went from 32% in 2021 to 41% proficiency on the 2022 FSA. Mathematics learning gains went from 28% in 2021 to 47% in 2022. Mathematics learning gains for our lowest 25% increased from 29% in 2021 to 50% in 2022.

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

Contributing factors to this improvement in ELA and mathematics were the pull-out interventions that took place during electives.

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

Interventionists at Roberto Clemente will be utilized in specifically targeted classrooms in English Language Arts, Mathematics, and Civics with the intended focus on providing small group instruction. The interventionist will allow for smaller teacher-student ratios as well as for learning to be accelerated based on student needs. Additionally, teachers will use provide ELL students with sentence frames to students to practice with academic language. The use of cooperative learning will also be embedded in classroom activities.

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 conversations. Furthermore, PDs will include training on how to use data to create intervention groups to help close the achievement gap and to improve achievement levels. Lastly, PDs will be provided to staff for setting up small group instruction and co-teaching since many teachers will have an interventionist in their classroom.

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. Roberto Clement is committed to involving parents in all aspects of Title I programs that occur both inside & outside of school. The School Advisory Council (SAC) is comprised of faculty, staff, parents, and community members. The primary responsibility of SAC is to develop, review, implement, and evaluate school-based plans such as the School Improvement Plan and the Parental Involvement Plan. During these meetings, parents are welcome and encouraged to voice their ideas and opinions regarding the plans. During the course of the school year, there will be additional opportunities for parent involvement. We will be having an IB Night, FAST Literacy Night, as well as AVID nights. Fine arts programs have performances throughout the year, which gives parents the opportunity to listen to and view their children's hard work. Report Card Night is also available for parents to have the opportunity to speak to the child's teachers. We also have flexible meeting times for parents to meet with teachers, as well as translators available. Home visits will also take place if needed. Professional Learning Communities will continue to meet twice a week with the intended focus on effective data-driven instructional practices.

Areas of Focus

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

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#1. ESSA Subgroup specifically relating to Students with Disabilities

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Roberto Clemente will integrate and monitor responses and strategies to enhance student learning for students with disabilities as well as to grow every student academically. All teachers will plan and collaborate to make instructional adjustments based on data. Overall ELA learning gains for the bottom 25% of Students with Disabilities will increase five percentage points from 27% to 32% and mathematics will increase from 50% to 55%.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>English Language Arts learning gains of the lowest 25 percent for Students with Disabilities will show an increase of at least five percent in reading going from 27% to 32%. Mathematics learning gains for the lowest 25 percent of Students with Disabilities will show an increase of at least 5 percent from 50% to 55% for the 2022-23 school year.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Roberto Clemente's leadership team will monitor and measure the impact of our implemented professional learning through analysis of needs assessments, review of lesson plans, classroom observations, informal assessments, school and district formative assessments, support facilitation logs, and PLC agendas/ discussions. We will make adjustments to our plan as needed based on data and student needs.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Andrew Agudo (andrew.agudo@ocps.net)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>School-embedded professional development with a focus on increasing teacher content knowledge will be planned and implemented. Coaching cycles and support will be in place to support teacher implementation and actionable feedback will be provided. Collaborative PLCs will take place twice a week with a focus on data analysis, and learning about the B.E.S.T standards to create effective lesson plans and assessments. Interventionists and support facilitators will also be participating in PLCs. Support facilitators and classroom teachers will plan and collaborate to make instructional adjustments based on data.</p>

implemented for this Area of Focus.

Support Facilitators and interventionists will participate in District training on implementing a co-teaching model to implement small group instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. It is critical to harness the professional skills and leadership capabilities of everyone. The intervention and coaching method stated above will be used to propel growth.

Describe the resources/ criteria used for selecting this strategy.

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.

1. Instruction will focus on teaching standards at grade level. (Coaches; 2 times per week)
2. Small group instruction through support facilitation and interventionist. (ESE teachers and interventionists; 2 to 3 times per week)
3. Create a PLC agenda to keep a running record of PLC agendas and minutes. (Coaches; 2 times a week)
4. Common formative assessments for progress monitoring. (All; weekly)
5. The leadership team and teachers will review data from assessments to make necessary adjustments. (Weekly)
6. Identify and provide ongoing Professional Development for teachers as needed. (Administrative team; monthly)

Person Responsible

Andrew Agudo (andrew.agudo@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and Rationale:

All teachers and academic areas will be responsible for delivering on grade level rigorous standards-based instruction. Academic achievement and proficiency will increase in all areas as a result of rigorous, standards-based instruction, use of high-effect instructional strategies, and targeted intervention and enrichment for students. Overall ELA proficiency will increase five percentage points from 39% to 44% and math proficiency will increase from 41% to 46%.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable

Outcome:

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

ELA proficiency will increase by five percentage points from 39% to 44% and mathematics proficiency from 41% to 46% for the 2022-23 school year.

Monitoring:

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

Monitoring will occur through PLC discussions and agendas, classroom observations, lesson plans, data meetings, and coaching logs.

Person

responsible for monitoring outcome:

Andrew Agudo (andrew.agudo@ocps.net)

Evidence-based Strategy:

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

Actionable feedback from the leadership team will occur weekly. Teachers will meet twice a week during PLCs to create lesson plans, increase teacher competency on the new B.E.S.T standards, and analyze data to make necessary adjustments. Lesson plans will be uploaded and monitored by the leadership team. Tutors and interventionists will pull out targeted students for intervention and enrichment. The establishment of morning, after-school, and Saturday tutoring is in the works as well.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The leadership team at Roberto Clemente will conduct bi-weekly instructional reviews to monitor the implementation of the above strategy. Data chats will occur with the administrative team, coaches, teachers, and students. Reports will be pulled and analyzed to make necessary adjustments.

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.

1. Lesson plan monitoring and feedback. (Administrative team; Weekly)
2. Common formative assessment/ small group instruction. (All core content area teachers: Weekly)
3. Intervention/enrichment pull-outs. (Tutors, Interventionists, Coaches; Weekly)

Person Responsible Andrew Agudo (andrew.agudo@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.

Roberto Clemente Middle School works to build a positive school culture and environment among all stakeholders. The Jaguar team works to create a positive school culture and environment by offering students support through tutoring, clubs, sports, a calm room, and connections with adults on campus through our SAFE program. The leadership team strives to build community among the staff and faculty through team-building activities, calm rooms, and recognition of teachers for their excellent work. Roberto Clemente seeks to build a positive relationship with families and community members by offering support through on-campus activities with families as well as home visits.

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

In order to promote a positive culture and environment at the school, it starts at the top with the Administration. Administration works to promote a positive culture with faculty and students through building relationships, transparency, and leading by example. Teachers play a role in establishing a positive culture and environment by setting the tone in their classrooms by building relationships and building community among students. 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 are promoted through campus beautification

projects in which staff, students, and the community participate, school paraphernalia and school spirit weeks.