

Orange County Public Schools

# Robinswood Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Robinswood Middle

6305 BALBOA DR, Orlando, FL 32818

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Floyd, Alfaye	Principal	<ul style="list-style-type: none"> <li>-Lead team in the implementation of school improvement plan components.</li> <li>-Maintain a positive school culture and climate.</li> <li>-Monitor the implementation of small group instruction.</li> <li>-Progress monitoring</li> <li>-Create an action plan to support the identified areas of improvement on the Panorama Survey.</li> <li>-Collaborate with instructional coaches to establish effective systems of monitoring and feedback.</li> <li>-Establish systems of communication with all stakeholders: parents, community, students and staff</li> <li>-Lead instructional team.</li> </ul>
Jenkins, Shalonda	Assistant Principal	<ul style="list-style-type: none"> <li>-Collaborate with teachers to develop an instructional model that supports small group instruction.</li> <li>-Provide teachers with actionable feedback</li> <li>-Progress Monitoring of all content areas.</li> <li>-Monitoring of comprehensive MTSS</li> <li>-Create scheduling that supports the academic focus areas.</li> <li>-Maintain a positive school culture and climate.</li> <li>-Peer mediation team for students</li> <li>-Student Services</li> <li>-Lead instructional team</li> </ul>
Turner, Debra	Assistant Principal	<ul style="list-style-type: none"> <li>-Develop a schoolwide incentive plan for students and staff.</li> <li>-Manage behavior tracking system.</li> <li>-Provide teachers with actionable feedback.</li> <li>-School safety</li> <li>-Exceptional Student Education</li> <li>-Student discipline</li> </ul>
Hall, Loretta	Science Coach	<ul style="list-style-type: none"> <li>-Conduct classroom observations.</li> <li>-Provide actionable feedback.</li> <li>-Lead professional learning communities.</li> <li>-Provide professional development.</li> <li>-Progress monitoring.</li> </ul>
Madar-St. Clair, Sadinaz	Instructional Coach	<ul style="list-style-type: none"> <li>-Conduct classroom observations.</li> <li>-Provide actionable feedback.</li> <li>-Lead professional learning communities.</li> <li>-Provide professional development.</li> <li>-Progress monitoring.</li> </ul>
Bond, Bridgett	Staffing Specialist	<ul style="list-style-type: none"> <li>-Monitor student accommodations and IEP goals.</li> <li>-Facilitate IEP meetings.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		-Maintain compliance for ESE program. -Evaluate students for ESE services.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Input for the SIP comes from a few different sources, however the most direct input is solicited through the use of The OCPS Annual Stakeholder Survey. The OCPS Annual Stakeholder Survey for students, parents, and staff covers a variety of topics such as, student achievement, school climate, school safety, and barriers to engagement. The survey is made available to all stakeholders, however the goal for the number of responses is a minimum of 20% parent responses, 40% student responses, and 60% staff responses. The Family Survey can be completed on any electronic device with internet access. Family surveys are available in English, Spanish, Portuguese, and Haitian Creole.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Ongoing data monitoring will be implemented in a variety of ways in efforts to track progress towards SIP goals. FAST data will be utilized in the beginning, middle, and end of year. Formative and common summative assessments will be tracked through a centralized software system and reviewed in weekly PLCs with teachers and staff to disseminate progress towards SIP goals that address academic achievement. In addition, school climate will be monitored through the use of SEL surveys, and disciplinary data will be monitored monthly to indicate progress as well.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%



<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	56	98	116	270	
One or more suspensions	0	0	0	0	0	0	47	189	134	370	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	4	6	
Course failure in Math	0	0	0	0	0	0	0	1	1	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	118	199	163	480	
Level 1 on statewide Math assessment	0	0	0	0	0	0	138	191	129	458	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	118	227	170	515

Using the table above, complete the table below with the number of students identified retained:

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

**Prior Year (2022-23) As Initially Reported (pre-populated)****The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	101	125	149	379	
One or more suspensions	0	0	0	0	0	0	30	128	129	290	
Course failure in ELA	0	0	0	0	0	0	7	2	0	9	
Course failure in Math	0	0	0	0	0	0	9	3	2	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	161	139	177	477	
Level 1 on statewide Math assessment	0	0	0	0	0	0	167	171	193	531	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	149	179	211	542	

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	101	125	149	375	
One or more suspensions	0	0	0	0	0	0	30	128	129	287	
Course failure in ELA	0	0	0	0	0	0	7	2	0	9	
Course failure in Math	0	0	0	0	0	0	9	3	2	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	161	139	177	477	
Level 1 on statewide Math assessment	0	0	0	0	0	0	167	171	193	531	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	149	179	211	539	

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	48	49	30	49	50	30		
ELA Learning Gains				42			37		
ELA Lowest 25th Percentile				38			31		
Math Achievement*	28	57	56	31	36	36	25		
Math Learning Gains				51			30		
Math Lowest 25th Percentile				54			35		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	53	49	41	55	53	27		
Social Studies Achievement*	56	64	68	65	61	58	56		
Middle School Acceleration	61	77	73	85	52	49	48		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	20	43	40	28	79	76	22		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	232
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	14	Yes	4	4
ELL	27	Yes	1	1
AMI				
ASN	61			
BLK	37	Yes	1	
HSP	34	Yes	1	
MUL	40	Yes	1	
PAC	45			
WHT	48			
FRL	38	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	28	Yes	3	3
ELL	41			
AMI				
ASN	70			
BLK	46			
HSP	45			
MUL				
PAC				
WHT	51			
FRL	46			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			28			36	56	61			20
SWD	9			11			14	20			4	
ELL	18			19			23	47	36		6	20
AMI												
ASN	57			64							2	
BLK	30			26			35	58	61		6	14
HSP	26			27			33	49			4	
MUL	40			40							2	
PAC	30			60							2	
WHT	57			39							2	
FRL	30			27			36	55	62		6	20

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	42	38	31	51	54	41	65	85			28
SWD	10	34	28	14	44	45	17	28				
ELL	19	39	38	25	47	50	19	60	86			28
AMI												
ASN	62			69	80							
BLK	29	41	37	30	51	53	40	65	86			30
HSP	28	45	50	33	55	55	34	56	69			21
MUL												
PAC												
WHT	40	31		50	44			91				
FRL	28	42	40	29	50	56	39	64	84			23

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	37	31	25	30	35	27	56	48			22
SWD	11	22	17	14	32	30	11	40				
ELL	15	34	36	17	32	36	12	49	21			22

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	67	55		75	55							
BLK	29	36	31	23	29	36	25	57	48			23
HSP	30	37	38	31	34	29	35	52	39			25
MUL												
PAC												
WHT	47	45		56	50							
FRL	28	34	29	22	27	36	23	54	50			21

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	27%	45%	-18%	47%	-20%
08	2023 - Spring	29%	46%	-17%	47%	-18%
06	2023 - Spring	25%	44%	-19%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	53%	-34%	54%	-35%
07	2023 - Spring	19%	38%	-19%	48%	-29%
08	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	34%	50%	-16%	44%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	47%	23%	50%	20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	45%	27%	48%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	61%	-8%	66%	-13%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The English Language Arts component has been stagnate the past 2 years at 30%. The number of students scoring a level 1 has been 40% or higher the past 3 years. The challenges with fluency, vocabulary, and comprehension are contributing factors. This year our framework will focus on the science of reading, with the implementation of comprehension strategies and daily vocabulary practice.

The early warning indicators also contributed to the low performance as 35% of students were absent for 10% or more days. 26% of the student population received a suspension of one or more days. Improving truancy and reducing suspensions are high priorities. These areas will be supported through student services and the mediation team.

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

The data does not show a substantial decline in any area over the past 2 years. ELA has remained at 30% and math increased by 1% from 30 to 31. This year, we are working to establish systems that will increase student proficiency. With an intensive focus on data and small group instruction, we will be able to provide targeted instruction that increases student learning.

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

The number of students scoring level 1 in ELA is 20% higher than the state. The implementation of a comprehensive MTSS system will address the learning gaps. Tier 2 will be supported through intensive



reading. Tier 1 will be supported through small group instruction, specifically, focusing on comprehension strategies and vocabulary.

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

Student proficiency continues to improve in civics and science. Both have established an effective PLC process where teachers frequently progress monitor. Professional learning communities plan for small group instruction and provide opportunities for re-teaching of learning targets. We will continue the student data conversations using formative and summative data points to inform instruction.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

1. The number of students with one or more suspensions.
2. The number of students scoring a level 1 in math and/or ELA.

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

1. Cultivate a positive culture and climate.
2. Decrease student suspension.
3. Decrease Truancy.
4. Improve literacy instruction.
5. Increase math proficiency.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Establishing a positive school culture and climate will create a sense of purpose and connection to the school and community. Fostering positive relationships, creating a safe environment, and cultivating an atmosphere of respect and trust will provide the support necessary to improve in the critical identified area.

**Measurable Outcome:**

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

-Truancy will be reduced by 50%-target 135 or less.

-Number of students with one or more days suspension-reduce by 50%-target 185 or less.

-Increase the number of students scoring a level 2 or higher -target 10% increase in math and English Language Arts.

**Monitoring:**

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

Attendance and discipline Skyward reports will be used to monitor truancy and disciplinary infractions.

Student formative and summative data will be used to progress monitor and determine target instructional needs.

**Person responsible for monitoring outcome:**

Shalonda Jenkins (shalonda.jenkins@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A schoolwide reward system will be used to increase motivation and encourage good decision making. The targeted areas are attendance, level 2 or higher disciplinary infractions, and increasing proficiency in math and English Language Arts. The framework is a proactive approach to creating a positive school culture that focuses on recognizing good decision making and academic gains.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Implementing a positive reward system will motivate students, reduce negative behaviors, increase academic success, and foster a sense of community.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

-Use the HERO program to manage point system.

-Maintain tracking system for behaviors and attendance

- Establish school store
- Collaborate with PEL to secure rewards

**Person Responsible:** Debra Turner (debra.turner@ocps.net)

**By When:** The reward system will be fully implemented by September 18, 2023.

- Increase the number of students demonstrating proficiency on formative and summative assessments.
- Provide professional learning opportunities for teachers with an emphasis on using data to make instructional decision and targeted standards based instruction.
- Frequent classroom observations that include actionable corrective feedback.

**Person Responsible:** Shalonda Jenkins (shalonda.jenkins@ocps.net)

**By When:** Progress monitoring and professional learning will be frequent and ongoing throughout the 2023-2024 school year.

**#2. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With the implementation of small group instruction across all content areas, students with disabilities will receive targeted instruction based on their specific learning needs. This format of instructional delivery allows teachers to work more closely with individual students to actively monitor and engage in the learning process. Using data to make instructional decisions, teachers will identify areas of remediation, provide specific feedback, and plan for targeted instruction.

**Measurable Outcome:**

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

ELA proficiency will increase from 30% to 35%

Students with Disabilities-ELA proficiency will increase from 10% to 18%

English Language Learners-ELA proficiency will increase from 19% to 27%

Math proficiency will increase from 31% to 36%

Students with Disabilities-Math proficiency will increase from 14% to 22%

English Language Learners-Math proficiency will increase from 25% to 33%

Science proficiency will increase from 41% to 46%

Civics proficiency will increase from 65% to 70%

**Monitoring:**

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

Data from FAST PM2 will be used to compare to PM1 after small groups have been implemented with fidelity. We will use standards based unit assessments /progress monitoring data to identify areas of growth or proficiency. With this strategy, skill deficits will be addressed and students will receive direct instruction and guided practice with opportunities for feedback, checks for understanding, and clarifying questions. Through these equitable learning experiences students will receive instruction specific to their learning needs.

Students with disabilities will also receive instructional support based on IEP goals through support facilitation. Additional targeted grade level support is offered through afterschool tutoring for this subgroup.

**Person responsible for monitoring outcome:**

Shalonda Jenkins (shalonda.jenkins@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use SIPPS, Read 180, Reading Plus, and IXL, to deliver targeted small group instruction and address specific student needs. Monitoring will be ongoing and groups will be adjusted based on student academic progress. IEP goals will be monitored and tracked using Freckle.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Opportunities for individualized targeted support increase the learning outcomes and improve proficiency. The identified resources provide instructional materials that support differentiated learning.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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. Establish expectations for small group instruction.

Small group instruction should occur each day. Instruction should be standards-based, teacher-led, and based on evidence of learning which includes formative and summative data.

**Person Responsible:** Sadinaz Madar-St. Clair (sadinaz.madar-stclair@ocps.net)

**By When:** August 16, 2023

Observe small group instruction on a consistent basis

Use a school walkthrough tool to record observations about small group instruction. Data will be collected and actionable feedback given to teachers.

**Person Responsible:** Loretta Hall (loretta.hall@ocps.net)

**By When:** Ongoing, Beginning September 11, 2023

Debrief on small group instruction from a walkthrough tool data. Analyze small group instruction walkthrough data to identify trends, strengths, and needs for improvement

**Person Responsible:** Sadinaz Madar-St. Clair (sadinaz.madar-stclair@ocps.net)

**By When:** November 17, 2023

Facilitate data conversation after every summative assessment and establish SMART Goals.

**Person Responsible:** Shalonda Jenkins (shalonda.jenkins@ocps.net)

**By When:** Ongoing

Research based instructional strategies for students with disabilities and English language learners will be utilized when planning lessons and delivering instruction. Instruction will be monitored during classroom observations for specific strategies.

**Person Responsible:** Shalonda Jenkins (shalonda.jenkins@ocps.net)

**By When:** Ongoing

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Analyzed the student assessment data with all stakeholders to determine the content areas of focus with the greatest need. Review various programs and supplemental material to ensure that is feasible and cost

effective. Collaborate with administrative team to include all content coaches to discuss distribution and implementation of the programs and materials. Assign appropriate to personnel to identify the students to target; make the tutoring schedules; intervention groups and assign the resources. All additional resources will be vetted to ensure that they are aligned with the current standards.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The school improvement plan will be accessible to all stakeholders via the school webpage.

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

The SIP and progress will also be disseminated during PTSA and School Advisory Counsel Meetings.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Multiple communication platforms will be used communicate with parents. Communication with all stakeholders is a priority. The Family Engagement Plan will be posted on the school webpage:

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

Additionally, Talking Points, School Messenger, Facebook, and Instagram will be used to communicate with all stakeholders.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The instructional framework will include an intensive focus on targeted small group instruction. With ongoing progress monitoring, students will receive daily academic support specific to their learnings. The instructional framework provides an outline of the daily structure of the lesson. This increases the amount of quality learning time and maximizes opportunities for differentiated learning.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The student services team has provided opportunities throughout the school day to check-in with students and provide support. Each team member provides one-on-one and group sessions with students on a weekly basis. The team has also established a mediation team. This team will provide mentorship to students with multiple EWS indicators.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. MTSS at Robinswood is a framework to ensure all students are prepared to succeed in life academically, behaviorally, and socially/emotionally. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that students can be successful.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Opportunities for professional learning are provided based on the learning needs of personnel or identified schoolwide trends. Professional learning takes place during PLC and/or Wednesday afterschool. Teachers and/or staff also have opportunities to participate in district learning and/or activities.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A