# Roberto Clemente Middle School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Roberto Clemente Middle

### 6000 ROBERTO CLEMENTE RD, Orlando, FL 32807

### https://jacksonms.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.

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, 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 |
|---|---|---|
| Agudo, Andrew | Principal | 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.<br><br>More specifically, Principal Agudo works to: achieve results in 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. |
| Cain, Brandi | Assistant Principal | Assistant Principal Cain'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, |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | 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.<br><br>Ms. Cain's 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. Cain 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. |
| Villaverde, Nicole | Assistant Principal | 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; |

| Name | Position Title | Job Duties and Responsibilities |
|------|---------------|--------------------------------|
| | | 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.<br><br>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. |
| Lebron Fonollosa, Nelly | Instructional Media | Ms. Lebron Fonollosa facilitates weekly and monthly book clubs for students, maintains an updated collection featuring books in the home-languages of our students, rewards students for engaging in reading challenges, arranges for guest speakers such as published poets and authors and local athletes, organizes Hispanic Heritage Celebration for the students and community, coordinates the RCMS Battle of the Books team, and manages digital devices for students and staff. |
| Kuczer, Kenneth | Dean | Mr. Kuczer communicates regularly with parents and guardians through a variety of means to discuss individual student discipline. This includes written, face-to-face and digital communication that is intended to inform parents as well as solicit input from parents regarding plans to assist students with improving choices. He also supports classroom teachers by implementing the schoolwide discipline plan and providing interventions accordingly, including Restorative Practices and SocialEmotional Learning. He ensures compliance with all discipline related documentation, monitors discipline data and works |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | 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. |

**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.

The process starts with the leadership team meeting to discuss the school data on the last state assessment. Analyzing English Language Art, Mathematics, 7th-grade Civics, and 8th-grade Science. The team will take those scores and compare them to the previous year's data. This process will help identify any trends the school may have, where we are showing growth in proficiency and learning gains, and where we need to improve. The leadership team will form a plan to improve on those trends that didn't meet their standards.

Once the information is discovered the leadership team will share their findings with the teachers and school staff during faculty meetings, department meetings, and planning periods. The teachers and school staff will work together with the leadership to review the plan of action and make any necessary changes so that the school's improvement plan can be achieved.

During the School Advisory Council (SAC) meeting the leadership team, teachers, and staff will share with parents, students, business or community leaders what the previous data shows and where we are at currently. The team will share their plan of action and ask for any feedback or suggestions before submitting the SIP plan to the state. A copy of the data and SIP plan will be posted on the school website to ensure that all stakeholders will have access to the information and maintain school transparency throughout the process.

**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))

The school Improvement Plan (SIP) will be regularly monitored by the leadership team and staff during faculty meetings and department meetings. The team will be analyzing data after each summative assessment and state progress monitoring period. This will help determine where our greatest gaps are located and then work together to create a plan to close those gaps. Analyzing this data will also show students who are achieving proficiency and those that are close to proficiency. During staff's planning

periods, a deeper look into formative assessments will help with meeting those achievement gaps by creating strategic lessons to support students' growth. The school will review the plan after the second state progress monitoring assessment to ensure that improvements are being made.

| Demographic Data | |
|---|---|
| **Only ESSA identification and school grade history updated 3/11/2024** | |
| **2023-24 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 |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 91% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification** *updated as of 3/11/2024 | TSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (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) |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## 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 | 77 | 104 | 123 | 304 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 47 | 45 | 109 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 22 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 10 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 174 | 136 | 423 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 115 | 132 | 103 | 350 |
| 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 | 110 | 159 | 131 | 400 |

**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 | 0 | 0 | 0 | |

## 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 | 129 | 118 | 140 | 387 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 19 | 22 | 50 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 9 | 13 | 39 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 2 | 10 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 149 | 94 | 131 | 374 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 170 | 117 | 137 | 424 |
| 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 | 154 | 116 | 150 | 420 |

**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 | 0 | 0 | |

### 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 | 129 | 118 | 140 | 387 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 19 | 22 | 50 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 9 | 13 | 39 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 2 | 10 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 149 | 94 | 131 | 374 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 170 | 117 | 137 | 424 |
| 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 | 154 | 116 | 150 | 420 |

**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 | 0 | 0 | |

## 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* | 37 | 48 | 49 | 41 | 49 | 50 | 39 | | |
| ELA Learning Gains | | | | 48 | | | 38 | | |
| ELA Lowest 25th Percentile | | | | 32 | | | 26 | | |
| Math Achievement* | 46 | 57 | 56 | 43 | 36 | 36 | 32 | | |
| Math Learning Gains | | | | 57 | | | 28 | | |
| Math Lowest 25th Percentile | | | | 53 | | | 29 | | |
| Science Achievement* | 38 | 53 | 49 | 40 | 55 | 53 | 37 | | |
| Social Studies Achievement* | 52 | 64 | 68 | 55 | 61 | 58 | 52 | | |
| Middle School Acceleration | 83 | 77 | 73 | 82 | 52 | 49 | 76 | | |
| Graduation Rate | | | | | 51 | 49 | | | |
| College and Career Acceleration | | | | | 69 | 70 | | | |
| ELP Progress | 38 | 43 | 40 | 35 | 79 | 76 | 30 | | |

*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 | 49 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 294 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 98 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 49 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 486 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 11 | Yes | 4 | 4 |
| ELL | 36 | Yes | 4 | |
| AMI | | | | |
| ASN | 92 | | | |
| BLK | 49 | | | |
| HSP | 46 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 58 | | | |
| FRL | 45 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 23 | Yes | 3 | 3 |
| ELL | 36 | Yes | 3 | |
| AMI | | | | |
| ASN | 86 | | | |
| BLK | 44 | | | |
| HSP | 45 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| MUL | | | | |
| PAC | | | | |
| WHT | 52 | | | |
| FRL | 42 | | | |

## 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 | 37 | | | 46 | | | 38 | 52 | 83 | | | 38 |
| SWD | 6 | | | 10 | | | 2 | 14 | | | 5 | 21 |
| ELL | 21 | | | 31 | | | 21 | 30 | 77 | | 6 | 38 |
| AMI | | | | | | | | | | | | |
| ASN | 82 | | | 90 | | | | 94 | 100 | | 4 | |
| BLK | 33 | | | 41 | | | 30 | 61 | 82 | | 5 | |
| HSP | 34 | | | 43 | | | 37 | 44 | 79 | | 6 | 38 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 46 | | | 49 | | | 40 | 74 | 83 | | 5 | |
| FRL | 32 | | | 42 | | | 34 | 46 | 77 | | 6 | 38 |

| 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 | 41 | 48 | 32 | 43 | 57 | 53 | 40 | 55 | 82 | | | 35 |
| SWD | 6 | 30 | 27 | 8 | 45 | 50 | 3 | 20 | | | | 18 |
| ELL | 20 | 40 | 36 | 25 | 49 | 46 | 16 | 31 | 58 | | | 35 |
| AMI | | | | | | | | | | | | |
| ASN | 89 | 75 | | 91 | 76 | | 89 | 90 | 95 | | | |

| 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 |
| BLK | 34 | 46 | 32 | 29 | 49 | 63 | 32 | 67 | | | | |
| HSP | 36 | 46 | 34 | 38 | 56 | 50 | 31 | 50 | 75 | | | 34 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | 42 | 15 | 53 | 54 | 50 | 52 | 67 | 79 | | | |
| FRL | 33 | 42 | 31 | 35 | 54 | 52 | 34 | 49 | 75 | | | 18 |

| 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 | 39 | 38 | 26 | 32 | 28 | 29 | 37 | 52 | 76 | | | 30 |
| SWD | 5 | 23 | 26 | 2 | 19 | 25 | 19 | 17 | | | | 17 |
| ELL | 18 | 30 | 24 | 14 | 21 | 25 | 15 | 33 | 68 | | | 30 |
| AMI | | | | | | | | | | | | |
| 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 | | | 29 |
| MUL | 45 | 50 | | 36 | 20 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 52 | 40 | | 51 | 35 | 43 | 47 | 63 | 78 | | | |
| FRL | 32 | 33 | 24 | 25 | 25 | 26 | 29 | 45 | 69 | | | 31 |

**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 | 34% | 45% | -11% | 47% | -13% |
| 08 | 2023 - Spring | 29% | 46% | -17% | 47% | -18% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 29% | 44% | -15% | 47% | -18% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 39% | 53% | -14% | 54% | -15% |
| 07 | 2023 - Spring | 17% | 38% | -21% | 48% | -31% |
| 08 | 2023 - Spring | 49% | 58% | -9% | 55% | -6% |

| 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 | 89% | 47% | 42% | 50% | 39% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 100% | 45% | 55% | 48% | 52% |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 46% | 61% | -15% | 66% | -20% |

## 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.**

Based on the data collected from the 2023 FAST, English Language Arts (ELA) was our lowest-performing component with 36% proficiency in grades 6-8. The contributing factors for last year's performance were a combination of an ELA vacancy for the whole school year, a half-year ELA vacancy, and a leave of absence for the last 3 months of school. Additionally, the English Language Arts and Mathematics benchmarks were new and teachers had to adapt to the new benchmarks and newly adopted curriculum.

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

The component that showed the greatest decline was English Langauge Arts with a 41% proficiency rate in 2022 to a 36% proficiency rate in 2023. Some factors that contributed to this decline were a lack of effective monitoring, inconsistent use of small-group implementation, and a uniform structure for professional learning communities (PLCs). The number of ELA vacancies throughout the school year was also a contributing factor.

**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.**

When analyzing the data components between RCMS and the state, ELA had the greatest gap. As stated previously, the contributing factors were a lack of personnel, new standards, and new resources that were adopted but not appropriate for the new standards.

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

Roberto Clemente Middle School did not have a data component with the most improvement.

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

After reviewing our Early Warning Systems (EWS), Roberto Clemente Middle School has identified two potential areas of concern. These areas include students with two or more indicators and the number of students with 10% or more absences.

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

1. Proficiency in Literacy
2. Proficiency in Math
3. Proficiency in Science 8th grade
4. Proficiency in Civics 7th Grade
5. Increase Proficiency for SWD

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority 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 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.

After a careful analysis of previous data, 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 and mathematics proficiency of Students with Disabilities will increase five percentage points.

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

English Langauge Arts proficiency for Students with Disabilities will show an increase of at least five percent in reading. Mathematics proficiency of Students with Disabilities will show an increase of at least 5 percent in the 2023-24 school year.

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

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.

**Person responsible for monitoring outcome:**

Andrew Agudo (andrew.agudo@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.)

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

**Rationale for Evidence-based Intervention:**
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.

**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.

Small group instruction through support facilitation.

**Person Responsible:** Nicole Villaverde (nicole.villaverde@ocps.net)

**By When:** August 2023- Ongoing

Identify and provide ongoing Professional Development for teacher collaborative teams as needed.

**Person Responsible:** Nicole Villaverde (nicole.villaverde@ocps.net)

**By When:** September 2023

School administration and school staff collaborated with Florida Inclusion Network to create a more inclusive schedule with students with disability in mind.

**Person Responsible:** Nicole Villaverde (nicole.villaverde@ocps.net)

**By When:** August 10, 2023

**#2. 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.

By providing a positive culture and environment and monitoring student outcomes we will be able to close the achievement gaps in student proficiency, decrease student negative behaviors, and decrease the number of student absences.
Rationale: Based on the state assessment, Roberto Clemente Middle School (RCMS) scores decreased last year in all content areas and school-wide discipline increased in the number of referrals given. By strengthening our positive school culture we will address the following needs: Students' sense of ownership-students wanting to learn and be at school (achievement & discipline).

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

On ELA and Mathematics FAST, decrease the achievement gap between subgroups by at least 3%.
Decrease student referrals by 3%.
Increase Panoramic student survey sense of belonging from 31% to 45%.
Increase Panoramic student survey for school culture from 27% to 35%.
Increase the number of students attending incentivized events from 19% to 50%.

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

District/School Common Assessment Data
Qualitative data from students, staff, and families specifically the Panorama Surveys
Staff mentoring youth programs
Skyward attendance reports
Skyward discipline reports
Staff Professional Developments (behavior/ incentives)

**Person responsible for monitoring outcome:**

Andrew Agudo (andrew.agudo@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.)

Implementing a reward system strategy for the school for both students and staff can strengthen the positive culture and climate. This system gives students the chance to earn Pride Paws by completing or achieving different tasks. Students receive these Pride Paws for attendance, positive behavior, school spirit, and academic achievements. The staff receives their incentives through competing tasks, attendance, and school spirit. The staff and students are given the opportunity to vote for student and teacher of the month to spread appreciation. Our school will monitor and measure the impact of these strategies based on student data, decreased behavior referrals, and student and teacher attendance.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

In order for Roberto Clemente Middle School (RCMS) to improve our culture and climate, it is necessary to invest in building a school where all members feel valued and work toward a common goal. By strengthening the staff and students at RCMS, our proficiency rates will increase, our students and staff will want to attend school, and will show improvement in all academic and behavioral areas. Research shows that giving your students and staff a sense of self-worth and acknowledgment will push those to work harder toward your school goals.

**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.

Implement a system of Positive Behavior Support and Rewards throughout the school year.

**Person Responsible:** Daniela Lemanski (daniela.lemanski@ocps.net)

**By When:** August 14, 2023

Conduct and monitor participation in the Panorama surveys for students, families, and staff.

**Person Responsible:** Brandi Cain (brandi.cain@ocps.net)

**By When:** Ongoing

Restructured our school's routines, procedures, and classroom location to support positive behavior.

**Person Responsible:** Andrew Agudo (andrew.agudo@ocps.net)

**By When:** August 2023

A behavior specialist was hired for the school. She will create a portfolio of students who she will be sup[porting and working with to decrease negative behaviors.

**Person Responsible:** Andrew Agudo (andrew.agudo@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).

At RCMS, we collaborated with the district and stakeholders by using a variety of data to review resources and address allocations based on our school needs.

## 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 SIP and the budget are presented in September during the school's first SAC meeting. Families, students, school staff, leadership, local businesses, and organizations are all encouraged to attend. The school provides the information through our school's webpage, Instagram, and X (Formally known as Twitter). https://robertoclementems.ocps.net; https://www.instagram.com/ robertoclemente_ms@ocps.net; https://twitter.com/RCMS_OCPS

**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))

Roberto Clemente Middle School (RCMS) offers nights for parents and families to come to school to meet the teacher, open house, sports events, and club competitions. Students have opportunities to earn Pride Paws through positive behavior, participation, etc. We inform parents and families through the district communication called Talkingpoints and through social media platforms. The following link is RCMS Family Engagement Plan.
https://cdnsm5-ss15.sharpschool.com/UserFiles/Servers/Server_77907/Image/ Parent%20and%20Family%20Engagement%20Plan%20English%20and%20Spanish.pdf

**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)**

Roberto Clemente Middle School (RCMS) provides professional development for staff, PLCs, and department meetings each week to discuss curriculum and data. The IB program is sending IB teachers to trainings and is providing professional development for teachers on AVID. Interdisciplinary planning across content areas.

**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))**

NA

**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))**

N/A

**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).**

N/A

**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))**

N/A

**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