

Orange County Public Schools

Robinswood Middle



2019-20 School Improvement Plan

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Robinswood Middle

6305 BALBOA DR, Orlando, FL 32818

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

Demographics

Principal: Nicole Jefferson

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

District: To lead our students to success with the support and involvement of families and the community

Robinswood Middle School: To empower students in an underserved community and provide them with academic, social, and emotional stability to help mold them into the young individuals they are destined to be. Through the infusion of teaching, counseling, motivating and inspiring, Robinswood Middle School will be the top producer of successful students.

Provide the school's vision statement

To be the top producer of successful students in the nation

To operate as one school with one vision, one voice, and one focus. The focus is on being a producer of successful students and closing the achievement gap.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Jefferson, Nicole	Principal	
Hadley, Karla	Assistant Principal	
Hall, Loretta	Instructional Coach	
Milton, Otis	Dean	
Johnson, Shawnette	Dean	
Kress, Lisa	Instructional Media	
Brown, Kristi	Assistant Principal	
Roper, Sean	Dean	
Cerkiewicz, Breanne	Instructional Coach	
Gainey, Avis	Instructional Coach	
Garcia-Fidler, Diana	Other	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

76

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	55	84	51	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	188	11	119	0	0	0	0	318
Course failure in ELA or Math	0	0	0	0	0	0	42	33	12	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	0	0	0	259	219	213	0	0	0	0	691

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	164	128	109	0	0	0	0	401

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	55	82	55	0	0	0	0	192
One or more suspensions	0	0	0	0	0	0	102	145	134	0	0	0	0	381
Course failure in ELA or Math	0	0	0	0	0	0	35	5	19	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	0	0	0	214	250	211	0	0	0	0	675

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	164	128	109	0	0	0	0	401

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	52%	54%	33%	52%	53%
ELA Learning Gains	45%	52%	54%	45%	50%	54%
ELA Lowest 25th Percentile	38%	45%	47%	41%	42%	47%
Math Achievement	31%	55%	58%	27%	53%	58%
Math Learning Gains	42%	55%	57%	36%	51%	57%
Math Lowest 25th Percentile	41%	50%	51%	36%	44%	51%
Science Achievement	38%	51%	51%	35%	51%	52%
Social Studies Achievement	65%	67%	72%	65%	68%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (55)	0 (84)	0 (51)	0 (190)
One or more suspensions	0 (188)	0 (11)	0 (119)	0 (318)
Course failure in ELA or Math	0 (42)	0 (33)	0 (12)	0 (87)
Level 1 on statewide assessment	0 (259)	0 (219)	0 (213)	0 (691)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	32%	52%	-20%	54%	-22%
	2018	29%	48%	-19%	52%	-23%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	30%	48%	-18%	52%	-22%
	2018	30%	48%	-18%	51%	-21%
Same Grade Comparison		0%				
Cohort Comparison		1%				
08	2019	37%	54%	-17%	56%	-19%
	2018	35%	55%	-20%	58%	-23%
Same Grade Comparison		2%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	24%	43%	-19%	55%	-31%
	2018	12%	35%	-23%	52%	-40%
Same Grade Comparison		12%				
Cohort Comparison						
07	2019	26%	49%	-23%	54%	-28%
	2018	25%	51%	-26%	54%	-29%
Same Grade Comparison		1%				
Cohort Comparison		14%				
08	2019	16%	36%	-20%	46%	-30%
	2018	9%	32%	-23%	45%	-36%
Same Grade Comparison		7%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	37%	49%	-12%	48%	-11%
	2018	32%	49%	-17%	50%	-18%
Same Grade Comparison		5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	66%	-5%	71%	-10%
2018	63%	66%	-3%	71%	-8%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	63%	12%	61%	14%
2018	76%	61%	15%	62%	14%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	53%	26%	57%	22%
2018	78%	65%	13%	56%	22%
Compare		1%			

Subgroup Data											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	37	41	19	45	42	18	32			
ELL	23	43	40	22	39	37	21	47	85		
ASN	56	53		72	65						
BLK	35	45	40	30	41	41	39	66	75		
HSP	30	43	26	30	45	40	29	50	75		
WHT	43	38		48	48			82			
FRL	35	44	39	30	41	42	38	63	76		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	29	25	10	24	30	9	38			
ELL	13	40	43	14	28	23	23	63	69		
ASN	48	39		57	57		67		82		
BLK	33	46	44	25	35	35	33	68	72		
HSP	29	36	32	28	40	36	29	57	87		
WHT	25	45		35	35						
FRL	33	45	42	27	36	36	34	66	74		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 data components that showed the lowest performance is Eighth Grade math showing sixteen percent of the students being proficient. Also Students With Disabilities in the area of English Language Arts showing sixteen percent of the subgroup being proficient.

Eighth Grade math scores did have significant gains increasing seven percentage points from the previous year. Despite this significant growth, eighth grade was one of the schools' lowest data components. Factors that contributed to the low performance are students not having solid foundational skills which were made evident through I-Ready diagnostic assessment. Another contributing factor would be not implementing the instructional framework with fidelity.

Students With Disabilities in the area of English Language Art showed an increase of four percentage points. However, SWD was one of the schools' lowest data components. Factors contributing to their low performance was the lack of structured interventions targeted specifically for this subgroup.

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

The data component that showed the greatest decline was English Language Learners in the area of Civics. The previous year (2018) 63 percent of the students in this subgroup achieved proficiency. For the (2019) school year this particular subgroup reflected 47 percent of the students achieving proficiency in Civics. The data showed a sixteen percent decline. A major factor contributing to the decline in proficiency was the teachers needing to use ELL strategies with fidelity to support the instruction.

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

Sixth Grade Math had the greatest gap when compared to the state average. The state average for sixth Grade Math is fifty-five percent and the school's average is twenty-four percent, presenting a gap of thirty-one percent. Math teachers had challenges in implementing the instructional framework for Math which included the rotational model. The rotational model incorporates strategies that address deficient skills but still allows the teacher to teach the core content.

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

The data component showing the most improvement is sixth-grade math. Sixth-grade math made a significant increase; in 2018 going from 12 percent proficient to 24 percent proficient in 2019.

The following actions were taken in this area:

1. Targeted small group instruction within the rotational model, based on low proficiency standards as determined by the culminating tasks.
2. Whole group instruction that was standards-based.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The EWS data reflects two major areas of concern:

1. Student scoring a Level 1 on the statewide assessment is 691.
2. Students receiving one or more suspensions is 318.

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

1. Decreasing the achievement gaps related to out ESSA subgroups (ELL & SWD)
2. Increasing proficiency in the Lowest 25 percent.
3. Decrease the overall number of students receiving one or more suspensions.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Decreasing the achievement gap for SWD and ELL
Rationale	The ELL and SWD subgroups are scoring below the Federal Index of 41 percent. This is the second consecutive year SWD has not met the Federal Index average score; with 31 percent overall proficient. This marks the first year ELL students have scored below the Federal Index average; with 40 percent overall proficient.
State the measurable outcome the school plans to achieve	The plan is to increase the overall proficiency of the ELL and SWD subgroups by 10 percent. By accomplishing this goal both subgroups will meet or exceed the Federal Index Average of 41 percent.
Person responsible for monitoring outcome	Nicole Jefferson (nicole.jefferson@ocps.net)
Evidence-based Strategy	Differentiates Instruction and Differentiated Intervention Support Structures. These strategies will be monitored through classroom observations and by monitoring data (PMA, Culminating Task, I-Ready).
Rationale for Evidence-based Strategy	Differentiated instructional strategies can be implemented through all the core classes; ELA, Math, Science and Social Studies as well as tutoring, Learning Strategies and Reading. The implementation of these strategies will help to strengthen and support Tier 1 core instruction and support and enhance Tier 2 & 3 instruction that mainly focuses on interventions needed to address academic needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Disaggregate the student achievement data by content area and subgroups. 2. Group the students' appropriately for scheduling 3. Schedule students appropriately in core and intensive classes. 4. Decide on the appropriate intervention resources/programs and activities. 5. Develop a plan to monitor the fidelity and plan implementation. 6. Progress monitor students culminating task, PMA and I-ready data to make the proper adjustments. 7. Increase support academic through Learning Strategies classes with a push in tutor. 8. Implement modified rotations in ELA classes with ELL students to target deficiencies. 9. Provide ESOL Professional Development on focused strategies to use within ELA classes
Person Responsible	Kristi Brown (kristi.brown@ocps.net)

#2	
Title	Increasing overall proficiency through learning gains in the Lowest 25 in ELA
Rationale	The learning gains of the lowest 25 percent lowered in ELA from 41 percent in 2018 to 38 percent in 2019.
State the measureable outcome the school plans to achieve	The goal is to achieve an increase of 15 percent in learning gains in the lowest 25 percent in the area of ELA. This will result increasing the percentage of students making learning gains to 53 percent.
Person responsible for monitoring outcome	Kristi Brown (kristi.brown@ocps.net)
Evidence-based Strategy	Florida Continuous Improvement Model (FCIM) These strategies can be focused through the core ELA, helping to strengthen and support Tier 1 core instruction and support and enhance Tier 2 & 3 instruction that mainly focuses on intervention needed to address instructional needs.
Rationale for Evidence-based Strategy	The lowest 25% content area achievement data and specifically subgroup achievement data was used in determining intervention activities and resources.
Action Step	
Description	<ol style="list-style-type: none"> 1. State Achievement data will be disaggregated to group students appropriately for ELA classes and Reading intervention classes. 2. Resource materials will be selected appropriate to the students' instructional needs. 3. A plan of support will be developed that includes Instructional Coaches and tutors. This plan outlines how the students and teachers will be supported throughout the year. 4. Administrators and Instructional Coaches will monitor students' progress and have teachers make appropriate adjustments to instruction when necessary. 5. Resources to used are: Curriculum Resource Materials provided by the district will be used through the core. 6. Support Coach and Instruction Coach instructional materials, I-ready software and student workbooks will be used for pull-outs and through intervention classes
Person Responsible	Kristi Brown (kristi.brown@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The following supports will be implemented to address the remaining school-wide improvement priorities.

1. Decrease the overall number of students receiving one or more suspensions.

Behavioral supports will be put in place through the MTSS process.

Tier 1 Supports- CHAMPS, HERO, Classroom Rules/Consequences, Classroom Guidance, Town Hall Meetings by grade level and behavior expectation matrix.

Tier 2 Supports- Group Counseling, SAFE Ambassador Group, Challenge Day and parent conferences.

Tier 3 Supports- Home visits, conflict resolution through restorative practices.

2. Increasing Parental Involvement and Community Engagement.

Parental engagement will be addressed through the use of the PEL (Parent Engagement Liaison). The goal is to inspire parents, teachers, student relationships through specific activities and parent education.

3. Providing the appropriate Social and Emotional supports for all students.

This will be accomplished through SAFE services, Counseling through outside agencies, the implementation of Peace Corners in every classroom and the use of the Calming Room when students are in crisis.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Robinswood has been equipped with various resources to build positive relationships with parents, families, and community stakeholders. One of the newest resources is the Parent Engagement Liaison (PEL) a Parent Liaison is a designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner. Parent Liaisons play a dual role of ambassadorship. She represents the school through thoughtful, meaningful, and culturally appropriate communications. He/She represents the parent and/or guardians by understanding the many challenges that occur in your community. The Parent Liaison can be an effective connection between home and school when both positive and challenging information needs to be shared.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Robinswood Middle School employs various resources to ensure the social-emotional needs of all students are being met through the SAFE program. The SAFE program provides support for at-risk students and their parents. It provides prevention programs and strategies that promote developmental assets and strengthen resiliency in children. SAFE

delivers Alcohol, Tobacco and Other Drugs (ATOD) and violence prevention curricula including bully prevention. SAFE also deals with student crises in the schools, provides school-based and district-based assistance in the area of risk behaviors. To support parents and community engagement, SAFE offers programs and resources for parent education and creates partnerships with community agencies and organizations to provide additional services, including support groups for students.

In addition to the S.A.F.E program, Robinswood has a full-time School Social Worker to address the students' social and emotional needs. School social work is a specialized area of practice within the broad field of the social work profession. The School social worker bring unique knowledge and skills to the school and the student services team. The School Social Worker is a trained mental health professional who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Robinswood Middle School employs various strategies to ensure that our students have a successful transition from elementary to middle school. We host a family night for all incoming sixth-graders in the summer during which students are given a tour of the campus, learn about the elective and academic course offerings and talk to current middle school students in a small group setting. At the same time, the students' parents receive a presentation from the Principal, sixth-grade administrator, and guidance counselor.

Additionally, incoming 6th-grade students visit our campus in the spring of their 5th-grade year to gather information about the school and their interests and take them a tour of the campus. At Meet the Teacher, prior to school beginning, the 6th graders are provided an orientation session. At this event, parents and students are provided copies of the curriculum guides, commonly asked question with answers sheets and the opportunity to meet the grade-level support personnel before meeting the individual teachers.

Robinswood Middle School hosts the feeder high schools in the spring of the students' 8th-grade year to allow the students to plan their schedules for high school. Also, Evans HS and Ocoee HS offer outgoing 8th graders a campus visit during school hours in the spring. The visit is intended to provide students with an orientation of the high school, as well as get them excited about the transition.

Students have the opportunity to earn high school credits in Algebra I Honors, Geometry Honors, Earth Space Science Honors, Physical Science Honors, Information Technology, and Spanish I. Students on the honors track could transition with six high school credits from middle school. This acceleration will allow students the option of taking higher level and more specialized curriculum in high school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which school leadership identifies and aligns all available resources to meet the needs of all students is based on the expectations of Orange County Public Schools five goals: Intense Focus on Student Achievement, High-Performing and Dedicated Team, Safe Learning and Working Environment, Efficient Operations, and Sustained Community Engagement.

To align the resources to OCPS goals, Robinswood Middle School Leadership Team (LT) and other viable stakeholders meet weekly in PLCs to address planning and delivering standards-based instruction. To further provide academic and behavioral support, the MTSS Team meets bi-weekly to monitor and review student data encompassing academic, behavior, attendance as well as to identify the levels of intervention and students requiring another tier of intervention for their plans. This monitoring will specifically determine whether the targeted interventions are working effectively and guide students toward tutoring in an effort to close the achievement gap.

Programs such as Student Assistance and Family Empowerment (S.A.F.E), Restorative Justice practices, and school counseling are resources that are used to support the social and emotional needs of our students. Additional after-school programs such as the Boys and Girls Club further provide support and aid in maintaining a Safe Learning and Working Environment.

IDEA Stimulus Funds are used to support a Behavior Specialist and Program Assistant. Supplemental Academic Instruction (SAI) dollars are used to support one reading teacher and one half-time reading coach, as well as, extended learning opportunities for students during and after-school.

Sustained Community Engagement is maintained through Connect Orange calls, Reading, Math, and Science nights, SAC/PTSA meetings, and extracurricular activities wherein parents and community stakeholders are invited.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Robinswood Middle School integrates career planning into every 8th-grade social studies class.

Students have the opportunity to earn Career and Technical Certification in Digital Information Technology.

Additionally, students involved in the International Baccalaureate Middle Years Programme also have the opportunity to visit and tour the UCF Rosen College of Hospitality Management.