

Orange County Public Schools

# Union Park Middle



2017-18 Schoolwide Improvement Plan

## Union Park Middle

1844 WESTFALL DR, Orlando, FL 32817

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Union Park Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The teachers at Union Park Middle School build relationships with students and learn about their culture through engaging lessons and supporting extra-curricular student activities such as sports, concerts, and academic competitions. The Restorative Justice Program allows teachers to work with groups of students to create conflict resolutions. Teachers at Union Park Middle School incorporate relationship-building activities into their lessons through the first week of school and continue to build on those relationships throughout the year. Several staff members sponsor after-school clubs which provide them with opportunities to help grow students in a less formal atmosphere. The Best Practices for Inclusive Education (BPIE) assessment with 34 indicators aided the school through the illumination of those practices that were in place as well as those that were not. The BPIE allowed for greater understanding which led to the shoring up of the multi-tiered system of support (MTSS).

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

All members of the Union Park Middle School team are committed to keeping students safe. Detailed monitoring plans are in place for before, during, and after school to ensure proper supervision. Union Park Middle School has a full-time School Resource Officer provided by the Orange County Sheriff's Office on campus during school hours as well as a security attendant that monitors the campus. The faculty and staff adhere to our published SAFE plan constructed by the leadership team. Student issues that arise are addressed in a timely manner by the proper support personnel. Teachers and staff monitor the hallways throughout the day to ensure safety. Each student is respected and valued as a participant in the resolution of the issue. Many teachers provide academic assistance for students before and after school. Teachers will use character education curriculum to model and teach healthy behaviors for all of our students. The Central Florida YMCA provides before and after school programs for all students. The YMCA philosophy mirrors that of Union Park Middle School in that they support the development of the whole student in a caring and nurturing environment. These services are monitored by the administration and YMCA officials through data points that include behavioral referrals.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Union Park Middle School participates in a positive behavioral reward system while adhering to the Orange County Public Schools Code of Conduct. Students and staff have been trained on the system

that rewards positive behaviors through the use of incentives. This includes quarterly incentives for students that demonstrate appropriate behavior. Furthermore, a school-wide system of expectations and consequences has been developed as a deterrent to misbehavior. Students, whose behavior does not change after initial interventions, spend time in the Positive Alternative to School Suspension (PASS) room for the day, where they work on their curriculum and behavior modification strategies. This allows the student to reflect on making better decisions that can positively impact their education. Students that continue to struggle with poor behaviors will be referred to the MTSS team consisting of the PASS instructor, Guidance department, Behavior Specialist, and Administrator. The team will create a behavior plan and monitor the students for improvement.

**d. 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.**

Students at Union Park Middle School have access to many services that include a mental health counselor from Devereux who provides services for selected students on a weekly basis. This counselor is responsive to the needs of students and begins counseling after students are referred and complete the application process. In addition, the Union Park Neighborhood Center for Families provides counseling services for students either at school or at the center. Union Park guidance counselors are able to provide counseling referrals via SEDNET to other counseling agencies, which are available in the surrounding community. Furthermore, Union Park Middle School counselors provide group counseling within the school day to address a variety of issues. Counseling group topics include self-esteem, anger management, study skills, and increasing motivation. Indicator 8, facilitating the use of resources to implement best practices for inclusive education is addressed and understood by all stakeholders.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Our early warning system includes the involvement of all staff on campus. Our attendance clerk monitors attendance on a daily basis and coordinates Child Study Team meetings with our social worker, school counselors, and assistant principals when a pattern of non-attendance is identified. The team analyzes attendance history and meets with parents to develop an action plan to improve school attendance. This process is led by an administrative dean on campus.

The Positive Alternative to School Suspension (PASS) has been continued this year. PASS is designed to help students make better decisions in the classroom and with their peers through direct instruction and reflection. PASS also includes a component that teaches students how to deal with conflict resolution. Each day, a representative from the guidance department supports the PASS classroom by meeting with students to teach strategies to improve academic performance and behavioral choices.

Student academic progress is tracked on a quarterly basis. Teachers are required to alert parents when students are not academically successful or when there is a drop in student performance.

All students who earn a Level 1 in reading or math on state standardized assessments are placed into intensive reading and math courses, which will help students improve their basic skills.

Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies.

**b. Provide the following data related to the school's early warning system**

**1. 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	74	80	78	0	0	0	0	232
One or more suspensions	0	0	0	0	0	0	35	62	39	0	0	0	0	136
Course failure in ELA or Math	0	0	0	0	0	0	51	88	95	0	0	0	0	234
Level 1 on statewide assessment	0	0	0	0	0	0	106	126	111	0	0	0	0	343
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	64	98	92	0	0	0	0	254

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The performance of all students is tracked and reviewed by the assistant principal. Teachers meet weekly in Professional Learning Communities (PLCs) to track data from programs and common assessments in order to evaluate and adjust instruction. Intervention strategies for students struggling with standards or skills are created and implemented as part of the Continuous Improvement Model (CIM). Teachers utilize a standards-based instructional focus calendar to ensure all standards are taught and remediated as needed. The leadership team meets to discuss student performance at bi-weekly data meetings. Trends for performances affect the professional development schedule to ensure that teachers are receiving the training they need to address specific areas of concern. Teachers create student data tracking forms to monitor the progress of students on specific curriculum standards. Teachers and parents coordinate conferences with the deans to discuss concerns about academic or behavioral performance in the classroom. At the conference, teachers provide data tracking forms which define the student's academic deficiencies. Promotion requirements are discussed, barriers to the student's success are addressed, and academic support is established. The attendance dean meets with families to create an attendance agreement or work on issues that may be causing poor attendance. Guidance counselors meet with all students who have earned a failing grade in any core academic class to determine what barriers preventing students from being successful. Counselors meet with targeted students periodically to support their academic needs.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

Union Park Middle School will provide materials, training, and resources to help parents support their children. Union Park Middle School will inform parents of the Title I parent involvement training. Training topics include, but are not limited to Parents Assuring Student Success, Family Building Better Readers, and Conferencing and Parenting Skills. Additional parent training will be held throughout the year.

Parents become involved in our School Advisory Council (SAC) and Parent Leadership Council groups. Our Parent Leadership Council and SAC meet monthly to discuss various topics that support academic achievement. We also meet to identify barriers to greater parental participation at Union Park Middle School. Union Park Middle School provides multiple opportunities throughout the year to increase parental involvement including: Community Resource Fairs, STEM Night, band and chorus concerts, and Annual Art Showcase, which are advertised to community leaders and parents.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Throughout the years, Union Park Middle School has used its administrative staff to secure partners in education to help provide resources to the school. Through our partners in education and school events (e.g., The Foundation for Orange County Public School's annual Teach-In), Union Park MS provides students with additional educational opportunities. The school has coordinated with UCF and Valencia to have college students support our students in the classroom. Our school will continue to grow the My Brothers Keeper mentoring program this year as well. This is a national program aimed at providing mentors for male students of color. Additionally, Union Park Middle School has partnered with the YMCA to provide a supportive environment for academic improvement through before and after-school activities.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
May, Melanie	Principal
Kempinger, Daniel	Assistant Principal
Soli, Thomas	Assistant Principal
Rawls, Erica	Instructional Coach
Ickes, Stephanie	Other
Scherr, Deborah	Dean
Wharton, Lisa	School Counselor
Higgs, Crystal	Assistant Principal
Mason, Michael	Instructional Coach
Crary, Shawn	Instructional Coach
Marcal, Michael	Teacher, ESE

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Principal: The principal provides a common vision and direction for Union Park Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision-making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year, and that curriculum and instruction align to OCPS specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.

Assistant Principals: The assistant principals work with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations.

Guidance Counselors: The guidance counselors collaborate on school-wide initiatives to increase student achievement. They provide behavioral support and focus on school-wide positive behavior recognition to create a culture of respect and positive behavior. Through implementing positive referrals school-wide, students will know expectations which will increase instructional time in the classroom. The guidance counselors also work closely with the teachers through the Multi-Tiered System of Support (MTSS). The instructional coaches, guidance counselors, and classroom teachers work together to determine appropriate interventions for students.

Curriculum Resource Teacher/Instructional Coaches (math and reading): The instructional coaches provide content area support across grade levels. They work with the departments as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. The coaches model lessons, plan with teams, analyze student achievement data, and support teachers with the alignment of instructional strategies. The coaches are part of the MTSS process as they assist teachers and the team with appropriate interventions. The curriculum resource teacher assists our new teachers through the induction program and supports all teachers in accessing professional development to match their needs in the classroom.

Deans: The deans support classroom teachers with behavior management strategies so instructional time is maximized.

### **2. 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 Leadership Team meets quarterly to evaluate staff and responsibilities. This process allows for a more efficient use of our personnel to ensure that all responsibilities on campus are handled by the correct position and team members can effectively cross-train to build capacity on campus. Instructional materials for core classes are predetermined by the district and the school purchases all necessary resources to operate these programs with fidelity. Supplemental materials for reading or math intervention are researched and purchased based on the needs of our students. Students are placed in intervention classes based on multiple points of data to make sure that they are receiving the instruction that fits their needs.

The school's Leadership Team in conjunction with the School Advisory Council (SAC) and the principal help develop the School Improvement Plan (SIP). The Leadership Team provides data on

Tier 1, 2, and 3 targets, identifies academic and social/emotional areas that need to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationships), and facilitates the development of a systemic approach to teaching (Essential Questions, activating strategies, teaching strategies, extending, refining, and summarizing) processes and procedures. After a complete and thorough review of the data, the SAC and the leadership team complete the SIP.

#### Title I, Part A

Union Park Middle School is a Title I school. We receive funding to support the implementation of our school improvement goals. By using Title I dollars, we are able to acquire additional teaching positions to reduce class sizes and provide additional intensive instruction in reading and math, provide all students with the necessary supplies to learn, ensure professional development for our faculty, and supplement instruction through after-school tutoring. We adhere to all the Title I program requirements and collect all required documentation throughout the school year. We work with the Title I department of Orange County Public Schools through monthly checkpoints and compliance monitoring. Stephen Paradise is responsible for maintaining documents and keeping current with Title I policies.

#### Title I, Part C- Migrant

Union Park Middle School does not receive Title I, Part C dollars.

#### Title I, Part D

Union Park Middle School does not receive Title I, Part D dollars.

#### Title II

These funds are designated for professional development of our teachers and will be used to support the growth of our teachers in pedagogical or programmatic needs. Mr. Kempinger is responsible for ensuring that Title II funds are encumbered in alignment with the school's Title II plan.

#### Title III

Union Park Middle School does not receive Title III dollars.

#### Title X- Homeless

Union Park Middle School works with the Orange County Public Schools Homeless Department to ensure we are providing services to students who are currently homeless. These services include free breakfast and lunch, transportation to/from their temporary housing and school, and other services as needed. Our school guidance counselors, social worker, and our registrar work with families who may find themselves in need of additional services. Ms. Nunez and Ms. Wharton are responsible for overseeing this process.

#### Supplemental Academic Instruction (SAI)

SAI funding is being used to support reading and math interventions (both during and after school). These programs target students who scored a Level 1 or 2 on State Standardized Assessments and is monitored by Eleese Mills.

#### Violence Prevention Programs

Union Park Middle School works cooperatively with our Orange County Sheriff's Office School Resource Officer to ensure our students understand the dangers of gangs. We have a school SAFE Plan that also addresses violence prevention. The school resource officer teaches gang awareness and anti-bullying curriculum to students during the year through the MAGIC program.

#### Nutrition Programs

The sixth-grade guidance counselor and nurses work together to coordinate with our school health

assistant to provide hearing and vision screenings. In addition, we provide families with resources and assistance as needed. Our teachers provide instruction on health and nutrition topics as part of the regular curriculum including the food pyramid, smoking and drugs, alcohol, human anatomy and physiology, dental care, wellness, and exercise. In addition, we are able to provide free breakfast and lunch to all of our students so that they receive the proper nutrition as coordinated by OCPS Food and Nutrition Services.

**Housing Programs**

Union Park Middle School does not have any housing programs.

**Head Start**

Union Park Middle School does not have Head Start.

**Adult Education**

Union Park Middle School does not have Adult Education programs.

**Career and Technical Education**

Union Park Middle School does not have Career and Technical Education programs.

**Job Training**

Union Park Middle School does not have Job Training programs.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Melanie May	Principal
Wendell Dorsey	Teacher
Dolores Santiago	Teacher
Rosa Rodriguez	Teacher
Mayra Hernandez	Parent
Akashawati Kanhai	Teacher
Natalie Dalgado	Education Support Employee
Erica Long	Teacher
Witney Sherry	Business/Community
Michelle Karkkainen	Business/Community
Nina Higgins	Parent
Axel Cruz	Parent
Lilymae Perez	Parent
Lisbeth Montero	Parent
Angelina Bonilla	Education Support Employee
Elizabeth Valentin	Parent
Brian Perez	Student
Anara Cruz	Student

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC conducted an end-of-year assessment of the SIP in May 2016. Based on the feedback and survey results of members, this year's SIP was revised.

*b. Development of this school improvement plan*

The SAC discussed the academic data, school safety data, and state achievement data from the 2015-2016 school year. Following the discussion, the SAC provided input on the 2016-2017 School Improvement Plan. During the October SAC meeting of the 2016-2017 school year, the committee will be presented the first draft of the School Improvement Plan, review the draft SIP, and make recommendations for changes. The SIP will be the driving force for the SAC's work as they meet monthly and analyze the performance of the school as it relates to our academic goals.

*c. Preparation of the school's annual budget and plan*

Based on the creation of the SIP, the SAC made recommendations to the principal regarding funding and allocated School Improvement Funds to support initiatives at Union Park Middle School.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The school did not use school improvement funds last year.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
May, Melanie	Principal
Rodriguez, Raquel	Instructional Coach
Rawls, Erica	Instructional Coach
Crary, Shawn	Instructional Coach
cuevas, glorianne	Teacher, ESE
Azmat, Michelle	Teacher, K-12
Marcial, Michael	Teacher, ESE
Jesso, Tanner	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team provides ongoing support and promotes literacy through the use of the following:

1. Data analysis
2. Ongoing professional development focused on literacy strategies to be used throughout all curriculum areas
3. Establishment of a literacy demonstration classroom in each content area
4. Increase circulation in the media center through promotions, incentives, and special events
5. Increase community involvement through family events: Book Fair, Open House, and curriculum nights
6. Increase the integration of literacy throughout all curriculum areas
7. Teacher training for higher order questioning, student engagement, and technology integration

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule was set up to provide common grade-level planning periods within common subject areas. This schedule allows our content experts to support our new teachers with both content and pedagogical training weekly. Our professional development is modeled after our expectations in the classroom which includes collaboration and interaction among teachers. The administrative team fosters a collegial atmosphere among the staff through the distribution of new research and best practices, accommodates instructional staff with a flexible meeting schedule based upon individual department needs, and builds teacher-leaders through the development of model classrooms.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Union Park Middle School welcomes student-teacher interns from our local universities. When interns or a highly qualified teacher interviews for an open teaching position, a committee ensures that the candidates fit our school's needs. Our instructional coach meets with new teachers (new to teaching and new to Union Park Middle School) on a regular basis to provide school-specific training and support. Union Park Middle School has established a teacher mentoring program known as The Great Econs. Union Park Middle School New Teacher Orientation occurs prior to pre-planning with administration, instructional coaches, and teacher mentors. This orientation compliments the OCPS Great Beginnings Orientation for new teachers. The leadership team also identifies strengths of new teachers and provides growth opportunities in an effort to retain those teachers who are looking to grow professionally.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers (new to teaching and new to Union Park Middle School) participate in a Mentor/Mentee Program and are assigned an instructional mentor. In this program, new teachers will be supported in the completion of the Professional Development Certification Program (PDCP-formally ACP) requirements, temporary/professional teaching certification requirements, Marzano's Instructional Framework, peer collaborations, differentiated instruction, deliberate practice, lesson planning, and classroom management techniques. Master teachers are identified in each subject to mentor new teachers in both content and pedagogical areas.

## E. Ambitious Instruction and Learning

## 1. Instructional Programs and Strategies

### a. Instructional Programs

#### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Content area classes utilize state and district-adopted materials which are vetted by the OCPS Department of Curriculum and Instruction. Teachers work collaboratively with curriculum coaches and each other to ensure that content is aligned to the state standards utilizing a backwards design methodology. Science and social studies teachers have received training on the Florida literacy standards that are utilized within their respective courses. In addition to district end-of-course exams for electives, teachers have been trained on accessing [www.CPALMs.org](http://www.CPALMs.org) to ensure that they are meeting the expectations of their courses as outlined by state standards. All teachers use the district outlines and curriculum resource materials to ensure that their lesson plans are rigorous and relevant to meet the state standards.

### b. Instructional Strategies

#### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Teachers and staff will be trained on disaggregation of data to drive instructional decisions based on student needs. Curriculum coaches meet with the data team weekly to discuss academic performance trends. The leadership team looks at school-wide, grade level, and subgroup data to determine the effectiveness of instruction. Based on this data and iObservation data, teachers may enter the coaching cycle with school-based instructional coaches. Content area teams analyze data through the use of common assessments to determine if students have mastered state standards. Individual teachers use class data to effectively group students for instruction. The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine needs and identify strategies which are then incorporated into Tier II and Tier III interventions in which indicator 20 focuses on multi-tiered system of student supports (MTSS).

#### **2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: After School Program**

**Minutes added to school year: 6,360**

Students receive reinforcement in reading and math according to their needs based on student data. This support is available four days a week. Students are enrolled in the after-school program that is operated by the Central Florida YMCA. They receive a complete meal and access to multiple academic options that includes tutoring. Transportation is provided for students. Math intervention will utilize the iReady Math program which will provide a diagnostic assessment to drive instruction for individual needs in math. Reading intervention will use the Achieve3000 program along with small group instruction on comprehension strategies and vocabulary acquisition. Science teachers will also provide two days of tutoring each week to support students who were not enrolled to take Earth/Space Science or Life Science during middle school years.

***Strategy Rationale***

Math and reading scores have declined in recent years. Previous tutoring programs have not been academically focused and have started later in the school year. The leadership team has aligned resources to the curriculum and started tutoring earlier in the year to ensure an increase in student growth in reading and math. The leadership team believes that the use of the computer components in both reading and math intervention will provide feedback and diagnose specific deficiencies that our tutors can isolate and remediate more effectively.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Kempinger, Daniel, daniel.kempinger@ocps.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Instructional coaches and the leadership team will use assessments from iReady math and Achieve3000 programs to determine student growth.

**Strategy:** Extended School Day

**Minutes added to school year:** 6,360

Students will be able to use the media center during extended hours four days a week. Students will be able to check out books, use the technology, or meet with teachers to discuss projects

**Strategy Rationale**

The circulation of materials from the media center was extremely low and we did not want to lose instruction time to visit the media center.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Rawls, Erica, erica.long@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Sign in sheets

**Strategy:** Weekend Program

**Minutes added to school year:** 3,360

Targeted students will attend Saturday school to work on reading and math skills to close the gap of deficiencies.

**Strategy Rationale**

We have approximately 60 students that are several years below grade level in math and reading.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Rawls, Erica, erica.long@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Sign in sheets and program data

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

During the summer, incoming sixth-grade students are invited to attend a two-day orientation at the school to become familiar with the physical layout of the campus, meet staff members, and become

oriented with the expectations of middle school including the daily schedule. During the school year, guidance counselors meet with sixth-grade students during the first week to introduce the procedures and expectations of Union Park Middle School. The leadership team and support team are introduced and roles are explained so students become familiar with the school personnel. Our rising ninth-grade students meet with counselors during the second semester to plan for high school courses. Guidance counselors review the course options and discuss graduation requirements. Counselors from the surrounding high schools visit our campus and provide information on the expectations of high school students.

## **b. College and Career Readiness**

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

Union Park Middle School will implement the following initiatives to help increase the awareness of college and career opportunities:

1. College Aspiration: Build a culture of college awareness by encouraging faculty and staff to wear their favorite college shirts on Friday. The social studies department has promoted this culture by painting college logos on campus and providing college banners for teachers to hang in classrooms. Counselors provide weekly morning announcements to discuss educational and career opportunities available after high school graduation.
2. Counselors monitor student performance and meet with students regarding academics.
3. Counselors encourage students to join clubs, sports teams, and activities at school to enrich their school experience.
4. Students participate in STEM Night where parents and students come together to learn about professions in science, technology, engineering, and mathematics.

### **2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Union Park Middle School does not offer industry certification courses. However, all students are provided with digital curriculum and training opportunities to secure digital certificates that will prepare them for industry certifications in Microsoft Office.

### **3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Union Park Middle School has used the following strategies to integrate career and technical education with academic courses:

1. Use research and process-based learning electives to provide opportunities for rigorous electives.
2. Increase enrollment in rigorous high school credit courses that lead to college readiness including Algebra I, Geometry, Physical Science Honors, and Spanish 1, 2, and 3.
3. Provide increased opportunities to meet grade level promotion.
4. Maximize the use of technology to increase the opportunity for course recovery.
5. Counselors will identify students in need of course recovery in order to prevent student failure and support them with academic strategies.
6. Add music technology and digital art electives.
7. Integrate CAPE curriculum for students to achieve digital program certificates.

### **4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

Students at Union Park Middle School have an opportunity to exit middle school with high school credits in Algebra, Geometry, Physical Science and Spanish courses. Tutoring and tier-two interventions in math and reading are used strategically to reduce deficiencies in skills to prepare

students for success in high school. All 8th-grade students will take the PSAT to prepare them for college entrance exams.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the number of students scoring a level 3 or higher in achievement on the ELA FSA. (Division Priority: Ensure career and college readiness)
- G2.** Increase the percentage of students with disabilities scoring a level 3+ in achievement on the Math FSA. (Division Priority: Ensure career and college readiness)
- G3.** Close the achievement gap between subgroups on the ELA FSA. (Division Priority: Narrow the achievement gaps)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Increase the number of students scoring a level 3 or higher in achievement on the ELA FSA. (Division Priority: Ensure career and college readiness) 1a

G095612

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- ELA assessment contains large proportion of DOK two and three questions that challenge our students.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Several sections of literacy blocks within the master schedule
- Curriculum coach for reading and ELA
- Extended media center hours for tutoring
- District provided Curriculum resource materials that align with the standards

**Plan to Monitor Progress Toward G1.** 8

The administrative team will monitor formative assessment data throughout the year.

**Person Responsible**

Thomas Soli

**Schedule**

Biweekly, from 9/1/2016 to 5/25/2017

**Evidence of Completion**

Data tracking forms

**G2.** Increase the percentage of students with disabilities scoring a level 3+ in achievement on the Math FSA. (Division Priority: Ensure career and college readiness) 1a

G095613

**Targets Supported** 1b

Indicator	Annual Target
FSA Math Achievement - SWD	30.0

**Targeted Barriers to Achieving the Goal** 3

- Model of instruction

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Support facilitators in math classrooms
- Several sections with a second math-certified teacher
- iReady differentiated instruction program for all level one math students

**Plan to Monitor Progress Toward G2.** 8

Formative assessment data

**Person Responsible**

Thomas Soli

**Schedule**

Biweekly, from 9/4/2017 to 5/30/2018

**Evidence of Completion**

The administrative team will look at the formative assessment data to monitor the effectiveness of the teachers and the instruction.

**G3.** Close the achievement gap between subgroups on the ELA FSA. (Division Priority: Narrow the achievement gaps) 1a

G095614

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	42.0
FSA ELA Achievement - Hispanic	45.0

**Targeted Barriers to Achieving the Goal** 3

- A culture of formal education is not as common in our students of color as many of them come from non-college educated families.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional coaches
- Latinos in Action course
- My Brother's Keeper mentoring program
- ELL Para Professional

**Plan to Monitor Progress Toward G3.** 8

Administration team will monitor lesson plans, common formative assessments, student grades and enrollment of extra-curricular activities.

**Person Responsible**

Daniel Kempinger

**Schedule**

Weekly, from 8/22/2017 to 5/30/2018

**Evidence of Completion**

Report cards and participation reports, discipline data

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Increase the number of students scoring a level 3 or higher in achievement on the ELA FSA. (Division Priority: Ensure career and college readiness) **1**

 G095612

**G1.B3** ELA assessment contains large proportion of DOK two and three questions that challenge our students. **2**

 B257464

**G1.B3.S1** We will use District PLCs to support content area teachers in increasing literacy across campus. [copy] **4**

 S272401

### Strategy Rationale

Students have four core classes that provide opportunities for exposure to a broad range of rigorous text. We need to provide our students with opportunities to work within text as much as possible.

### Action Step 1 **5**

The administrative team will attend District PLC introduction session.

#### **Person Responsible**

Melanie May

#### **Schedule**

On 6/15/2017

#### **Evidence of Completion**

PPT from session

### Action Step 2 **5**

The principal will select a group of teachers to participate in District PLCs for the school year.

#### **Person Responsible**

Melanie May

#### **Schedule**

On 8/1/2017

#### **Evidence of Completion**

Rosters

**Action Step 3** 5

The DPLC team will attend district professional learning sessions.

**Person Responsible**

Melanie May

**Schedule**

Monthly, from 9/12/2017 to 5/30/2018

**Evidence of Completion**

Materials from the PLCs.

**Action Step 4** 5

DPLC team will disseminate information to other content area teachers on campus through content PLCs

**Person Responsible**

Melanie May

**Schedule**

Monthly, from 9/19/2017 to 5/30/2018

**Evidence of Completion**

PLC notes

**Action Step 5** 5

Teachers will implement strategies learned from the DPLC learning sessions

**Person Responsible**

Daniel Kempinger

**Schedule**

Daily, from 9/25/2017 to 6/4/2018

**Evidence of Completion**

Classroom observations and PLC notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

The administration team will attend PLCs for content area teachers and conduct classroom observations to ensure the strategies are being planned for and implemented.

**Person Responsible**

Daniel Kempinger

**Schedule**

Weekly, from 9/25/2017 to 6/4/2018

**Evidence of Completion**

Progress monitoring assessments, PLC notes and classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Content area teachers will create and administer progress monitoring assessments.

**Person Responsible**

Crystal Higgs

**Schedule**

Biweekly, from 9/25/2017 to 5/30/2018

**Evidence of Completion**

Performance on assessments

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administrators will monitor the time spent in class on literary strategies.

**Person Responsible**

Daniel Kempinger

**Schedule**

Weekly, from 9/25/2017 to 5/30/2018

**Evidence of Completion**

Teachers will increase the amount of time students spend reading and writing on grade level.

**G2.** Increase the percentage of students with disabilities scoring a level 3+ in achievement on the Math FSA. (Division Priority: Ensure career and college readiness) 1

G095613

**G2.B1** Model of instruction 2

B257465

**G2.B1.S1** Math teachers will improve their use of the rotational model of instruction in general math classes. 4

S272402

### Strategy Rationale

The rotational model allows for teachers to meet the needs of each student and provide enrichment opportunities.

### Action Step 1 5

District-provided professional development on the rotational model.

#### Person Responsible

Erica Rawls

#### Schedule

Quarterly, from 8/30/2017 to 5/30/2018

#### Evidence of Completion

Sign-in sheets

### Action Step 2 5

Math coach will model the rotational model in classrooms

#### Person Responsible

Erica Rawls

#### Schedule

Biweekly, from 8/21/2017 to 5/30/2018

#### Evidence of Completion

Coaching logs

### Action Step 3 5

Common planning to ensure all teachers are comfortable using the model.

**Person Responsible**

Thomas Soli

**Schedule**

Weekly, from 8/15/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans

### Action Step 4 5

iReady implementation using computers and text books for our lowest students

**Person Responsible**

Erica Rawls

**Schedule**

Daily, from 8/15/2017 to 5/30/2018

***Evidence of Completion***

Classroom observation data

### Action Step 5 5

Create visual supports for students with disabilities to use in class

**Person Responsible**

Michael Marcal

**Schedule**

Quarterly, from 10/16/2017 to 5/30/2018

***Evidence of Completion***

Deliverables from the planning days

**Action Step 6** 5

Create a math lab with hands-on resources for all students to visit periodically

**Person Responsible**

Raquel Rodriguez

**Schedule**

On 12/18/2017

**Evidence of Completion**

Classroom

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

PLC leader will monitor lesson plans

**Person Responsible**

Thomas Soli

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans submitted weekly

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review coaching logs

**Person Responsible**

Melanie May

**Schedule**

Biweekly, from 8/29/2017 to 5/30/2018

**Evidence of Completion**

Dr. May will review coaching log to ensure that the math coach is supporting teachers through the coaching cycle.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Classroom observation

**Person Responsible**

Melanie May

**Schedule**

Weekly, from 8/21/2017 to 5/30/2018

***Evidence of Completion***

Observation reports from Effective Educators

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

We will use observation data collected using the Marzano Protocol.

**Person Responsible**

Thomas Soli

**Schedule**

Biweekly, from 10/2/2017 to 4/30/2018

***Evidence of Completion***

Reports from effectiveeducators.com demonstrating teacher use of specific strategies especially focused on the elements addressed in the District PLCs.

**G3.** Close the achievement gap between subgroups on the ELA FSA. (Division Priority: Narrow the achievement gaps) 1

G095614

**G3.B3** A culture of formal education is not as common in our students of color as many of them come from non-college educated families. 2

B257470

**G3.B3.S2** We have added the Latinos in Action Program as part of our elective curriculum. 4

S272409

### Strategy Rationale

This program is designed to encourage more involvement on campus for our Hispanic students and work with them on establishing a post-secondary plan of success.

### Action Step 1 5

Latinos in Action will be added to the master schedule for the 2017-2018 school year.

#### Person Responsible

Daniel Kempinger

#### Schedule

On 6/1/2017

#### Evidence of Completion

Master schedule

### Action Step 2 5

Teachers will attend training hosted by the national Latinos in Action team.

#### Person Responsible

Dolores Santiago

#### Schedule

On 6/19/2017

#### Evidence of Completion

Materials from training

**Action Step 3** 5

Teachers will incorporate activities within the class to engage and encourage our students to be active learners within the school and within the community.

**Person Responsible**

Daniel Kempinger

**Schedule**

Daily, from 8/14/2017 to 6/6/2018

***Evidence of Completion***

Classroom observations and artifacts from events

**Plan to Monitor Fidelity of Implementation of G3.B3.S2** 6

Mr. Kempinger will meet with the LIA teachers to ensure that the expectations of the program are being met and that they are implementing the program with fidelity.

**Person Responsible**

Daniel Kempinger

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom observations and PLC notes

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

More of our Hispanic population will become involved in extra-curricular activities on campus

**Person Responsible**

Thomas Soli

**Schedule**

Monthly, from 9/4/2017 to 5/30/2018

***Evidence of Completion***

Rosters for clubs and sports teams, sign in sheets for events

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

Academic performance will increase for the targeted students within the program

**Person Responsible**

Daniel Kempinger

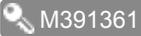
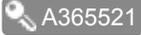
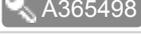
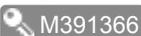
**Schedule**

Quarterly, from 10/13/2017 to 6/6/2018

***Evidence of Completion***

Report cards and progress reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M391361	The administrative team will monitor formative assessment data throughout the year.	Soli, Thomas	9/1/2016	Data tracking forms	5/25/2017 biweekly
G3.B3.S2.A1  A365521	Latinos in Action will be added to the master schedule for the 2017-2018 school year.	Kempinger, Daniel	6/1/2017	Master schedule	6/1/2017 one-time
G1.B3.S1.A1  A365498	The administrative team will attend District PLC introduction session.	May, Melanie	6/15/2017	PPT from session	6/15/2017 one-time
G3.B3.S2.A2  A365522	Teachers will attend training hosted by the national Latinos in Action team.	Santiago, Dolores	6/19/2017	Materials from training	6/19/2017 one-time
G1.B3.S1.A2  A365499	The principal will select a group of teachers to participate in District PLCs for the school year.	May, Melanie	8/1/2017	Rosters	8/1/2017 one-time
G2.B1.S1.A6  A365508	Create a math lab with hands-on resources for all students to visit periodically	Rodriguez, Raquel	12/18/2017	Classroom	12/18/2017 one-time
G2.B1.S1.MA1  M391362	We will use observation data collected using the Marzano Protocol.	Soli, Thomas	10/2/2017	Reports from <a href="http://effectiveeducators.com">effectiveeducators.com</a> demonstrating teacher use of specific strategies especially focused on the elements addressed in the District PLCs.	4/30/2018 biweekly
G2.MA1  M391366	Formative assessment data	Soli, Thomas	9/4/2017	The administrative team will look at the formative assessment data to monitor the effectiveness of the teachers and the instruction.	5/30/2018 biweekly
G3.MA1  M391376	Administration team will monitor lesson plans, common formative assessments, student grades and...	Kempinger, Daniel	8/22/2017	Report cards and participation reports, discipline data	5/30/2018 weekly
G1.B3.S1.MA1  M391358	Content area teachers will create and administer progress monitoring assessments.	Higgs, Crystal	9/25/2017	Performance on assessments	5/30/2018 biweekly
G1.B3.S1.MA3  M391359	Administrators will monitor the time spent in class on literary strategies.	Kempinger, Daniel	9/25/2017	Teachers will increase the amount of time students spend reading and writing on grade level.	5/30/2018 weekly
G1.B3.S1.A3  A365500	The DPLC team will attend district professional learning sessions.	May, Melanie	9/12/2017	Materials from the PLCs.	5/30/2018 monthly
G1.B3.S1.A4  A365501	DPLC team will disseminate information to other content area teachers on campus through content PLCs	May, Melanie	9/19/2017	PLC notes	5/30/2018 monthly
G2.B1.S1.MA1  M391363	PLC leader will monitor lesson plans	Soli, Thomas	8/14/2017	Lesson plans submitted weekly	5/30/2018 weekly
G2.B1.S1.MA2  M391364	Review coaching logs	May, Melanie	8/29/2017	Dr. May will review coaching log to ensure that the math coach is supporting teachers through the coaching cycle.	5/30/2018 biweekly
G2.B1.S1.MA4  M391365	Classroom observation	May, Melanie	8/21/2017	Observation reports from Effective Educators	5/30/2018 weekly
G2.B1.S1.A1  A365503	District-provided professional development on the rotational model.	Rawls, Erica	8/30/2017	Sign-in sheets	5/30/2018 quarterly
G2.B1.S1.A2  A365504	Math coach will model the rotational model in classrooms	Rawls, Erica	8/21/2017	Coaching logs	5/30/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3 A365505	Common planning to ensure all teachers are comfortable using the model.	Soli, Thomas	8/15/2017	Lesson plans	5/30/2018 weekly
G2.B1.S1.A4 A365506	iReady implementation using computers and text books for our lowest students	Rawls, Erica	8/15/2017	Classroom observation data	5/30/2018 daily
G2.B1.S1.A5 A365507	Create visual supports for students with disabilities to use in class	Marcal, Michael	10/16/2017	Deliverables from the planning days	5/30/2018 quarterly
G3.B3.S2.MA1 M391373	More of our Hispanic population will become involved in extra-curricular activities on campus	Soli, Thomas	9/4/2017	Rosters for clubs and sports teams, sign in sheets for events	5/30/2018 monthly
G3.B3.S2.MA1 M391375	Mr. Kempinger will meet with the LIA teachers to ensure that the expectations of the program are...	Kempinger, Daniel	8/14/2017	Classroom observations and PLC notes	5/30/2018 weekly
G1.B3.S1.MA1 M391360	The administration team will attend PLCs for content area teachers and conduct classroom...	Kempinger, Daniel	9/25/2017	Progress monitoring assessments, PLC notes and classroom observations	6/4/2018 weekly
G1.B3.S1.A5 A365502	Teachers will implement strategies learned from the DPLC learning sessions	Kempinger, Daniel	9/25/2017	Classroom observations and PLC notes	6/4/2018 daily
G3.B3.S2.MA3 M391374	Academic performance will increase for the targeted students within the program	Kempinger, Daniel	10/13/2017	Report cards and progress reports	6/6/2018 quarterly
G3.B3.S2.A3 A365523	Teachers will incorporate activities within the class to engage and encourage our students to be...	Kempinger, Daniel	8/14/2017	Classroom observations and artifacts from events	6/6/2018 daily

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase the number of students scoring a level 3 or higher in achievement on the ELA FSA. (Division Priority: Ensure career and college readiness)

**G1.B3** ELA assessment contains large proportion of DOK two and three questions that challenge our students.

**G1.B3.S1** We will use District PLCs to support content area teachers in increasing literacy across campus. [copy]

### PD Opportunity 1

DPLC team will disseminate information to other content area teachers on campus through content PLCs

#### Facilitator

PLC Leaders

#### Participants

Content area teachers

#### Schedule

Monthly, from 9/19/2017 to 5/30/2018

**G2.** Increase the percentage of students with disabilities scoring a level 3+ in achievement on the Math FSA. (Division Priority: Ensure career and college readiness)

**G2.B1** Model of instruction

**G2.B1.S1** Math teachers will improve their use of the rotational model of instruction in general math classes.

### PD Opportunity 1

District-provided professional development on the rotational model.

#### Facilitator

District math coaches

#### Participants

Ms. Long, Ms. Rodriguez

#### Schedule

Quarterly, from 8/30/2017 to 5/30/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B3.S1.A1	The administrative team will attend District PLC introduction session.				\$0.00
2	G1.B3.S1.A2	The principal will select a group of teachers to participate in District PLCs for the school year.				\$0.00
3	G1.B3.S1.A3	The DPLC team will attend district professional learning sessions.				\$0.00
4	G1.B3.S1.A4	DPLC team will disseminate information to other content area teachers on campus through content PLCs				\$0.00
5	G1.B3.S1.A5	Teachers will implement strategies learned from the DPLC learning sessions				\$0.00
6	G2.B1.S1.A1	District-provided professional development on the rotational model.				\$0.00
7	G2.B1.S1.A2	Math coach will model the rotational model in classrooms				\$0.00
8	G2.B1.S1.A3	Common planning to ensure all teachers are comfortable using the model.				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	0911 - Union Park Middle	Title, I Part A		\$17,500.00
<i>Notes: Common planning days for teachers to create engaging lessons.</i>						
	6300	100-Salaries	0911 - Union Park Middle	Title, I Part A		\$17,500.00
<i>Notes: Pre-planning days for all content area teachers</i>						
9	G2.B1.S1.A4	iReady implementation using computers and text books for our lowest students				\$0.00
10	G2.B1.S1.A5	Create visual supports for students with disabilities to use in class				\$0.00
11	G2.B1.S1.A6	Create a math lab with hands-on resources for all students to visit periodically				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0911 - Union Park Middle	School Improvement Funds		\$5,000.00
<i>Notes: Materials to create hands-on Math Lab</i>						
12	G3.B3.S2.A1	Latinos in Action will be added to the master schedule for the 2017-2018 school year.				\$0.00
13	G3.B3.S2.A2	Teachers will attend training hosted by the national Latinos in Action team.				\$0.00
14	G3.B3.S2.A3	Teachers will incorporate activities within the class to engage and encourage our students to be active learners within the school and within the community.				\$0.00
					<b>Total:</b>	<b>\$40,000.00</b>