

Lake County Schools

# Oak Park Middle School



## 2019-20 Schoolwide Improvement Plan

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# Oak Park Middle School

2101 SOUTH ST, Leesburg, FL 34748

<https://oms.lake.k12.fl.us/>

## Demographics

Principal: Tammy Langley

Start Date for this Principal: 8/7/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (42%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (42%) 2014-15: D (35%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Lake 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](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## Oak Park Middle School

2101 SOUTH ST, Leesburg, FL 34748

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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.**

The mission of Oak Park Middle School is to establish common goals to work towards and build a school culture with students and staff that support a positive belief in one's school, one's self, and one's direction towards a successful future.

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

The vision of Oak Park Middle School is to provide a caring and supportive atmosphere so that students can reach their fullest potential by supplying a safe, orderly and academically rich environment.

### 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
Longo, Barbara	Principal	Serves as the primary instructional leader of the school, who creates and implements the instructional plan that addresses the needs of our diverse student population while promoting student achievement for all subgroups. Ms. Long oversees the social studies department as well as also supervise every operation of our school from safety and security to food services. Ms Longo also serves as the "face" of our school by forming strong alliances within local business and community circles.
Simmons, Maurice	Assistant Principal	Responsible for helping carry out the instructional mandates that originate with the principal. Directly responsible supervising Intensive Reading, ELA and ESE departments. Reports directly to the principal regarding instructional practices and student learning in the three aforementioned departments.
Rednour, William (Andy)	Assistant Principal	Responsible for helping carry out the instructional mandates that originate with the principal. Directly responsible supervising Intensive Math, Math, and Science Reports directly to the principal regarding instructional practices and student learning in the three aforementioned departments.
Cohen, Carolyn	Instructional Coach	Math Content expert who facilitates common planning for the math department as well as provide instructional and curricular support to math teachers on campus.
Lucas, Jamease	Instructional Coach	ELA content expert who facilitates common planning for the ELA and IR department as well as provide instructional and curricular support to ELA and reading teachers on campus.
Abney, Everette	Dean	Provides behavioral and discipline support to teachers in order to maintain safe classroom environments. Mr. Abney oversees school safety and security, and conducts school safety drills. The dean is also responsible for providing support to the Electives department.
Belmarez, Michael	Other	As the ESE Specialist, Mr. Belmarez is responsible for ensuring that our students with disabilities are receiving a fair and appropriate education in accordance with their IEP goals. He coordinates and facilitates meetings with ESE Teachers and parents to ensure compliance to IDEA as well as address any needs and concerns regarding our ESE students.
Bourgeois, Ashley	School Counselor	Handle all student concerns for assigned group including: scheduling, family concerns, cum review, homeless/foster care, counseling, mentoring, small groups, and CPS issues. Keep Administration up to date on all concerns that require CPS, Life stream, or law enforcement.



Name	Title	Job Duties and Responsibilities
Campbell, Marc	School Counselor	<ul style="list-style-type: none"> <li>· Handle all student concerns for assigned group including: scheduling, family concerns, cum review, homeless/foster care, counseling, mentoring, small groups, and CPS issues.</li> <li>· Keep Administration up to date on all concerns that require CPS, Life stream, or law enforcement.</li> </ul>

## 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	171	179	183	0	0	0	0	533	
Attendance below 90 percent	0	0	0	0	0	0	12	16	18	0	0	0	0	46	
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2	
Course failure in ELA or Math	0	0	0	0	0	0	49	91	17	0	0	0	0	157	
Level 1 on statewide assessment	0	0	0	0	0	0	46	46	70	0	0	0	0	162	

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	62	78	65	0	0	0	0	205

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	46	37	43	0	0	0	0	126	
Students retained two or more times	0	0	0	0	0	0	4	2	4	0	0	0	0	10	

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

35

Date this data was collected or last updated

Tuesday 8/27/2019

### 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	36	43	41	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	58	48	28	0	0	0	0	134
Course failure in ELA or Math	0	0	0	0	0	0	70	74	80	0	0	0	0	224
Level 1 on statewide assessment	0	0	0	0	0	0	45	64	58	0	0	0	0	167

**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	55	50	48	0	0	0	0	153	

**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	33	34	41	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	58	48	28	0	0	0	0	134
Course failure in ELA or Math	0	0	0	0	0	0	11	6	6	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	45	64	58	0	0	0	0	167

**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	62	78	65	0	0	0	0	205	

**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%	50%	54%	37%	47%	52%
ELA Learning Gains	45%	52%	54%	51%	50%	54%
ELA Lowest 25th Percentile	34%	44%	47%	44%	39%	44%
Math Achievement	32%	56%	58%	37%	54%	56%
Math Learning Gains	39%	55%	57%	52%	56%	57%
Math Lowest 25th Percentile	35%	46%	51%	47%	45%	50%
Science Achievement	31%	49%	51%	34%	46%	50%
Social Studies Achievement	68%	70%	72%	71%	72%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	171 (0)	179 (0)	183 (0)	533 (0)
Attendance below 90 percent	12 (36)	16 (43)	18 (41)	46 (120)
One or more suspensions	2 (58)	0 (48)	0 (28)	2 (134)
Course failure in ELA or Math	49 (70)	91 (74)	17 (80)	157 (224)
Level 1 on statewide assessment	46 (45)	46 (64)	70 (58)	162 (167)

**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	36%	52%	-16%	54%	-18%
	2018	24%	47%	-23%	52%	-28%
Same Grade Comparison		12%				
Cohort Comparison						
07	2019	32%	49%	-17%	52%	-20%
	2018	35%	48%	-13%	51%	-16%
Same Grade Comparison		-3%				
Cohort Comparison		8%				
08	2019	32%	54%	-22%	56%	-24%
	2018	43%	55%	-12%	58%	-15%
Same Grade Comparison		-11%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	53%	-17%	55%	-19%
	2018	30%	49%	-19%	52%	-22%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	34%	58%	-24%	54%	-20%
	2018	36%	59%	-23%	54%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
08	2019	14%	39%	-25%	46%	-32%
	2018	20%	39%	-19%	45%	-25%
Same Grade Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	49%	-19%	48%	-18%
	2018	40%	51%	-11%	50%	-10%
Same Grade Comparison		-10%				
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	66%	71%	-5%	71%	-5%
2018	64%	70%	-6%	71%	-7%
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	61%	52%	9%	61%	0%
2018	73%	62%	11%	62%	11%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	50%	-50%	56%	-56%

### 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 2017-18	C & C Accel 2017-18
SWD	12	29	24	13	28	25	3	45			
ELL	32	50	30	32	52	54					
BLK	25	36	31	18	33	33	17	65	44		
HSP	28	47	31	27	40	42	16	58			
MUL	38	50		38	46		58	79			
WHT	48	49	41	46	39	29	47	73	63		
FRL	30	42	36	27	36	35	25	63	44		
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 2016-17	C & C Accel 2016-17
SWD	10	33	38	12	31	27	17	27			
ELL	29	40		29	50						
BLK	23	40	40	25	45	45	29	56	60		
HSP	32	41	41	32	40	42	36	54	82		
MUL	32	36		34	44			83			
WHT	47	47	44	48	53	46	52	80	62		
FRL	31	42	40	32	45	41	35	64	65		
2017 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	5	37	37	3	33	37		38			
ELL	27	43		25	79						
ASN	45	45		55	73						
BLK	23	47	51	22	42	44	22	64	40		
HSP	45	58	50	49	71	40	52	80	40		
MUL	41	36		48	57						
WHT	48	56	42	46	53	54	39	76	57		
FRL	31	47	42	32	50	46	28	69	43		

### 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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## 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.**

Science is the data component which showed the lowest performance at 31% grade level proficiency. We believe the lack of authentic student interaction with the integrated curriculum played a significant role in our low performance in science.

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

Science is also the data component which showed the greatest decline from the prior year(9%).We believe the lack of authentic student interaction with the integrated curriculum played a significant role in the steep decline in our science achievement. .

**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.**

Our Math achievement at 32% shows the largest gap when compared to the state's 58%..

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

Our ELA learning gains and Social Studies achievement both showed 2% increases.

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

Our students with disabilities and economically disadvantaged students are of great concern to our school.

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

1. Increasing ELA proficiency from 35% to 41%
2. Increasing Math proficiency from 32% to 41%
3. Increasing lowest quartile for ELA to 41%
4. Increasing Science proficiency to 41%
5. Increasing Lowest Quartile for Math to 41% proficiency.

### **Part III: Planning for Improvement**

**Areas of Focus:**



#1	
<b>Title</b>	Academic (ELA Achievement)- Based on school FSA data delineated in the Needs Analysis section Academics(emphasis on ELA Achievement) is one of our most critical areas of focus.
<b>Rationale</b>	This Area of Focus was identified as a critical need because our overall ELA achievement is low at 35% proficiency. This figure is 15 percentage points lower than our district's average and 19 percentage points lower than the state. This low proficiency rate which reveals that 65% of our students struggle with comprehending grade level text, which also impacts learning in other content areas such as science, social studies and even math.
<b>State the measurable outcome the school plans to achieve</b>	By focusing on this area, we expect to see our reading proficiency increase to at least 41% on the FSA.
<b>Person responsible for monitoring outcome</b>	Maurice Simmons (simmons@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Making certain that teachers clearly establish a purpose wherein student learning is the focus instead of tasks or activities; and that the learning is interesting and engaging, with our students being able to articulate what they are learning, why they're learning it, and how they will know that they have learned it. This strategy will increase our ELA proficiency from 35% to 41%. To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bi-monthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator.
<b>Rationale for Evidence-based Strategy</b>	If we implement, monitor and support creating a purpose driven learning environment where students understand what they are learning; why they are learning it; and how they will know they have learned it; then there will be an increase in ELA proficiency by at least 6 percentage points.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilizing Paths Curriculum, all ELA teachers will plan collaboratively and establish purpose for learning on a bi-weekly basis with an assistant principal monitoring the planning meetings.</li> <li>2. Utilizing assessment data, teachers will build lists of students who fall into the following categories: on, below, and above grade level expectations for weekly intervention block.</li> <li>3. Provide interventions unique to students' standards-based deficiencies</li> <li>4. Utilize Resource teacher to deliver more intensive remediation when students fail to meet grade level interventions in spite of interventions.</li> <li>5. Collaborating with the District's program specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.</li> </ol>
<b>Person Responsible</b>	Maurice Simmons (simmons@lake.k12.fl.us)

#2	
<b>Title</b>	Intervention (ELA Lowest Quartile)-Based upon school FSA data delineated in the Needs Analysis, Intervention (ELA Lowest Quartile) is one of our most critical needs.
<b>Rationale</b>	This Area of Focus was identified as a critical area of need because, our lowest quartile's proficiency rate is only 34%, which is 10 and 13 percentage points lower than the district and state respectively. The 34% proficiency also reflects a 5% decrease from the previous school year. This Area of Focus will improve overall student achievement as we are ensuring all of our students's academic needs are met, especially our bottom quartile.
<b>State the measurable outcome the school plans to achieve</b>	By focusing on this area, we expect to see at least a 7% increase for our ELA lowest quartile on the FSA.
<b>Person responsible for monitoring outcome</b>	Maurice Simmons (simmonsm@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Designated time for intervention will be used to increase our lowest quartile ELA proficiency from 35% to 41%. During this intervention block, teachers will deliver interventions specific to each student's standards-related deficiency. To monitor this strategy, data will be pulled from student published products and/o summative assessments. This data will be analyzed by ELA teachers, the Literacy Coach and administration.
<b>Rationale for Evidence-based Strategy</b>	if we designate a period of time to remediate our lowest quartile on a weekly basis, and monitor the interventions to ensure fidelity and efficacy, then there will be a six percent increase in our proficiency rate.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilizing Paths Curriculum, all ELA teachers will plan collaboratively and establish purpose for learning on a bi-weekly basis with an assistant principal monitoring the planning meetings.</li> <li>2. Utilizing assessment data, teachers will monitor students in the Lower Quartile category and provide interventions on a weekly basis</li> <li>3. Utilize Resource teacher to deliver more intensive remediation, when students still fail to meet grade level expectations in spite of teacher's interventions.</li> <li>4. Collaborate with the district's Program Specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.</li> <li>5. Utilizing SAI funds we will hire a certified ELA/Math teacher to provide instructional support through small group remediation.</li> </ol>
<b>Person Responsible</b>	Barbara Longo (longob@lake.k12.fl.us)

#3	
<b>Title</b>	Academic (Math Achievement)- Based upon school FSA data delineated in the Needs Analysis section Academics(emphasis on Math Achievement) is one of our most critical areas of focus.
<b>Rationale</b>	This Area of Focus was identified as a critical area of need because our Math achievement at 32% shows the largest gap of any content area, when compared to the state's 58%. In addition, our math proficiency is the second lowest proficiency...second to science at 31%. The 32% proficiency rate also reflects a 3% decrease from 2018. This low grade level proficiency adversely affects the overall student achievement
<b>State the measurable outcome the school plans to achieve</b>	By focusing on this area, we expect to see increases our math proficiency to at least 41% on the FSA.
<b>Person responsible for monitoring outcome</b>	William (Andy) Rednour (rednourw@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Making certain that teachers clearly establish a purpose wherein student learning is the focus instead of tasks or activities; and that the learning is interesting and engaging, with our students being able to articulate what they are learning, why they're learning it, and how they will know that they have learned it. This strategy will increase our math proficiency from 32% to 41%. To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bi-monthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator.
<b>Rationale for Evidence-based Strategy</b>	If we implement, monitor and support creating a purpose driven learning environment where students understand what they are learning; why they are learning it; and how they will know they have learned it then there will be an increase in math proficiency by at least 9 percentage points.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Math teachers will plan collaboratively and establish purpose for learning on a bi-weekly basis with an assistant principal monitoring the planning meetings.</li> <li>2. Utilizing assessment data, teachers will build lists of students who fall into the following categories: on, below, and above grade level expectations on a weekly basis.</li> <li>3. Provide interventions unique to students' standards-based deficiencies</li> <li>4. Utilize Resource teacher to deliver more intensive remediation when interventions lack efficacy.</li> <li>5. Collaborating with the District's program specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.</li> </ol>
<b>Person Responsible</b>	Barbara Longo (longob@lake.k12.fl.us)

#4	
<b>Title</b>	Intervention (Math Lowest Quartile)-Based upon school FSA data delineated in the Needs Analysis, Intervention (Math Lowest Quartile) is one of our most critical needs.
<b>Rationale</b>	This Area of Focus was identified as a critical area of need because our math Lowest Quartile proficiency was only 35%, which is 11 percentage points lower than the district and 16 percentage points lower than the state. by neglecting to adequately address the math deficiencies in our lowest quartile, overall student achievement on our campus is adversely impacted.
<b>State the measurable outcome the school plans to achieve</b>	By focusing on the delivering adequate interventions to our Lowest Quartile math students, we expect to see our Math Lowest Quartile proficiency increase to 41%.
<b>Person responsible for monitoring outcome</b>	William (Andy) Rednour (rednourw@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Designated time for intervention will be used to increase our Lowest Quartile Math proficiency from 35% to 41%. During this intervention block, teachers will deliver interventions specific to each student's standards-related deficiency. To monitor this strategy, data will be pulled from student published products and summative assessments. This data will be analyzed Team Leads, grade level chair, Coaches and administration.
<b>Rationale for Evidence-based Strategy</b>	If we designate a period of time to remediate our Lowest Quartile on a bi-monthly basis, and monitor the interventions to ensure fidelity and efficacy, then there will be a six percent increase in our proficiency rate.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. All math teachers will plan collaboratively and establish purpose for learning on a bi-weekly basis with an assistant principal monitoring the planning meetings.</li> <li>2. Utilizing assessment data, teachers will monitor students in the Lower Quartile category and provide interventions on a weekly basis</li> <li>3. Utilize Resource teacher to deliver more intensive remediation, when students still fail to meet grade level expectations in spite of teacher's interventions.</li> <li>4. Collaborate with the district's Program Specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.</li> <li>5.Utilizing SAI funds we will hire a certified ELA/Math teacher to provide instructional support through small group remediation.</li> </ol>
<b>Person Responsible</b>	Barbara Longo (longob@lake.k12.fl.us)

#5	
<b>Title</b>	Academic (Science Proficiency)-Based on school FSA data delineated in the Needs Analysis section Academics(emphasis on Science Achievement) is one of our most critical areas of focus.
<b>Rationale</b>	This area of focus was identified as a critical need because our Science data component is our lowest at 31% and it reflects a 9% decrease from the previous year.
<b>State the measurable outcome the school plans to achieve</b>	By focusing on this critical area of focus, we expect to see Our science proficiency increase to 41%.
<b>Person responsible for monitoring outcome</b>	William (Andy) Rednour (rednourw@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Making certain that teachers clearly establish a purpose wherein student learning is the focus instead of tasks or activities; and that the learning is interesting and engaging, with our students being able to articulate what they are learning, why they're learning it, and how they will know that they have learned it. This strategy will increase our Science proficiency from 31% to 41%. To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bi-monthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator.
<b>Rationale for Evidence-based Strategy</b>	If we implement, monitor and support creating a purpose driven learning environment where students understand what they are learning; why they are learning it; and how they will know they have learned it then there will be an increase in science proficiency by at least 10 percentage points.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Science teachers will plan collaboratively and establish purpose for learning on a bi-weekly basis with an assistant principal monitoring the planning meetings.</li> <li>2. Utilizing assessment data, teachers will build lists of students who fall into the following categories: on, below, and above grade level expectations on a weekly basis.</li> <li>3. Provide interventions unique to students' standards-based deficiencies</li> <li>4. Utilize Resource teacher to deliver more intensive remediation when interventions lack efficacy.</li> </ol>
<b>Person Responsible</b>	Barbara Longo (longob@lake.k12.fl.us)

#6	
<b>Title</b>	School Culture(Professional Learning Communities)
<b>Rationale</b>	This Area of Focus was identified as a critical area of need because our Learning Walk data indicates that not all teachers have high expectations for all students.Learning Walk and FSA data also reveal that our collective teacher efficacy is not as high as it should be. These two factors have an adverse effect on student learning.
<b>State the measurable outcome the school plans to achieve</b>	By focusing on School Culture, we expect to see our ELA proficiency increase from 35% to 41%; ELA Lowest Quartile proficiency increase from 34% to 41%; Math proficiency increase from 32% to 41%;Math Lowest Quartile increase from 35% to 41% and our Science proficiency percentages increase from 31% to 41% on the FSA.
<b>Person responsible for monitoring outcome</b>	Barbara Longo (longob@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Implementing professional learning communities (that focuses on helping all students meet the grade level expectations as well as increase collective teacher efficacy) will increase our ELA, ELA Lowest Quartile, math, math Lowest Quartile, and Science grade level proficiency to at 41% or higher. To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bi-monthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator
<b>Rationale for Evidence-based Strategy</b>	If we implement, monitor and support professional learning communities then we will see our ELA proficiency increase from 35% to 41%; ELA Lowest Quartile proficiency will increase from 35% to 41%; Math proficiency will increase from 32% to 41%; and our science proficiency will increase from 31% to 41%.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilize assessment data to group students on, below, and above grade level expectations.</li> <li>2. Provide interventions unique to students' standards-based deficiencies for 2 week cycles.</li> <li>3. Teachers will reassess students after interventions have been delivered.</li> <li>4. Utilize Resource teacher for more intense remediation when students fail to meet grade level expectations in spite of interventions.</li> <li>5. Escalate students through the MTSS tiers of intervention when students fail to meet grade level expectations after Resource Teacher interventions.</li> </ol>
<b>Person Responsible</b>	Barbara Longo (longob@lake.k12.fl.us)

#### 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).**

## 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, Â§ 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.**

Oak Park Middle School endeavors to build positive relationships with parents, families and other community stakeholders through various outreach efforts that emphasizes how parents can be more involved in their child's education. Oak Park Middle School meets the needs of ELL parents and families in a multitude of ways. OPMS provides translating services to all students and their families. OPMS has an on-site school social worker that is trained to provide resources to all students and families, including ELL parents and families. Furthermore, OPMS has a Family Resource Center that provides supplies and resources for all students and families including resources specifically for ELL parents and families. OPMS has an ELL paraprofessional, as well as a full-time Spanish speaking intensive reading teacher assistant, who assists with our majority Spanish speaking ELL students.

**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.**

Oak Park Middle School ensures the social and emotional needs of all students are being met through a multi-tiered system of supports. Interventions are available starting with Tier One, which includes all students. Individual and group interventions are available for students who require services at the Tier Two and Tier Three levels. Also, Oak Park provides faculty and staff trainings to introduce and refine staff skills related to helping students in this area.

All teachers and staff assess and provide social and emotional assistance at the Tier One level. Restorative Practices is used in every classroom to assess need and address concerns. Other programs used at the Tier One level include Zones of Regulation and Sanford Harmony.

For group and individual interventions, Oak Park employs specialists to meet the specific needs of each student. The Positive Alternative to School Suspension (PASS) teacher addresses social, behavioral and emotional issues with students. Two guidance counselors provide individualized counseling and facilitate support groups. In addition, the mental health liaison provides direct service, along with coordinating services with outside agencies.

All staff attend various trainings to better provide social and emotional supports to students. New this year is Kognito training. The Kognito training uses simulations with student avatars to train staff members on a variety of topics including: warning signs associated with psychological stress, initiating a conversation with a student to help build resiliency and identify sources of support, connecting students with appropriate services, and learning motivational interviewing techniques related to avoiding common pitfalls, such as attempting to diagnose the problem, or giving unwarranted advice.

Oak Park Middle School meets the social-emotional needs of ELL students by providing or referring students to counseling through utilizing translators, if needed.

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

Incoming cohorts are supported when the students expected to matriculate to the Oak Park campus visit the campus in spring with their elementary teachers and counselors. Once at OPMS, they are greeted by current students, tour the school, see the band perform, and hear from various departments across campus about expectations and available opportunities. Before they head back to their respective elementary campuses, they have a final group session where they are free to ask questions of the guidance department. During the second semester of the school year, various teams within OPMS visit the elementary campuses. These teams include a band department “petting zoo” and an AVID program introduction. The AVID coordinator shares AVID strategies with the 5th grade teachers and supports their implementation efforts.

Likewise, OPMS staff takes the matriculating eighth grade students to the high school two times during the spring semester. The first visit is for students interested in the Construction Academy; they spend two days immersed in the program where they get hands-on experience alongside the high school students. The second visit is for the entire eighth grade student body, where they tour the school, visit various departments, and get firsthand experience with the school schedule. The band and culinary departments at both campuses collaborate to bring students together for extracurricular activities throughout the year as well.

The literacy and math content coaches stay abreast of the latest student data to assure the students’ current needs are being met with available resources at each school and that the data follows the students to their respective campuses as they promote.

Oak Park’s ELL coordinator meets with all ELL students and families within the first 45 days of school to conduct an ELL committee meeting and assist with the student’s transition from one school level to another.

**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.**

OPMS administration created a Title I plan with the goal of allocating and utilizing our Title I resources in ways that improve student achievement among our students. The bulk of our resources are allocated to personnel such as Instructional Coaches for ELA and Math, and paraprofessionals. We also intend to implement supplemental programs such as Title I tutoring. Assistant Principal Maurice Simmons is the lead person responsible for the Title I budget, personnel and supplemental programs. In conjunction with the principal and the other AP, Mr. Simmons, reviews student achievement data monthly to determine needs and efficacy of the usage of Title I resources. Online programs such as iReady, IXL and Flocabulary was purchased to address grade level proficiency issues in our ELA, Math and, and Science content areas. Mr. Simmons meets monthly with a Title I Program Specialist, school bookkeeper and the principal to review all activities, funds and programs that fall under the purview of Title I.

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

Oak Park Middle School promotes advancement of college and career awareness through our student services department (guidance counselors and mental health liaison). They meet with students to help them to select courses that support their college and/or career aspirations. Furthermore, Oak Park Middle School offers electives such as art, band, consumer science, Spanish, business, physical education, and the AVID program. wh

The AVID system is offered to further prepare students for the rigor of advanced academics. AVID



addresses the middle average to low average students who display potential for further advancement academically. The AVID program has a school wide focus with the intention of meeting the advancement needs of all students.

Student services will administer career assessments to each 8th grader and any other students that seek it out. The career assessment will assist the students in identifying strengths and interests in regards to future careers.

College and Careers are a part of our school's common language. Faculty and staff build relationships with students and discuss with them their aspirations for the future. We promote future planning and opportunities for our students. Our student services department oversees the college awareness days. Teachers and students are encouraged to showcase their college of choice.

The PSAT assessment provides data to begin tracking college career readiness. Students are placed in advance classes and other enrichment classes based upon their performance on this assessment. Furthermore, Oak Park Middle School anticipates having a college night to give the students an opportunity to learn more about higher learning opportunities. Career/Technical Education will be taught to increase the student populations' career readiness.

We have community members who partner with us to mentor some of our students. Sonic, Hungry Howie's and Citizen's Bank and the Father's House are organizations and/or businesses who support us in various efforts.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	<b>Areas of Focus: Academic (ELA Achievement)- Based on school FSA data delineated in the Needs Analysis section Academics(emphasis on ELA Achievement) is one of our most critical areas of focus.</b>				<b>\$270,870.08</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0251 - Oak Park Middle School	Title, I Part A		\$64,577.15
			<i>Notes: Resource teacher will be on a rotation and work with ELA/Math teachers on a daily basis doing small groups with at-risk students either pullout or in class support.</i>			
	5100	150-Aides	0251 - Oak Park Middle School	Title, I Part A		\$29,927.60
			<i>Notes: Daisy Lozada our paraprofessional, will work with Intensive Reading teacher to pull small groups in order to support learning for our reading students.</i>			
	5100	150-Aides	0251 - Oak Park Middle School	Title, I Part A		\$24,547.78
			<i>Notes: The paraprofessional will work directly with Intensive Reading teacher in which she is assigned to pull small groups and assist struggling readers.</i>			
	6400	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Title, I Part A		\$64,571.20
			<i>Notes: Report student assessment data to the principal, district office Reading Program Specialist, and others as designated. Support ELA teachers in their efforts to implement targeted standards-based instruction utilizing data to inform instruction. Facilitate common planning to ensure ELA standards are taught with a purpose.</i>			
	5100	150-Aides	0251 - Oak Park Middle School			\$29,240.06
			<i>Notes: Valinda Curry, our paraprofessional, will work with Intensive Reading teacher to pull small groups in order to support learning for our reading students.</i>			

	5100	120-Classroom Teachers	0251 - Oak Park Middle School	Title, I Part A		\$58,006.29
			Notes: Resource teacher will be on a rotation and work with ELA/Math teachers on a daily basis doing small groups with at-risk students either pullout or in class support.			
2	III.A.	Areas of Focus: Intervention (ELA Lowest Quartile)-Based upon school FSA data delineated in the Needs Analysis, Intervention (ELA Lowest Quartile) is one of our most critical needs.				\$10,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Other		\$10,200.00
			Notes: The utilization of SAI funds will be used to accelerate student achievement for our lowest 25% students in ELA and Math.This support will come in the form of tutoring for our level 1 & 2 students in Math and ELA grades 6-8.			
3	III.A.	Areas of Focus: Academic (Math Achievement)- Based upon school FSA data delineated in the Needs Analysis section Academics(emphasis on Math Achievement) is one of our most critical areas of focus.				\$70,571.16
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	359-Technology-Related Repairs and Maintenance	0251 - Oak Park Middle School	Title, I Part A		\$6,000.00
			Notes: Renewal or purchase of IXL math software iReady math, which will be used as a educational resource for classrooms to support individual, team and whole class learning to support remediation and acceleration math practice for students.			
	6400	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Title, I Part A		\$64,571.16
			Notes: Math Coach assists teachers in developing their pedagogical practices and facilitates common planning with the goal of making certain that instruction, tasks, and activities are aligned to the full intent of the standard.			
4	III.A.	Areas of Focus: Intervention (Math Lowest Quartile)-Based upon school FSA data delineated in the Needs Analysis, Intervention (Math Lowest Quartile) is one of our most critical needs.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0251 - Oak Park Middle School	Other		\$2,000.00
			Notes: The utilization of SAI funds will be used to accelerate student achievement for our lowest 25% students in ELA and Math. This support will come in the form of tutoring for our Advancement Via Determination(AVID) students.			
	5100	150-Aides	0251 - Oak Park Middle School	Other		\$2,000.00
			Notes: The utilization of SAI funds will be used to accelerate student achievement for our lowest 25% students in ELA and Math. This support will come in the form of tutoring for our Advancement Via Determination(AVID) students.			
5	III.A.	Areas of Focus: Academic (Science Proficiency)-Based on school FSA data delineated in the Needs Analysis section Academics(emphasis on Science Achievement) is one of our most critical areas of focus.				\$0.00
6	III.A.	Areas of Focus: School Culture(Professional Learning Communities)				\$0.00
Total:						\$355,641.24