Oak Grove Middle School

2020-21 Schoolwide Improvement Plan

Table of Contents

Oak Grove Middle School

1370 S BELCHER RD, Clearwater, FL 33764

http://www.oakgrove-ms.pinellas.k12.fl.us

Demographics

Principal: Kristy Therrien

Start Date for this Principal: 6/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	95%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an equitable learning experience for all students and prepare all students for high school, college, career, and life.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Therrien, Kristy	Principal	Instructional and Managerial Leader
Mallory, Karen	Assistant Principal	Instructional and Managerial Leader
Wolford, Christopher	Assistant Principal	Instructional and Managerial Leader
Oleksy, Mariah	Assistant Principal	Instructional and Managerial Leader

Demographic Information

Principal start date
Tuesday 6/9/2020, Kristy Therrien

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
58

Demographic Data

2020-21 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Middle School 6-8
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Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	331	362	396	0	0	0	0	1089
Attendance below 90 percent	0	0	0	0	0	0	49	34	38	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	6	4	1	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	26	61	50	0	0	0	0	137

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	11	17	9	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	0	5

Date this data was collected or last updated

Wednesday 6/24/2020

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	
Number of students enrolled	0	0	0	0	0	0	387	429	356	0	0	0	0	1172
Attendance below 90 percent	0	0	0	0	0	0	15	31	14	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	93	135	116	0	0	0	0	344

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

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

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	10	14	5	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	387	429	356	0	0	0	0	1172
Attendance below 90 percent	0	0	0	0	0	0	15	31	14	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	6	4	1	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	19	78	37	0	0	0	0	134
Level 1 on statewide assessment	0	0	0	0	0	0	93	135	116	0	0	0	0	344

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

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

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	10	14	5	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	38%	52%	54%	37%	51%	52%
ELA Learning Gains	47%	55%	54%	42%	51%	54%
ELA Lowest 25th Percentile	42%	47%	47%	38%	40%	44%
Math Achievement	43%	55%	58%	46%	54%	56%
Math Learning Gains	47%	52%	57%	51%	52%	57%
Math Lowest 25th Percentile	40%	46%	51%	41%	44%	50%
Science Achievement	43%	51%	51%	44%	51%	50%
Social Studies Achievement	60%	68%	72%	60%	65%	70%

	EWS Indicators as Input Earlier in the Survey			
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	36%	51%	-15%	54%	-18%
	2018	40%	49%	-9%	52%	-12%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	41%	51%	-10%	52%	-11%
	2018	32%	48%	-16%	51%	-19%
Same Grade Comparison		9%				
Cohort Comparison		1%				
08	2019	37%	55%	-18%	56%	-19%
	2018	38%	55%	-17%	58%	-20%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	33%	44%	-11%	55%	-22%
	2018	40%	45%	-5%	52%	-12%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	51%	60%	-9%	54%	-3%
	2018	46%	59%	-13%	54%	-8%
Same Grade Comparison		5%				
Cohort Comparison		11%				
08	2019	30%	31%	-1%	46%	-16%
	2018	37%	31%	6%	45%	-8%
Same Grade Comparison		-7%				
Cohort Comparison		-16%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	42%	51%	-9%	48%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	51%	53%	-2%	50%	1%
Same Grade Comparison		-9%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	68%	-7%	71%	-10%
2018	52%	66%	-14%	71%	-19%
Compare		9%			

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	70%	55%	15%	61%	9%
2018	91%	57%	34%	62%	29%
Compare		-21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

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	13	36	32	16	33	31	28	20	36		
ELL	18	39	40	29	36	32	19	37	35		

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
ASN	71	50		79	62						
BLK	29	44	48	26	40	46	34	42	53		
HSP	30	44	40	37	42	35	35	49	54		
MUL	46	50		53	54		80	54	64		
WHT	47	49	45	52	53	44	48	76	56		
FRL	32	44	41	38	42	34	38	50	50		

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	9	35	33	15	36	32	12	42			
ELL	12	35	35	25	39	45	14	32			
ASN	53	44		71	44						
BLK	22	36	38	29	45	45	32	40	60		
HSP	29	42	35	41	50	48	47	45	71		
MUL	33	42		57	50		37	86	50		
WHT	47	46	44	55	56	44	60	60	56		
FRL	30	40	36	42	49	47	45	47	58		

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	16	34	38	21	40	37	40	30	45		
ELL	11	33	38	22	35	39	16	35	40		
ASN	48	45		80	75		91				
BLK	26	30	30	34	46	36	34	47	46		
HSP	29	39	37	39	46	41	37	55	60		
MUL	44	34	33	58	44	18	36	53			
WHT	46	50	45	54	58	46	51	69	61		
FRL	31	40	38	43	48	37	38	56	51		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest performance group was our ELA achievement at 38% proficiency. The contributing factor was the lack of rigorous instruction and support provided our highest need students.

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

The greatest decline was our Algebra data by 21% decrease. The factor contributing to this decline was the lack of standards based instruction and best practice provided by that instructor.

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 greatest gap was ELA proficiency. We increased our proficiency by 2% but completed the year 16% below the state. Although we were able to reduce the academic gap between our data and the state from 18% to 16% the implementation of our instructional strategies did not fully close the gap.

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

Our social studies data showed the most improvement with an increase of 8%.
The actions taken were the assigned of knowledgeable teachers to teach the Civics curriculum.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Potential areas of concern are our number of Students With Disabilities that are not showing gains or proficiency in ELA or math. In 2019 13% of our SWD scholars were proficient in ELA and 16% were proficient in math.

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

1. Support schedule for our SWD subgroup
2. Scheduling of our ELL subgroup
3. Increased effective collaboration and fidelity of Professional Learning Communities
4. Increase the Use of equitable practices
5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our Students with Disabilities data has shown little increase in their proficiency from 2018. The lack of strategic scheduling and limited support of VE teachers led to the continued decline in proficiency in core content classes.
Measurable Outcome:	Our SWD subgroup will show gains in ELA achievement, Math achievement, and learning gains. They will increase from 13% proficient to at least 30% in ELA and 16% to 35% in math proficiency.
Person responsible for monitoring outcome:	Mariah Oleksy (oleksym@pcsb.org)
Evidence-based Strategy:	Co-teaching model will be implemented in ELA and math classes. VE teachers will differentiate and provide specially designed instruction based on the needs of the student with disability.
Rationale for Evidence-based Strategy:	Our rationale for this focus is so the VE teachers have increased ownership and understanding of the content they are responsible for teaching. They will attend common planning and differentiated lessons as needed. The VE teachers will use their knowledge of the curriculum and the scholar to plan for success rather than plan for remediation.

Action Steps to Implement

Schedule VE Teachers as Co-Teachers in content and grade specific classes. Each teacher will work with one or two classroom teachers.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Schedule VE Teachers for planning periods alongside their co-teachers. Content area administrators and instructional coaches will attend weekly planning.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Progress monitoring of all scholars through informal and formal data collection. VE Teachers will gauge the level of progression through the data tracker and plan accommodations based on specific scholar need.

Person Responsible	Mariah Oleksy (oleksym@pcsb.org)

Administration, and VE Specialist will ensure the proper progress monitoring is occurring. This data will be presented at our weekly ILT meeting so that we may plan for next steps.

Person Responsible	[no one identified]

Teachers in the co-teach model will attend school and district level professional development to provide training on best practices and inclusive classrooms.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our EL population continues to increase. We currently have 250+ EL Scholars on campus. Our faculty needs to be trained in effective ways to engage and instruct our EL scholars. Our EL data has shown little increase since 2018. Our ELL scholars show only 18% proficiency in ELA.
Measurable Outcome:	Our EL population will increase their proficiencey in ELA from 18% to 35%.
Person responsible for monitoring outcome:	Kristy Therrien (therrienk@pcsb.org)
Evidence-based Strategy:	Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels and length of time in U.S. Schools to ensure academic success of each EL student in their ELA and reading class.
Rationale for Evidence-based Strategy:	The EL scholars need support in ELA classrooms as they focus on the reading and writing of the English language.

Action Steps to Implement

ESOL and Reading teachers will collaborate weekly during common planning to co-plan lessons that will bridge grade-level work and the integration of language development within content specific instruction. Schedule our EL scholars into clusters based on their Access points for EL data points.

Person Responsible	Mariah Oleksy (oleksym@pcsb.org)

Schedule the Bilingual Associates into ELA classes to support the reading and writing needs of our level 1 scholars. They will monitor implementation of testing accommodations and share this data with Our ESOL coordinator.

Person Responsible	Mariah Oleksy (oleksym@pcsb.org)

Plan for meaningful communication with families via the website, newsletter, parent letters, phone calls, etc. and ensure communication is available in languages spoken by ELs; utilize LionBridge interpretation phone services.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

Our ESOL coordinator will monitor fidelity of implementation of the EL Grading Policy school wide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students.

Person Responsible	Mariah Oleksy (oleksym@pcsb.org)

The bilingual associates will monitor the LF student performance to ensure academic success or provide appropriate supports in their reading classes.

Person Responsible	Mariah Oleksy (oleksym@pcsb.org)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	We will focus on eliminating the gap for our Black scholars enrolled in advanced and accelerated courses. We will decrease the risk ration of Black scholars receiving referrals and OSS to <1%. The gap in proficiency in ELA will decrease from 7% to 3%, and the gap in our math proficiency will decrease from 17.6 % to 8%. We must increase the sense of belonging for our black and brown scholars and provide opportunities for authentic student voice and a sense of belonging.
Measurable Outcome:	We will measure our progress toward meeting our goals by monitoring cycle assessments, utilizing formative assessment data, FSA data, discipline reporting data, and scheduling of our black scholars.
Person responsible for monitoring outcome:	Kristy Therrien (therrienk@pcsb.org)
Evidence-based Strategy:	Increase the use of equitable practices to include culturally relevant teaching, Universal Design for Learning and restorative practices
Rationale for Evidence-based Strategy:	These practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

Plan time for restorative circles to take place school wide in order to build a culture of belonging each morning. We will begin with school wide culture building questions and allow the circles to become the voice of the student. There is an additional five minutes allotted in first period to hold these circles.

Person Responsible Kristy Therrien (therrienk@pcsb.org)

Utilize PLCs to plan for culturally relevant teaching using the PLC templates for equity to guide the thoughts and practice. The instructional coach and content specific administrator and school based leadership team members will attend all PLCs. Through classroom observations from the ILT members we will ensure the planned practice is implemented in classrooms.

Person Responsible Kristy Therrien (therrienk@pcsb.org)

Train the staff on equitable practices and culturally relevant teaching. We will conduct a face to face training on Art of Belonging during preschool. We will provide the opportunity for teachers to complete a training regarding formative process within PLCs through a equity lens.

Person Responsible Kristy Therrien (therrienk@pcsb.org)

Administration will walk through classes and participate during this time to observe the effectiveness of the circles. Monitoring with feedback weekly.

Person Responsible Kristy Therrien (therrienk@pcsb.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	In 2018, 51% of our 8th grade scholars were proficient on the Science FSA. In 2019 this data decreased by 8% to 43% proficient. The problem has been occurring because there has been a lack of implementation of literacy strategies in science to engage students in reading and analyzing complex text.
Measurable Outcome:	Our goal for 2020 and 2021 is that the percent of 8th grade students achieving proficiency will increase from 43% to 51%, as measured by the 8th grade State Wide Science Assessment.
Person responsible for monitoring outcome:	Mariah Oleksy (oleksym@pcsb.org)
Evidence-based Strategy:	Teachers will implement literacy strategies in science classrooms to engage students in reading and analyzing complex texts. Teachers will also engage students with dependent questions and performance tasks aligned to the standards.
Rationale for Evidence-based Strategy:	Our Science data dropped drastically as our EL scholars struggle with the vocabulary and complexity of the text. Focusing on literacy strategies will allow all scholars the opportunity to successfully analyze complex text while mastering standards.

Action Steps to Implement

Conduct regular, weekly Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

Person Responsible Mariah Oleksy (oleksym@pcsb.org)

Science Instructional Staff Developers will be available to teachers to provide professional development around literacy strategies in science, instructional shifts, standards, assessment, and instructional methods. Science Instructional Staff Developers will assist teachers with strategy implementation in the classroom.

Person Responsible Mariah Oleksy (oleksym@pcsb.org)

Site based administrators will visit science classrooms to monitor strategy implementation and provide feedback to teachers, literacy coach, and science Instructional Staff Developer. Administration and coaching staff will collaborate to determine next steps.

Person Responsible Mariah Oleksy (oleksym@pcsb.org)

Using supplemental texts, teachers will regularly include shorter, challenging, and technical passages that elicit close reading and re-reading.

Person Responsible Mariah Oleksy (oleksym@pcsb.org)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our scholars have increased slightly from 2018-2019. We have gone from 36% to 38% proficient. We made a 4% increase with our ELA gains and a 4% increase with our L25 learning gains. We are trending upward and would like to continue this upward trend by increasing the time scholars are fully engaged in student-centered and rigorous tasks consistently at the let level they will be tested on the Reading FSA.
Measurable Outcome:	We will measure our success by increasing our achievement of scholars in ELA from 38% in 2019 to 45% in 2021. We will increase our learning gains from 47% to 55% and our L25 learning gains from 42% to 50%, as measured by the ELA FSA.
Person responsible for monitoring outcome:	Karen Mallory (malloryk@pcsb.org)
Evidence-based Strategy:	Strengthen the staffs ability to engage students in complex tasks that allow for thinking, discussing and writing in response to text.
Rationale for Evidence-based Strategy:	For our scholars to increase their proficiency on the Reading FSA, they will need to increase their understanding and ability to read and comprehend grade level text. Our SWD and EL scholars will need specific strategies based on their individual needs so they can show increase their learning gains leading to proficiency.

Action Steps to Implement

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Teachers will use culturally relevant supplemental texts. they will regularly include media center resources that are shorter and challenging passage that elicit deeper thinking for bother in person and digital learning.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Administrators conduct walk through for evidence of reading informational texts in content classrooms, collaborate with the literacy coach to determine next steps and provide feedback to support teacher growth.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

Literacy coach and staff developer will support high engagement culturally relevant lessons aligned to LAFS and student data.

Person Responsible	[no one identified]

Teachers will engage in professional learning communities weekly, to plan lessons that are engaging at various levels of complexity both in person and digitally.

Person Responsible	[no one identified]

#6. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our math data has decreased from 47% proficient in 2018 to 43% proficient in 2019. Our math learning gains and our L25 learning gains both decreased by 5% from 2018 to 2019. 16% of our SWD scholars and 21% of our EL scholars are proficient in mathematics. 26% of our Black scholars are proficient on the FSA Math Assessment. The use of cognitive complex tasks aligned to the learning target was not consistent in all classrooms. By increasing the engagement in complex, rigorous tasks in all learning environments we can alleviate this gap.
Measurable Outcome:	Our scholars will increase their proficiency on the FSA mathematics assessments from 43% to 51%. We will increase our learning gains from 43% to 55% and our L25 learning gains from 40% to 50%, as measured by the 2020-2021 FSA Mathematics Achievement.
Person responsible for monitoring outcome:	Christopher Wolford (wolfordc@pcsb.org)
Evidence-based Strategy:	Enhance staffs capacity to identify critical content from the Standards in alignment with district resources and utilize data to modify instruction as needed.
Rationale for Evidence-based Strategy:	Our teachers need to understand the instructional shift and plan lessons accordingly. A deep understanding of the standards (conceptual versus procedural) is essential to student growth and implement lessons based on student data.

Action Steps to Implement

In addition to instructional coaching cycles and individual professional development plans, our mathematics teachers will participate in professional learning opportunities focused on instructional shifts, standards, assessments and differentiation of instructional methods.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

Conduct regular, weekly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS, B.E.S.T and mathematical Thinking and Reasoning standards based on classroom and scholar level data.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

Regularly assess (formally and informally) and utilize data to modify instruction. Teachers utilize ongoing formative assessment (e.g., Unit Assessments, MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

Administrators will conduct walkthroughs, observations, and PLC data-chats to monitor teacher practice and will provide feedback to support teacher growth.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

No description entered

Person Responsible	[no one identified]

#7. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Our 7th grade scholars increased their proficiency from 52% to 60% in 2019 on the Civics EOC. The proficiency increase would have been greater if students had engaged in more rigorous text-dependent, student-centered tasks on a daily basis. We must increase our implementation of meaningful instruction and literacy support to continue this upward trend in proficiency.
Measurable Outcome:	Our 7th grade scholars achieving proficiency on the Civics EOC will increase from 60% to 70%, as measured by the spring administration of the Civics EOC. All scholars will increase their proficiency as measured by mid terms, final exams, cycle assessments, and daily completion of complex tasks and the ELA-Reading FSA.
Person responsible for monitoring outcome:	Karen Mallory (malloryk@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability, through professional development and literacy coach support, to engage students in complex tasks such as DBQ (data-based questions) activities, daily reading and writing activities based on primary and secondary source documents, and student-centered activities.
Rationale for Evidence-based Strategy:	When looking at our ESSA subgroups, 42% of our Black scholars are proficient on the Civics EOC. 20% of our SWD scholars and 34% our our EL scholars are proficient, whereas 76% of our White 7th grade scholars are proficient. Continued practice with grade level and complex text will help these scholars increase their proficiency on this assessment.

Action Steps to Implement

Utilize supplemental resources, primary sources, and regularly include shorter, challenging passages that elicit close and critical reading and re-reading to teach social studies content.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Conduct regular, weekly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that include the use of text that meet the remediation and enrichment needs of students.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Ensure teachers receive professional development around the writing rubric that follows the FSA writing rubric as well as how to create and structure short response, text-dependent questions based on primary source documents.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Encourage productive-struggle for students as they work throughout the year and ensure they have the time to struggle through document analysis.

Person Responsible	Karen Mallory (malloryk@pcsb.org)

#8. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Oak Grove is interested in preparing specific pathways based on student interests that lead to increased enrollment into advanced courses. In order to increase our proficiency scores in all content areas we must look at the scheduling and implementation of rigorous instructional practices.
Measurable Outcome:	Our earned points for our school grade will increase from 416 (46.2%) to at least 487 (54%). This increase in points will move Oak Grove to a B school.
Person responsible for monitoring outcome:	Christopher Wolford (wolfordc@pcsb.org)
Evidence-based Strategy:	Strengthen teacher implementation of rigorous instructional practices measured by the increased level of success on advanced course work and increased industry certifications.
Rationale for Evidence-based Strategy:	With daily rigorous instruction, our scholars will be prepared for college and career.

Action Steps to Implement

Teachers will monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.

Person Responsible	Christopher Wolford (wolfordc@pcsb.org)

Teachers will attend professional development on culturally responsive instruction, WICOR strategies and Differentiation of instruction. They will provide engaging lessons that connect academics to the real world. Administrators monitor instruction for culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD.

Person Responsible	Christopher Wolford (wolfordc@pcsb.org)

Strengthen Career Academies and the use if integrated lesson planning for applied learning and emphasize the importance of industry certifications for academic relevance and career readiness

Person Responsible	Christopher Wolford (wolfordc@pcsb.org)

#9. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	In 2018 our Black scholars increased their level of proficiency in ELA from 22% to 29% of the scholars showing proficiency on the Reading FSA. They decreased from 29% to 26% proficiency on the math FSA. The gap is occurring due to a lack of culturally responsive teaching and equitable grading practices,. If teachers implement culturally responsive teaching practices and more equitable grading practices, the problem would be reduced by 5%.
Measurable Outcome:	Our Black scholars will increase their learning gains in ELA from 29% to 40% and in math from 40% to 45% as measured by the ELA FSA and Math FSA.
Person responsible for monitoring outcome:	Christopher Wolford (wolfordc@pcsb.org)
Evidence-based Strategy:	Implement AVID Culturally responsive strategies into all instructional courses.
Rationale for Evidence-based Strategy:	We must teach scholars based on their needs, providing both behavioral and academic support and resources as appropriate. Having this relationship with a mentor will help to engage the scholar in the curriculum and improve their ability to access higher educational experiences.

Action Steps to Implement

Schedule scholars into advanced and accelerated courses in order to provide them with a rigorous instruction and opportunities for high school credit courses and advancement..

Person Responsible	Karen Mallory (malloryk@pcsb.org)

Identify students in need of academic support and provide a mentor to support those students.

Person Responsible	Christopher Wolford (wolfordc@pcsb.org)

Teachers will implement culturally relevant instructional practices in classrooms such as cooperative and small group instruction, music and movement, explicit vocabulary instruction monitoring with feedback and deliberate use of cultural references in lesson plans.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

Teachers will plan engaging lessons that include needed interventions to ensure the success of all scholars.

Person Responsible	Christopher Wolford (wolfordc@pcsb.org)

#10. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	We need to increase our parent involvement in both SAC and PTSA. Our committees are not representative of our school population, therefore voices are not heard. Parent and community involvement is necessary to improve student achievement and student learning.
Measurable Outcome:	We will increase our SAC and PTSA rosters to match our 37% Hispanic population and our 16% African American population. Our scholars will increase their learning gains on all assessments due to the increase in parent involvement.
Person responsible for monitoring outcome:	Kristy Therrien (therrienk@pcsb.org)
Evidence-based Strategy:	We will recruit parents from diverse backgrounds representative of our school culture to join our PTSA and SAC committees. Our attendance and community voice will increase.
Rationale for Evidence-based Strategy:	We need equitable voice on these committees in order to build a true culture and move our scholars toward success.

Action Steps to Implement

The Hispanic Heritage Team will join our teams and communicate with our Hispanic families and invite them to our PTSA and SAC meetings

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

We will create a virtual library that will include live webinars on various topics such as, Parent Training/ Webinars – Raising the Bar, Equity and Family Engagement, Resources/Tools, Accountability/ Assessment Tools/Measurable goals, Parent Information & Advocacy, etc. All communications will be translated into various languages as needed.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

Enhance tool kits and supports so we can implement, communicate and monitor family engagement strategies that are connected to learning and academic achievement of students.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

We will personally invite our black parents in order to represent our school on our SAC and PTSA committees.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

#11. Other specifically relating to Increased Attendance	
Area of Focus Description and Rationale:	30% of our Hispanic scholars are missing 20% or more days of school. 20% of our Black scholars are missing 20% of school days. 29% of our Hispanic population are missing 10% of school. 46% of our White scholars are missing 20% or more days, and 46% are missing 10% of school. Scholars do not feel a sense of belonging and lack a connection to school.
Measurable Outcome:	We will increase days present for all of our scholars. Decrease the percentage of Hispanic scholars missing school by 15% and decrease the percentage of black scholars missing school by 10% as measured by our daily attendance.
Person responsible for monitoring outcome:	Kristy Therrien (therrienk@pcsb.org)
Evidence-based Strategy:	Strengthen our sense of belonging for all scholars and parents by improving communication and implementing Tier 1 and Tier 2 interventions for attendance.
Rationale for Evidence-based Strategy:	When Tier 1 and Tier 2 attendance interventions are strengthened, the percent of students with attendance below 90% by 6%.

Action Steps to Implement

Assign teacher mentors for scholars not routinely attending school. These mentors will be responsible for checking in with scholars weekly and communicating with parents regarding attendance.

Person Responsible	Mariah Oleksy (oleksym@pcsb.org)

Improve the sharing of information, in native language, with parents and families on benefits of attendance and consequences of absences. Provide engaging and culturally relevant lessons that meets the needs of all scholars.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

Share information with parents on how to access and use Focus to monitor student progress and attendance.

Person Responsible	Christopher Wolford (wolfordc@pcsb.org)

Art and Science of Belonging training will create a sense of belonging and increase their connection to school.

Person Responsible	Kristy Therrien (therrienk@pcsb.org)

#12. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is 2 out of 6 topics "Working Towards" Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect to be eligible to achieve bronze level recognition by April 2021. The problem/gap is occurring because we have not met all of the criteria for the Physical Activity, Nutrition and Policy topics. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.
Measurable Outcome:	Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2021 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Kristy Therrien (therrienk@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy:	

Action Steps to Implement	
Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals.	
Person Responsible	Kristy Therrien (therrienk@pcsb.org)
Attend District supported professional development for wellness.	
Person Responsible	Kristy Therrien (therrienk@pcsb.org)
Complete Healthy Schools Program Assessment.	
Person Responsible	Kristy Therrien (therrienk@pcsb.org)
Develop an action plan.	
Person Responsible	Kristy Therrien (therrienk@pcsb.org)
Celebrate healthy school changes/activities.	
Person Responsible	Kristy Therrien (therrienk@pcsb.org)

#13. Other specifically relating to School Climate, Conditions for Learning	
Area of Focus Description and Rationale:	Our Black scholars have a risk ratio of 1.73 for number of referrals and a 2.36 risk ration for out-of-school suspensions. Our Hispanic scholars are receiving 28% of the referrals with the highest percentage of scholars assigned in-school suspension. The problem is occurring because of misinterpretations of cultural norms as well as inconsistent disciplinary practices.
Measurable Outcome:	Our risk ratio for each subgroup will remain below 1.0 and our number of scholars receiving multiple referrals decreasing by 60%.
Person responsible for monitoring outcome:	Kristy Therrien (therrienk@pcsb.org)
Evidence-based Strategy:	All stakeholders participate in the revision of the current expectations and rules for dealing with discipline. Expectations and rules will be developed and effective procedures for dealing with discipline established.
Rationale for Evidence-based Strategy:	Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices)> The specific strategies and actions within our SIP were selected to match our school specific needs based on review of data utlizining an equity problem-solving process.

Action Steps to Implement

We will allow time each day during 1st period for classes to participate in restorative circles. A topic essential to building a sense of belonging will be provided and discussed. Leadership Team members will observe and participate in these circles each day.

Person Responsible   Kristy Therrien (therrienk@pcsb.org)

Prior to the first day of school, the PBIS Coordinator will use the Tier I Walk through Tool to ensure signage reflecting revised guidelines for Success are posted in common areas.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

During the first quarter, all staff will be trained in how to develop lesson plans to teach and re-teach classroom rules and procedures. Staff will review expectations and rules at least once per week with all students during Restorative Circle time.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

The Restorative Practice trainer will conduct monthly 20 and out professional development sessions on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

During preschool, the administrative team will train all staff members on discipline procedures for minor and major behavior problems.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

Equity data will be shared monthly to school staff by our MTSS Coach and revisions to processes will take place as needed.

Person Responsible   Kristy Therrien (therrienk@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

These goals cover all of our school improvement priorities

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We as a staff, including our SAC and PTSA representatives, will evaluate our school vision and mission statement. We will create a vision that effectively showcases the vision of the current faculty at Oak Grove Middle School. We will ensure we are all aware of, comfortable with, and share the agreed upon vision for the 2020-2021 school year. All faculty will participate in weekly common planning with their content/grade level team. They will collaborate and plan for and implement culturally relevant instruction.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

6	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
7	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
8	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Community Involvement	$0.00
11	III.A.	Areas of Focus: Other: Increased Attendance	$0.00
12	III.A.	Areas of Focus: Other: Healthy Schools	$0.00
13	III.A.	Areas of Focus: Other: School Climate, Conditions for Learning	$0.00
		Total:	$0.00