

Lake County Schools

Oak Park Middle School



2020-21 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: 8/11/2013

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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (42%)
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 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.

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

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

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	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	63%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities 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. Longo oversees all content areas 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.
Lucas, Jamese	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.
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.
Campbell, Marc	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.
Meyer, Tracy A.	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.
Munoz, Itnerly	Dean	Provides behavioral and discipline support to teachers in order to maintain safe classroom environments. Mrs. Munoz oversees school safety and security, and conducts school safety drills. The dean is also responsible for providing support to the Electives department.

Name	Title	Job Duties and Responsibilities
Farren, Jimmie S.	Other	As the ESE Specialist, Mr. Farren 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.

Demographic Information

Principal start date

Sunday 8/11/2013, Tammy Langley

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.*

3

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.*

6

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*

School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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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	169	147	151	0	0	0	0	467	
Attendance below 90 percent	0	0	0	0	0	0	26	31	22	0	0	0	0	79	
One or more suspensions	0	0	0	0	0	0	25	28	26	0	0	0	0	79	
Course failure in ELA	0	0	0	0	0	0	23	12	9	0	0	0	0	44	
Course failure in Math	0	0	0	0	0	0	23	12	9	0	0	0	0	44	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	49	91	17	0	0	0	0	157	
Level 1 on 2019 statewide Math 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	138	137	148	0	0	0	0	423	

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 8/11/2020

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	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

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	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	

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	
	(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%	52%	-16%	54%	-18%
	2018	24%	47%	-23%	52%	-28%
Same Grade Comparison		12%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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
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%	2
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%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	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	48
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

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?

Our students with disabilities and economically disadvantaged students are of great concern to our school, due to the low achievement level in ELA and Math. The percentages of SWD who scored level 3 and above is only 12% and 13% respectively.

The percentages of students on free and reduced lunch who scored level 3 and above are 30% for ELA and 27% for math.

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. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>ELA Achievement</p> <p>This Area of Focus was identified as a critical need because our overall ELA, achievement falls below both the district average percentages at 35% level 3 and above. This figure is 15 percentage points lower than our district's average and 19 percentage points lower than the state. This low proficiency rate reveals that 65% of our students struggle with comprehending grade level text, which also adversely impacts learning in other content areas such as science, social studies and even math.</p>
Measurable Outcome:	By focusing on this area, we expect to see our reading proficiency increase to at least 41% on the FSA.
Person responsible for monitoring outcome:	Maurice Simmons (simmons@lake.k12.fl.us)
Evidence-based Strategy:	<p>Independent Practice will be the key strategy that we focus on within the gamut of instructional strategies that our teachers wield. We want to ensure that all of our students have ample opportunities to apply what they have learned by engaging in productive struggle through meta-cognition and self-regulation.</p> <p>In addition, the teachers' role in Independent Learning, will involve monitoring the on-going performance of all students and providing timely, specific, and actionable feedback.</p>
Rationale for Evidence-based Strategy:	<p>If we implement, monitor and support a learning environment where students can apply what they have learned through meta-cognition and self regulation; while the teacher monitors their progress and provides specific feedback, then there will be an increase in ELA proficiency by at least 6 percentage points.</p> <p>To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bimonthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator.</p>

Action Steps to Implement

1. Utilizing Paths Curriculum, all ELA teachers will plan collaboratively and establish what tasks or activities their students will perform as Independent Practice. These weekly meetings will be monitored by an assistant principal.

Person Responsible Maurice Simmons (simmons@lake.k12.fl.us)

2. Provide interventions unique to students' standards-based deficiencies

Person Responsible James Lucas (lucasj1@lake.k12.fl.us)

3. Utilize Resource teacher to deliver more intensive remediation when students fail to meet grade level interventions in spite of interventions.

Person Responsible James Lucas (lucasj1@lake.k12.fl.us)

4. Collaborating with the District's program specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.

Person Responsible Maurice Simmons (simmonsm@lake.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Math Achievement- is also one of our most critical areas of focus. 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 at Oak Park Middle School.
Measurable Outcome:	By focusing on this area, we expect to see our math proficiency increase to at least 41% on the FSA.
Person responsible for monitoring outcome:	William (Andy) Rednour (rednourw@lake.k12.fl.us)
Evidence-based Strategy:	Independent Practice will be the key strategy that we focus on within the gamut of instructional strategies that our teachers wield. We want to ensure that all of our students have ample opportunities to apply what they have learned by engaging in productive struggle through meta-cognition and self-regulation.
Rationale for Evidence-based Strategy:	In addition, the teachers' role in Independent Learning, will involve monitoring the on-going performance of all students and providing timely, specific, and actionable feedback. If we implement, monitor and support a learning environment where students can apply what they have learned through meta-cognition and self regulation while the teacher monitors their progress and provides specific feedback, then there will be an increase in math proficiency by at least 9 percentage points. To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bimonthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator.

Action Steps to Implement

1. Math teachers will plan collaboratively and establish what tasks or activities their students will perform as Independent Practice. These weekly meetings will be monitored by an assistant principal.

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

2. Provide interventions unique to students' standards-based deficiencies

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

3. Utilize Resource teacher to deliver more intensive remediation when interventions lack efficacy

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

4. Collaborate with the District's program specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

5. Increase access and use of digital practice to provide immediate feedback and opportunities for error analysis in Math

Person Responsible Tracy A. Meyer (meyert@lake.k12.fl.us)

5. Increase access and use of digital practice to provide immediate feedback and opportunities for error analysis in Math

Person Responsible Tracy A. Meyer (meyert@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Academic
Description and Rationale:	(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. 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.
Measurable Outcome:	By focusing on this critical area of focus, we expect to see Our science proficiency increase to 41%. Person responsible for monitoring outcome
Person responsible for monitoring outcome:	William (Andy) Rednour (rednourw@lake.k12.fl.us)
Evidence-based Strategy:	Independent Practice will be the key strategy that we focus on within the gamut of instructional strategies that our teachers wield. We want to ensure that all of our students have ample opportunities to apply what they have learned by engaging in productive struggle through meta-cognition and self-regulation. In addition, the teachers' role in Independent Learning, will involve monitoring the on-going performance of all students and providing timely, specific, and actionable feedback.
Rationale for Evidence-based Strategy:	If we implement, monitor and support a learning environment where students can apply what they have learned through meta-cognition and self regulation while the teacher monitors their progress and provides specific feedback, then there will be an increase in science proficiency from 31% to 41% level 3 and above. To monitor this strategy, data extracted from classroom walk-throughs, summative assessments, published products and LSAs will be analyzed bimonthly by Team Leads to include: an administrator, Coaches, grade level chair and Support Facilitator.

Action Steps to Implement

1. Science teachers will plan collaboratively and establish what tasks or activities their students will perform as Independent Practice. These weekly meetings will be monitored by an assistant principal.

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

2. Provide interventions unique to students' standards-based deficiencies

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

3. Utilize Resource teacher to deliver more intensive remediation when interventions lack efficacy

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: (ELA Lowest Quartile) is one of our most critical needs. Rationale 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.

Measurable Outcome: By focusing on this area, we expect to see at least a 7% increase for our ELA lowest quartile on the FSA.

Person responsible for monitoring outcome: Maurice Simmons (simmons@lake.k12.fl.us)

Evidence-based Strategy: 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.

Rationale for Evidence-based Strategy: 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 we expect to see a six percent increase in ELA proficiency among our lowest quartile students.

Action Steps to Implement

1. Utilizing Paths Curriculum, all ELA teachers will plan collaboratively and establish what tasks or activities their students will perform as Independent Practice. These weekly meetings will be monitored by an assistant principal.

Person Responsible Maurice Simmons (simmons@lake.k12.fl.us)

2. Utilizing assessment data, teachers will monitor students in the Lower Quartile category and provide interventions on a daily basis

Person Responsible Maurice Simmons (simmons@lake.k12.fl.us)

3. Utilize Resource Teacher to deliver more intensive remediation, when students still fail to meet grade level expectations in spite of teacher's interventions.

Person Responsible Maurice Simmons (simmons@lake.k12.fl.us)

4. Collaborate with the district's Program Specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.

Person Responsible Maurice Simmons (simmons@lake.k12.fl.us)

5. Utilizing SAI funds we will hire a certified ELA/Math teacher to provide instructional support through small group remediation.

Person Responsible Maurice Simmons (simmons@lake.k12.fl.us)

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Intervention (Math Lowest Quartile) is one of our most critical needs. Rationale 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.

Measurable Outcome: 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%.

Person responsible for monitoring outcome: William (Andy) Rednour (rednourw@lake.k12.fl.us)

Evidence-based Strategy: Allocated 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.

Rationale for Evidence-based Strategy: If we designate a period of time to remediate our Lowest Quartile on a bimonthly basis, and monitor the interventions to ensure fidelity and efficacy, then there will be a six percent increase in our proficiency rate

Action Steps to Implement

Math teachers will plan collaboratively and establish what tasks or activities their students will perform as Independent Practice. These weekly meetings will be monitored by an assistant principal.

Person Responsible Barbara Longo (longob@lake.k12.fl.us)

2. Utilizing assessment data, teachers will monitor students in the Lower Quartile category and provide interventions on a weekly basis

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

3. Utilize Resource teacher to deliver more intensive remediation, when students still fail to meet grade level expectations in spite of teacher's interventions.

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

4. Collaborate with the district's Program Specialists in order to provide professional development geared towards enhancing teacher pedagogical practices.

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

5. Utilizing SAI funds we will hire a certified Math teacher to provide instructional support through small group remediation.

Person Responsible William (Andy) Rednour (rednourw@lake.k12.fl.us)

#6. Culture & Environment specifically relating to Early Warning Systems**Area of Focus Description and Rationale:**

Our discipline and student achievement Data reveals disparities among our 3 ethnic subgroups. For instance, despite making up only 34% of the school's population, over 50% of the students who have had 1 or more OSS are black. These gaps could indicate that we do not have an egalitarian school culture where high expectations are held for ALL students.

This is why we are choosing to focus on developing collective teacher efficacy and creating a school-wide culture where teachers have strong relationships with their students; high expectations are held for ALL students and an egalitarian environment is established so that all students have the same opportunities to succeed.

Measurable Outcome:

We would like to see the percentage of students suspended out of school more proportionate with the demographic percentages of our school. Therefore, we expect to see the percentage of black students with OSS decrease from 50% to 34%.

Person responsible for monitoring outcome:

Maurice Simmons (simmonsm@lake.k12.fl.us)

Evidence-based Strategy:

We will provide ongoing opportunities for our teachers to collaborate monthly in PLCs as well as deliver PD which incorporates equity or Restorative practice components.

Rationale for Evidence-based Strategy:

We postulate that by allocating time for monthly collaboration in PLCs; delivering equity training and culturally embedding Restorative Practices in our school; then we will build collective teacher efficacy; teachers will have stronger relationships with their students; and All of our students will have equal opportunities to succeed in school while having healthier relationships with their peers.

Action Steps to Implement

1. Deliver monthly Equity PD.

Person Responsible

Maurice Simmons (simmonsm@lake.k12.fl.us)

2. Conduct monthly PLCs, based upon teacher interest and needs

Person Responsible

Maurice Simmons (simmonsm@lake.k12.fl.us)

3. Implement Restorative practices school-wide.

Person Responsible

Ashley Bourgeois (bourgeois@lake.k12.fl.us)

4. Offer more advanced classes to a wider range of students

Person Responsible

Barbara Longo (longob@lake.k12.fl.us)

5. Conduct CWTs in order to monitor the implementation of restorative practices and the transfer of equity training into the classrooms.

Person Responsible

Barbara Longo (longob@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

While Independent Practice will be our primary instructional focus this year, we will also continue our efforts to increase the level of accountable collaboration in our classrooms. We recognize the fact that authentic accountable collaboration is integral in maintaining high levels of student engagement. In addition to higher degrees of student engagement, we believe that deeper levels of accountable collaboration will result in all of our subgroups having higher proficiency in our ELA, math and science standards. The implications of more accountable collaboration reach beyond the boundaries of student achievement. We also recognize its potential to decrease off-task behaviors and improve peer to peer relationships. Both of these effects can be impactful in reducing the number of discipline referrals and OSS.

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.

PBS is culturally embedded at our school in order to help facilitate a safe and secure campus that is conducive to learning and student achievement. The Knight's Store is an important component of PBS in that it allows student to spend their Knight dollars(which they earn through positive behaviors) to make purchases. Funding is obtained from SAC which will be used to purchase items to stock the store.

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.

COLLEGE and CAREER READINESS

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 offers

electives such as art, band, consumer science, Spanish, business, physical education, and the AVID program.

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.

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: Instructional Practice: Standards-aligned Instruction				\$129,302.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0251 - Oak Park Middle School	Title, I Part A		\$59,339.00
			Notes: Resource teacher will be on a rotation and work with ELA teachers on a daily basis doing small groups with at-risk students either pullout or in class support.			
	6400	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Title, I Part A		\$63,963.00
			Notes: Literacy Coach reports 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.			
	5100	510-Supplies	0251 - Oak Park Middle School			\$6,000.00
			Notes: Purchase of binders and organizational materials, dividers, pencil pouches, highlighters, pencils. These materials and supplies will help students stay organized and help students implement AVID strategies on a daily basis. Glue sticks, scotch tape and spirals will be used to create student interactive notebooks for organization. Science consumable supplies will be for hands on student labs.			

2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$133,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0251 - Oak Park Middle School	Title, I Part A		\$59,339.00
			Notes: Resource teacher will be on a rotation and work with Math teachers on a daily basis doing small groups with at-risk students either pullout or in class support.			
	6400	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Title, I Part A		\$67,991.00
			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.			
	5100	359-Technology-Related Repairs and Maintenance	0251 - Oak Park Middle School			\$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.			
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$64,306.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Title, I Part A		\$10,000.00
			Notes: The utilization of SAI funds will be used to accelerate student achievement for our lowest 25% students in ELA. This support will come in the form of tutoring for our level 1 & 2 students in ELA grades 6-8.			
	5100	150-Aides	0251 - Oak Park Middle School	Title, I Part A		\$29,534.00
			Notes: Valinda Curry, our paraprofessional, will work with Intensive Reading teacher to pull small groups in order to support learning for our reading students.			
	5100	150-Aides	0251 - Oak Park Middle School	Title, I Part A		\$24,772.00
			Notes: our paraprofessional, will work with Intensive Reading teacher to pull small groups in order to support learning for our reading students.			
5	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$4,074.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0251 - Oak Park Middle School	Other		\$4,074.00
			Notes: The utilization of SAI funds will be used to accelerate student achievement for our lowest 25% students in Math. This support will come in the form of tutoring for our level 1 & 2 students in Math grades 6-8.			
6	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
					Total:	\$331,012.00