

Lake County Schools

Oak Park Middle School



2021-22 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: 8/10/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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 cultivate a school culture that supports 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	Position Title	Job Duties and Responsibilities
Langley, Tammy	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. Mrs. Langley oversees all content areas as well as also supervise every operation of our school from safety and security to food services. Mrs. Langley also serves as the "face" of our school by forming strong alliances within local business and community circles.
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.
Gawenda, Heather O.	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.
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.
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.
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.
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

Tuesday 8/10/2021, 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

Total number of students enrolled at the school

533

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data**Early Warning Systems****2021-22**

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	174	164	167	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	0	26	31	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	25	28	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	0	23	12	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	23	12	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	49	91	0	0	0	0	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	46	46	0	0	0	0	92
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	138	137	0	0	0	0	275	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 8/10/2021

2020-21 - 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	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		

2020-21 - 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	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		

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	50%	54%	35%	49%	53%
ELA Learning Gains				45%	52%	54%	43%	50%	54%
ELA Lowest 25th Percentile				34%	44%	47%	39%	45%	47%
Math Achievement				32%	56%	58%	35%	55%	58%
Math Learning Gains				39%	55%	57%	47%	56%	57%
Math Lowest 25th Percentile				35%	46%	51%	43%	47%	51%
Science Achievement				31%	49%	51%	40%	51%	52%
Social Studies Achievement				68%	70%	72%	66%	72%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	36%	52%	-16%	54%	-18%
Cohort Comparison						
07	2021					
	2019	32%	49%	-17%	52%	-20%
Cohort Comparison		-36%				
08	2021					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	36%	53%	-17%	55%	-19%
Cohort Comparison						
07	2021					
	2019	34%	58%	-24%	54%	-20%
Cohort Comparison		-36%				
08	2021					
	2019	14%	39%	-25%	46%	-32%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	30%	49%	-19%	48%	-18%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	71%	-5%	71%	-5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	52%	9%	61%	0%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

APM, Lake Standards Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	34%	26%
	Economically Disadvantaged	23%	36%	26%
	Students With Disabilities	1%	1%	2%
	English Language Learners	1%	1%	1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	30%	24%
	Economically Disadvantaged	16%	30%	24%
	Students With Disabilities	0%	0%	1%
	English Language Learners	1%	5%	1%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	32%	31%
	Economically Disadvantaged	34%	32%	31%
	Students With Disabilities	3%	1%	1%
	English Language Learners	3%	1%	1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	48%	26%
	Economically Disadvantaged	22%	48%	26%
	Students With Disabilities	3%	4%	1%
	English Language Learners	1%	1%	1%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	66%	52%
	Economically Disadvantaged	49%	66%	52%
	Students With Disabilities	1%	3%	3%
	English Language Learners	1%	3%	3%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	37%	29%
	Economically Disadvantaged	23%	37%	29%
	Students With Disabilities	0%	0%	1%
	English Language Learners	1%	1%	1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	22%	19%
	Economically Disadvantaged	0%	22%	19%
	Students With Disabilities	0%	2%	1%
	English Language Learners	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	53%	53%
	Economically Disadvantaged	38%	53%	53%
	Students With Disabilities	2%	2%	2%
	English Language Learners	1%	1%	2%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	3	25	33	5	35	42	20	32			
ELL	38	44		32	52			50			
BLK	18	33	33	15	32	42	11	43	54		
HSP	41	49	43	38	46	33	45	67	61		
MUL	26	35		27	32		50				
WHT	48	47	42	46	51	54	47	59	76		
FRL	30	38	35	28	40	42	32	46	62		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
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	
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	9
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Low grade level proficiency is consistent across ELA and Math content areas. While there was a small uptick from 2019 FSA in both ELA and Math, our percentages still fall below the 41% ESSA Federal Index. Our percentage of level 1s increased by 5% in Math and by 9% in ELA. In addition to these lagging indicators in Math and ELA, our Civics grade level proficiency decreased from 68% to 52%. Our science proficiency increased by 3%, but like the Math and ELA it still falls below the 41% ESSA threshold.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Civics is also the data component which showed the greatest decline from the prior year(16%). We believe the lack of authentic student interaction with the integrated curriculum played a significant role in the steep decline in our Civics achievement. .

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Insufficient accountable collaboration, low levels of student engagement and low expectations for some students can be attributed to the need for improvement in science.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

When compared to 2019 levels, science showed the most improvement on the FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The hiring of a veteran teacher who is highly skilled in not only delivering standards-based instruction, but also in incorporating hands-on tasks, labs, and other activities that reinforce the standards that were taught. In addition, these labs, tasks, and activities increased the level of student engagement in the classroom with high levels of on-task behaviors and student interest.

What strategies will need to be implemented in order to accelerate learning?

Establishing purpose by illuminating to students what they are learning why it is relevant and how they will know that they have actually learned the standard. Teachers will also deliver standards-based instruction through the gradual-release model with an emphasis on guided instruction. The guided instruction will enable our teachers to be facilitators of learning, as they question, prompt, and cue their students before ultimately resorting to direct explanation if needed. Teachers will also be

expected to facilitate opportunities for students to engage in academic discourse with their peers. Teachers, will also provide students with daily opportunities to read grade-level text, write, and think critically through rigorous tasks and assignments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive professional development in how to questioning, prompting and cueing techniques. Administrators will model these strategies during our monthly faculty meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Administrators will routinely visit classrooms in order to observe teaching and learning. Specific and timely feedback will be given to all teachers; with new and struggling teachers receiving additional support from instructional coaches via the coaching cycle.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on 2021 FSA data, Instructional practices relating to standards-aligned instruction in ELA is one of our most critical areas of focus. This area was identified as a critical area of Focus because only 34% of our students scored level 3 or higher on the ELA FSA. This figure falls below the 41% ESSA threshold and reveals that 66% 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. This area of focus will improve learning and success in the ELA content area, by ensuring that our teachers are efficacious in delivering instruction that aligns to the full intent of our state standards.
Measurable Outcome:	By focusing on this area, we expect to see our 2022 ELA FSA data increase from 34% to 41%.
Monitoring:	Classroom walkthroughs, District benchmark assessments as well as the Adaptive Progress Monitoring (APM) tool will be utilized to monitor progress towards goal of increasing our ELA proficiency from 34% to 41%.
Person responsible for monitoring outcome:	Tammy Langley (languet@lake.k12.fl.us)
Evidence-based Strategy:	Guided practice with an emphasis on questioning, prompting and cueing techniques is the primary strategy that will be used to increase FSA ELA proficiency from 34% to 41%. To monitor this strategy, school and district progress monitoring data as well as classroom walkthrough data will be analyzed bi-monthly by Dr. Langley
Rationale for Evidence-based Strategy:	Anecdotal evidence obtained from classroom walkthroughs and teacher observations reveal that a significant percentage of our teachers are inconsistent or lacking in their ability to facilitate through the gradual release model. Our teachers have a propensity to bear too much of the learning responsibility to themselves through excessive direct instruction, instead of shifting the burden to the students. In many cases when questions are asked after the direct instruction; teachers are either providing too much support due to low expectations or not enough support. Refinement in our teachers' questioning, prompting and cueing techniques is integral in triggering cognitive and meta-cognitive thinking in our students. When these strategies are deployed skillfully in the classroom our teachers will have deeper insight as to how their students are thinking, so that they might be able to better support the students in their learning.

Action Steps to Implement

Utilizing Amplify Curriculum, all ELA teachers will meet weekly to plan collaboratively and establish what grade level texts and collaborative activities their students will participate in, as part of the gradual release model. These weekly meetings will follow the common planning protocols set forth by the principal and will include identifying the essential standards to be taught, the alignment of the assessment to those standards.

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Provide interventions unique to students' standards-based deficiencies.

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Utilize Resource Teacher to deliver more intensive remediation when students fail to meet grade level interventions in spite of the classroom teacher's interventions.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

Teachers will participate in monthly professional development centered around guided practice, accountable collaboration and other pedagogical strategies.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

Teachers will participate in monthly professional development centered around guided practice, accountable collaboration and other pedagogical strategies.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

ELA teachers will review progress monitoring data quarterly in order to identify trends and gaps in student learning and inform their instruction.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

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

Area of Focus Description and Rationale:	Based on 2021 FSA data, Instructional practices relating to standards-aligned instruction in Math is also one of our most critical areas of focus. This area was identified as a critical area of Focus because only 32% of our students scored level 3 or higher on the Math FSA. This figure falls below the 41% ESSA threshold, and reveals at least a 10 point deficit in how our students performed compared to how the district and state did overall. This area of focus will improve learning and success in the Math content area, by ensuring that our teachers are efficacious in delivering instruction that aligns to the full intent of our state standards; which should positively affect overall student achievement at Oak Park Middle.
Measurable Outcome:	By focusing on this area, we expect to see our 2022 Math FSA data increase from 32% to 41%.
Monitoring:	Classroom walkthroughs, District benchmark assessments as well as the Adaptive Progress Monitoring (APM) tool will be utilized to monitor progress towards goal of increasing our Math proficiency from 32% to 41%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Guided practice with an emphasis on questioning, prompting and cueing techniques is the primary strategy that will be used to increase FSA Math proficiency from 32% to 41%. To monitor this strategy, school and district progress monitoring data as well as classroom walkthrough data will be analyzed bi-monthly by Dr. Langley
Rationale for Evidence-based Strategy:	Anecdotal evidence obtained from classroom walkthroughs and teacher observations reveal that a significant percentage of our teachers are inconsistent or lacking in their ability to facilitate through the gradual release model. Our teachers have a propensity to bear too much of the learning responsibility to themselves through excessive direct instruction, instead of shifting the burden to the students. In many cases when questions are asked after the direct instruction, teachers are either providing too much support due to low expectations or not enough support. Refinement in our teachers' questioning, prompting and cueing techniques is integral in triggering cognitive and meta-cognitive thinking in our students. When these strategies are deployed skillfully in the classroom our teachers will have deeper insight as to how their students are thinking, so that they might be better equipped to support the students in their learning.

Action Steps to Implement

All Math teachers will meet weekly to plan collaboratively and establish what standards are to be taught and which collaborative activities their students will participate in, as part of the gradual release model. These weekly meetings will follow the common planning protocols set forth by the principal and will include identifying the essential standards to be taught, the alignment of the assessment to those standards.

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

Provide interventions unique to students' standards-based deficiencies

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

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

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

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

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

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)

Math teachers will review progress monitoring data quarterly in order to identify trends and gaps in student learning and inform their instruction.

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

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

Area of Focus Description and Rationale:	Based on 2021 FCAT data, Instructional practices relating to standards-aligned instruction in Science is another one of our most critical areas of focus. This area was identified as a critical area of Focus because only 34% of our students scored level 3 or higher on the Science FCAT This figure falls below the 41% ESSA threshold and represents at least a 10 point deficit when compared to how the district and the state fared overall.
Measurable Outcome:	By focusing on this area, we expect to see our 2022 Science FCAT data increase from 34% to 41%.
Monitoring:	Classroom walkthroughs, District benchmark assessments as well as the Adaptive Progress Monitoring (APM) tool will be utilized to monitor progress towards goal of increasing our Science proficiency from 34% to 41%.
Person responsible for monitoring outcome:	Tammy Langley (languet@lake.k12.fl.us)
Evidence-based Strategy:	Guided practice with an emphasis on questioning, prompting and cueing techniques is the primary strategy that will be used to increase FCAT Science proficiency from 34% to 41%. To monitor this strategy, school and district progress monitoring data as well as classroom walkthrough data will be analyzed bi-monthly by Dr. Langley
Rationale for Evidence-based Strategy:	Anecdotal evidence obtained from classroom walkthroughs and teacher observations reveal that a significant percentage of our teachers are inconsistent or lacking in their ability to facilitate through the gradual release model. our teachers have a propensity to bear too much of the learning responsibility to themselves through excessive direct instruction, instead of shifting the burden to the students. In many cases when questions are asked after the direct instruction, teacher are either providing too much support due to low expectations or not enough support. Refinement in our teachers' questioning, prompting and cueing techniques is integral in triggering cognitive and meta-cognitive thinking in our students. When these strategies are deployed skillfully in the classroom our teachers will have deeper insight as to how their students are thinking, so that they might be able to better support the students in their learning.

Action Steps to Implement

All Science teachers will meet weekly to plan collaboratively and establish the tasks and collaborative activities their students will participate in, as part of the gradual release model. These weekly meetings will follow the common planning protocols set forth by the principal and will include identifying the essential standards to be taught, the alignment of the assessment to those standards.

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

Provide interventions unique to students' standards-based deficiencies

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

Create rigorous and engaging labs for students in order to reinforce their learning of the standards through practical application.

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

Science teachers will participate in monthly professional development centered around guided practice, accountable collaboration and other pedagogical strategies.

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

Science teachers will review progress monitoring data quarterly in order to identify trends and gaps in student learning and inform their instruction.

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

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on 2021 FSA data, Instructional practices relating to differentiated instruction in ELA is one of our most critical areas of focus. This area was identified as a critical area of Focus because only 37% of our Lowest Quartile students made learning gains on the ELA FSA. This figure falls below the 41% ESSA threshold and reveals that 63% of our students significantly struggle with comprehending grade level text which also adversely impacts learning in other content areas such as: science, social studies and even math. In fact, we have identified 157 students as having a substantial reading deficiency. This area of focus will improve learning and success in the ELA content area, by ensuring that our teachers are effectively delivering instruction that aligns to the full intent of our state standards.

Measurable Outcome: By focusing on this area, we expect to see our Lowest Quartile ELA learning gains data increase from 37% to 50%

Monitoring: Classroom walkthroughs, District benchmark assessments as well as the Adaptive Progress Monitoring (APM) tool will be utilized to monitor progress towards goal of increasing our Lowest Quartile ELA Learning gains from 37% to 50%.

Person responsible for monitoring outcome: Tammy Langley (languet@lake.k12.fl.us)

Evidence-based Strategy: Designated time for intervention will be used to increase our lowest quartile ELA learning gains from 37% to 50%. 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: By creating a school culture that functions as a Professional Learning Community, we can improve our collective teacher efficacy by engaging all teachers across campus in delivering interventions to all lowest quartile students during a designated period of time, four days a week. Through monitoring these interventions to ensure fidelity and efficacy, we expect to see a significant increase in our ELA Lowest Quartile learning gains percentage.

Action Steps to Implement

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

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Utilizing SAI funds we will hire a certified ELA teacher to provide instructional support through tutoring.

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Title One funds will be used to hire a certified ELA teacher to provide instructional support through tutoring.

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

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

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Teachers will participate in monthly professional development centered around guided practice, accountable collaboration and other pedagogical strategies.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

ELA teachers will review progress monitoring data quarterly in order to track Lowest Quartile student achievement and inform their instructional practices.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

#5. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on 2021 FSA data, Instructional practices relating to differentiated instruction in Math is one of our most critical areas of focus. This area was identified as a critical area of Focus because 42% of our Lowest Quartile students made learning gains on the Math FSA. We feel that at a minimum at least half of our Lowest Quartile students should be making learning goals.

Measurable Outcome: By focusing on this area, we expect to see our Lowest Quartile Math Learning gains data increase from 42% to 50%

Monitoring: Classroom walkthroughs, District benchmark assessments as well as the Adaptive Progress Monitoring (APM) tool will be utilized to monitor progress towards goal of increasing our Lowest Quartile Math Learning gains from 42% to 50%.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Designated time for intervention will be used to increase our lowest quartile Math learning gains from 42% to 50%. 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 math teachers, the Math Coach and administration.

Rationale for Evidence-based Strategy: By creating a school culture that functions as a Professional Learning Community, we can improve our collective teacher efficacy by engaging all teachers across campus in delivering interventions to all lowest quartile students during a designated period of time, four days a week. Through monitoring these interventions to ensure fidelity and efficacy, we expect to see a significant increase in our Lowest Quartile learning gains percentage.

Action Steps to Implement

All 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 Tammy Langley (languet@lake.k12.fl.us)

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

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

SAI funds we will be used to hire a certified math teacher to provide instructional support through tutoring.

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Title One funds will be used to hire math tutors to provide additional support for our lowest quartile.

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

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

Person Responsible Tammy Langley (languet@lake.k12.fl.us)

Math teachers will review progress monitoring data quarterly in order to track Lowest Quartile student achievement and inform their instructional practices.

Person Responsible Tracy A. Meyer (meyert@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, black students make up 70% of our school's Out of School Suspensions. On a more granular level, we can see that our percentage of black students with at least one day of OSS exceeds the district's percentage. These gaps could indicate that we do not have an egalitarian school culture. To help remedy these issues we are transforming our school into a professional learning community where every faculty and staff takes a vested ownership in seeing all of our students succeed. This school-wide culture is a framework through which our PBIS program is implemented. Through PD opportunities we are teaching our faculty how to develop collective teacher efficacy and create a school-wide culture where teachers have strong relationships with their students; high expectations for ALL students and an equitable environment is cultivated so that all students have the same opportunities to succeed. Teachers will have opportunities to participate in our mentoring programs for girls and boys which can aid in relationship building with our students who need it the most. Teacher to student relationships will not be the only focus. Our new teachers will be provided support through mentoring from veteran teachers and they will meet monthly with an administrator to ensure that they are receiving the support they need in all facets.

Measurable Outcome: By focusing on this area, we would like to see the percentage of black students with OSS decrease from 50% to 34%, which would make the numbers more proportionate with the demographic representation of this subgroup.

Monitoring: Classroom walkthroughs and administration's supervision of the PBIS and mentoring programs will be essential in monitoring this focal area. Discipline data will be disaggregated quarterly by school administration.

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

Evidence-based Strategy: Incorporating Restorative practices, PBIS and functioning as a professional learning community.

Rationale for Evidence-based Strategy: By allocating time for monthly collaboration in grade level meetings, and culturally embedding Restorative Practices and PBIS in our school; we will build collective teacher efficacy. This will result in teachers having stronger relationships with their students; and All of our students having equal opportunities to succeed in school while sustaining healthier relationships with their peers.

Action Steps to Implement

Implement Restorative practices school-wide.

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

Conduct CWTs in order to monitor the implementation of restorative practices and the implementation of PBIS throughout campus.

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

Provide teachers with opportunities to collaborate with regards to student achievement and discipline issues.

Person Responsible Tammy Langley (langleyt@lake.k12.fl.us)

Facilitate monthly meetings for new teachers to address any issues or concerns they might have.

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

Review discipline data monthly to track progress.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Oak Park ranked very high with regards to discipline incidents, when compared to other middle school across the state. Our 449 ranking out of 553 middle school indicates a great deal of work we have to do in order to reduce our discipline incidents. In our district we are ranked 10 out of 10 middle schools which means we have the highest incident rate in the district. This also applies to our number violent incidents which is the worst in the county and at 443 is one of the worst in the state. It is because of these reasons that our school culture and environment will be monitored regularly to track our progress on decreasing these elevated incident numbers.

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.

PBIS is to be 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. A critical element of our PBIS implementation will be establishing a positive social culture where there are common experiences, common values and a common language. By reinforcing positive behaviors through recognition and rewards, we will minimize behavioral incidents and loss instructional time.

Oak Park Middle School also 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Oak Park has a network stakeholders to help promote a positive culture at our school. This includes our School Advisory Committee which provides guidance and direction with regards to how we can meet the goal of our School Improvement Plan. This committee consists of parents, teachers and community members,

This year we will also be launching The Rock on our campus. The Rock is volunteer run and provides essential needs to students at no cost to them. It is funded through the generosity of businesses, churches, and community partners.

We will also be conducting after-school mentoring programs for at-risk boys and girls. Mentors will include: faculty and staff members as well as members from the local community of Leesburg.

We have also forged a strong partnership with Faith World which is a local church who has adopted our school and volunteers their time to do clean-up and beautification projects on campus as well as provide breakfast and lunch for our faculty for appreciation events.

Business partners such as Publix has donated labor and materials to create and enhance a garden that serves as a therapeutic place for students to receive services from our Mental Health counselor.

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				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$74,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0251 - Oak Park Middle School	Title, I Part A		\$64,400.00
			Notes: Resource Teacher will be on a rotation and work with ELA Teachers on a daily basis facilitating small groups with struggling learners either by pulling them out or providing in class support.			
	5100	239-Other	0251 - Oak Park Middle School	School Improvement Funds		\$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.			
5	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$68,474.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0251 - Oak Park Middle School	Title, I Part A		\$64,400.00
			Notes: Resource Teacher will be on a rotation and work with Math Teachers on a daily basis conducting small groups with struggling learners either by pulling them out or providing in class support.			
	5100	239-Other	0251 - Oak Park Middle School	School Improvement Funds		\$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:					\$389,179.00	