

Lake County Schools

Oak Park Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Oak Park Middle School

2101 SOUTH ST, Leesburg, FL 34748

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at 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.

Provide the school's vision statement.

At Oak Park Middle School our vision is to develop life-long learners who will one day serve well in their communities. We have a positive and supportive school culture where we believe in our students, we believe in ourselves, we believe in each other, and we believe in our future.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Langley, Tammy	Principal	<p>The responsibilities of the Principal is to ensure a safe learning environment for all stakeholders, lead teaching and learning, progress monitor, lead continuous school improvement, build leaders, teacher retention, facilitates professional development, and provide access to resources to engage parents in the learning process. In addition, the principal will coach and assess faculty and staff.</p> <p>Community - the Principal will engage in community events as well as partner with community leaders to build relationships that promote unified efforts for school improvement.</p> <p>Management - the Principal will work with all stakeholders to ensure all fiscal, facility, FTE, scheduling, human resource and the like are functioning appropriately to meet the needs of the school.</p>
Freeze, Luke	Assistant Principal	<p>Supports leading continuous school improvement, progress monitoring, safety, teaching, and learning. Provides specific supports to the Math and Social Studies curriculum areas. Assess, coach, monitors, provides actionable feedback to faculty and staff. Leads the scheduling of interventions within the FLEX portal, works with the 8th grade team to support 8th grade initiatives, instructional discipline, and collaborates with the Administrative Team on professional development. Facilitates professional development and assists with professional learning time (common planning). Leads health management campus wide.</p>
Strickland, Joella	Assistant Principal	<p>Supports leading continuous school improvement, progress monitoring, health, teaching, and learning. Provides specific supports to the Science and Electives curriculum areas. Assess, coach, monitors, provides actionable feedback to faculty and staff. Supports the scheduling of interventions within the FLEX portal, works with the 7th grade team to support 7th grade initiatives, instructional discipline, and collaborates with the Administrative Team on professional development. Facilitates professional development and assists with professional learning time (common planning). Leads school safety.</p>
Munoz, Itnerly	Dean	<p>Provides support to administration in the areas of safety and health. Manages textbooks, provides instructional discipline, and instructional initiative supports to the 6th grade team.</p>
Bogan, Laura	School Counselor	<p>Provides supports around resiliency to students, ensures English Language Learners (ELL) are provided the appropriate services, Multi-Tiered Systems of Support contact, collaborate with the principal regarding the master schedule, organizes recognition assemblies for academic achievement, works to provide appropriate scheduling for students, Cambridge contact</p>

Name	Position Title	Job Duties and Responsibilities
Rich Holness, Sonja	School Counselor	Provides social emotional support to students, 504 coordinator, works with administration in providing bullying prevention programs, Florida Virtual School contact, collaborates with the principal regarding master scheduling, ensures students are appropriately scheduled into their classes, ensures homeless students receive appropriate assistance
Simpson, Heather	Math Coach	Supports, coaches, and collaboratively plans with math teachers, facilitates math Professional Learning time (PLT), data analysis, works with administration with continuous improvement planning, conducts classroom learning walks to identify trends and needs for improvement
Ailes, Annette	Reading Coach	Supports, coaches, collaboratively plans with ELA teachers, facilitates ELA Professional Learning time (PLT), data analysis, works with administration with continuous improvement planning, conducts classroom learning walks to identify trends and needs for improvement
Dudley, Mallory	Instructional Coach	Serves as an interventionist, works with paraprofessionals training, scheduling, and monitoring supports provided to underperforming students.
Kacanich, Jeffrey	Teacher, ESE	Manages the Exceptional Student Education Department, facilitates IEP meetings, supports teachers in the classroom with effective strategies, conducts classroom learning walks to gather data regarding just in time support for students with IEP's, facilitates PLT's with the ESE Department

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in developing the school improvement plan as follows:

Leadership Team: The leadership team reviews school data weekly formatively and at the end of the school year cumulatively to determine improvement needs. Data points such as teacher pedagogy through learning walk data, student EWS data, unit assessments, Benchmark Assessments (LSA, FAST), coaching cycle effectiveness and other data points as available are used to create action steps for improvement.

Teachers and Staff: Teachers review data and plan for improvement through the Professional Learning Community process during their Professional Learning Time weekly. Students grades, EWS data, and progress monitoring Benchmark Assessments are reviewed. Action steps are created based on the data trends. Teachers and staff members participate in surveys throughout the year to provide feedback regarding improvement needs.

Parents, Students, and Community Leaders: This group of stakeholders are invited to participate on our

School Advisory Council, complete stakeholder surveys, participate in Family Engagement Events where feedback is solicited, Conferences and the Parent Teacher Organization. The principal attends community leadership events to share the state of the school and to provide opportunities for community leaders to support school improvement efforts.

The School Advisory Council (SAC) meets monthly to discuss the progress of goals, review data, analyze the data, and develop next steps if goals are not being met at an acceptable rate.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly at the SAC meetings, weekly learning walks will be conducted by the administrative team, weekly data reviews will be conducted during PLT, student data chats will be had with students monthly, staff feedback will be solicited quarterly, and leadership team weekly collaboration using all data sources, input gathered from stakeholders, observed, and calculated. The SIP will be revised mid-year after evidence of full implementation with fidelity has been gathered and based on overall outcomes presented qualitatively and quantitatively.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	55	87	65	207	
One or more suspensions	0	0	0	0	0	0	7	66	32	105	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	1	1	5	
Course failure in Math	0	0	0	0	0	0	1	2	1	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	94	83	223	
Level 1 on statewide Math assessment	0	0	0	0	0	0	66	65	69	200	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	96	142	119	357	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	2
Students retained two or more times	0	0	0	0	0	0	9	30	29	68

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	109	82	290	
One or more suspensions	0	0	0	0	0	0	0	55	41	135	
Course failure in ELA	0	0	0	0	0	0	0	17	5	24	
Course failure in Math	0	0	0	0	0	0	0	9	3	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	58	70	199	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	71	70	200	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	146	131	411	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	109	82	191	
One or more suspensions	0	0	0	0	0	0	0	55	41	96	
Course failure in ELA	0	0	0	0	0	0	0	17	5	22	
Course failure in Math	0	0	0	0	0	0	0	9	3	12	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	58	70	128	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	71	70	141	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	146	131	277	

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	43	49	33	45	50	35		
ELA Learning Gains				38			42		
ELA Lowest 25th Percentile				34			37		
Math Achievement*	28	52	56	31	33	36	33		
Math Learning Gains				40			42		
Math Lowest 25th Percentile				41			42		
Science Achievement*	28	42	49	36	50	53	35		
Social Studies Achievement*	55	64	68	54	54	58	53		
Middle School Acceleration	37	70	73	67	45	49	64		
Graduation Rate					47	49			
College and Career Acceleration					67	70			
ELP Progress		44	40		71	76			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	178
Total Components for the Federal Index	5
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	9
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	4
ELL	25	Yes	2	1
AMI				
ASN				
BLK	28	Yes	4	2
HSP	38	Yes	1	
MUL	41			
PAC				
WHT	47			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	34	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	3
ELL	39	Yes	1	
AMI				
ASN				
BLK	29	Yes	3	1
HSP	47			
MUL	41			
PAC				
WHT	49			
FRL	38	Yes	2	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			28			28	55	37			
SWD	11			12			19	26			4	
ELL	23			23			9	43			4	
AMI												
ASN												
BLK	21			21			19	33	44		5	
HSP	27			28			24	66	43		5	
MUL	33			27			38	64			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	47			39			41	68	38		5	
FRL	28			26			27	54	37		5	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	38	34	31	40	41	36	54	67			
SWD	13	32	33	13	31	28	18	26				
ELL	32	67		19	47	54	17					
AMI												
ASN												
BLK	25	32	19	18	35	40	17	38	36			
HSP	34	46	53	33	44	43	40	62	69			
MUL	36	35		39	46		27	64				
PAC												
WHT	40	38	53	41	39	39	54	62	74			
FRL	29	37	34	27	39	40	26	51	60			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	42	37	33	42	42	35	53	64			
SWD	3	25	33	5	35	42	20	32				
ELL	38	44		32	52			50				
AMI												
ASN												
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					
PAC												
WHT	48	47	42	46	51	54	47	59	76			
FRL	30	38	35	28	40	42	32	46	62			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	26%	43%	-17%	47%	-21%
08	2023 - Spring	34%	46%	-12%	47%	-13%
06	2023 - Spring	25%	46%	-21%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	55%	-17%	54%	-16%
07	2023 - Spring	21%	47%	-26%	48%	-27%
08	2023 - Spring	22%	56%	-34%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	44%	-20%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	51%	-1%	50%	0%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	67%	-14%	66%	-13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performance on the 2023 FAST Assessment was seventh grade math at 21% proficiency a decline of 11% from the previous year. One contributing factor was the lack of consistency in the use of research based curriculum another was the lack of a consistent optimal learning environment. In sufficient coaching of teachers due to class coverage issues.

There has been a decline in math achievement over the last 3 years. Students are missing foundational prerequisites required to build upon. As a result, comprehension of on grade level standards is declining and the achievement gap is widening.

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

The data component that showed the greatest decline from 2022 was Algebra 1. There was an 18% decline from the previous year. Much like 7th grade mathematics there was a lack of consistent use of research based curriculum. As a result of the use of other curriculum the standards were not taught at the appropriate depth of knowledge required. In addition, knowledge acquisition was hindered due to lack of foundational skills.

Further review indicates that pedagogy was not aligned with providing students with high levels of learning. There was implementation of benchmarks without consideration for what the students needed to know, understand, and due to the full intent of the benchmarks. This review holds true for other core curricular areas as well.

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.

All data components exhibit wide gaps when compared to the state and district averages; however, percentage wise it appears that Algebra 1 has the greatest gap at 34% lower than the states average and 37% lower than the districts average.

Some of the contributing factors include but are not limited to lack of certified teachers to fill each classroom, students achievement gaps entering the curriculum area, minimal use of research based curriculum, effective monitoring with just in time support for teachers, and teacher pedagogy.

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

The most improvement shown as evidenced by PM3 is sixth grade math which increased by 12%. The actions that attributed to this increase was teacher collaboration, use of viable research based curriculum, the use of interventions to provide on time support, and high expectations set in the classrooms. Students were provided on grade level tasks with guided instruction observed through learning walks.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern as identified by the EWS data is the number of students who scored a level 1 on the Reading and Math FAST assessments in comparison to the number of students who demonstrated course failure in ELA. While efforts were made to remediate students during the school day and through summer learning offerings the school team is concerned that we are not identifying students needs in a timely manner and intervening for application of knowledge.

The second area of concern as evidenced by the EWS data is the number of students with two or more EWS indicators. Out of 558 students registered with us 337 of those students are exhibiting early warning signs. This indicates that students may be experiencing a disconnect from school as a place for learning and advancement. The school team is concerned that the learning gaps that are apparent may cause students to give up before trying.

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

Oak Park Middle School's Highest Priorities for the 2024 School Year are:

1. Provide students with on grade level benchmark-aligned instruction implementing viable curriculum that addresses essential content.
2. Monitor and provide just in time support to underperforming subgroups (SWD, ELL, BLK, and FRL) through intervention, mentoring, and counseling.
3. Creating a culture and climate that promotes high levels of learning and continuous improvement for all.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a result of the PM3 Reading (28%) and Math (28%) , Algebra 1 EOC (50%), Civics EOC (53%), and the FCAT 2.0 8th Grade Science (24%) proficiency results it is evidenced that there is a need for instructional improvement within core instruction. We will provide all students with on grade level benchmark-aligned instruction with fidelity. This will be achieved through collaborative planning using the PLC process and the implementation of viable curriculum that addresses essential content.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of implementing benchmark-aligned instruction with fidelity in ELA and Math all students will grow at least one grade level as evidence by the FAST and student proficiency levels within all subgroups will increase to at least 41%.

Subgroups:

Black - Math from 21% - 41%; ELA from 19% - 41%

Hispanic - Math from 31%-41%; ELA from 24% - 41%

SWD - Math from 10%-41%; ELA from 8% - 41%

ELL - Math from 15% - 41%; ELA from 4% - 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All grade levels in the areas of Math and ELA will be monitored through classroom learning walks, students end of unit exams, FAST progress monitoring, common planning agendas and meeting notes.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intervention time will be provided four times weekly as a separate period within the school day. Students will be assigned an intervention group based on the PM data and classroom grades. Interventionist will push in to classrooms to provide just in time support through guided instruction. Students underperforming in the area of reading will receive targeted interventions through the use of Achieves, SiPPS, and IXL remedial lessons. In the area of math targeted interventions will be provided through Math Nation intervention platform, ALEKS, and assigned IXL remedial lessons. These programs will be used within small group and one to one instruction. The aforementioned interventions will be monitored through the programs data base and learning walks conducted by administration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our data reflects that we are not meeting at least 41% in the areas of ELA and Math. Our black, Hispanic, ELL, and SWD subgroups are scoring below ESSA's expectation of 41%. This denotes a need for remediation and just in time support on grade level standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will identify essential standards for each core curricular area and determine what students will need to know, understand, and do in order to effectively apply new knowledge.

Person Responsible: Heather O. Gawenda (gawendah@lake.k12.fl.us)

By When: This action step will be continuous throughout the 2023-2024 school year.

All instructional staff will engage in collaborative planning weekly to share best practices, review student data, and plan for next steps. The four core areas ELA, Math, Science, and Social Studies will participate in common planning. In addition our ESE faculty as well as our Elective team will also engage in weekly planning. The Literacy Coach, Math Coach, and Administration will facilitate common planning.

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

By When: This action step will be continuous throughout the 2023-2024 school year.

The leadership team will conduct an extensive curriculum review with all instructional staff. The team will ensure collective understanding of the resources provided to support in the implementation of strong instruction.

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

By When: The initial curriculum review will take place in August - during weekly common planning, units of study will be reviewed within the curriculum throughout the school year.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Monitoring and providing just in time support to underperforming subgroups through intervention, mentoring, and counseling is another crucial area for our school. This focus area was identified because four of our ESSA Subgroups are not meeting the 41% proficiency requirement Students with Disabilities, Black Students, ELL Students and Free and Reduced Lunch Students. Students with Disabilities and Black Students performed below 32%. Students with Disabilities (SWD) have scored below 32% for the last 3 years. This performance is not isolated to Reading but similar deficits are evidenced within the core area of math also.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All subgroups will increase by at least one grade level and each subgroup will demonstrate at least 41% proficiency of the Florida Assessment of Student Thinking (FAST) in the Reading and Math core academic areas.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor just in time support, intervention, mentoring, and counseling through counseling logs/ notes, classroom learning walks, academic progress monitoring data provided by the intervention team, mentoring notes, discipline data, and attendance data.

Person responsible for monitoring outcome:

Luke Freeze (freezel@lake.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be provided just in time support through interventionists who will push into their classrooms. Using guided instruction and content chunking the interventionist will support the daily expected learning objectives provided by the classroom teacher. In addition, students will be placed in data driven intervention groups to address specific achievement gaps in reading and math as identified by baseline data.

Some students will be given counsel based on their resiliency needs and others mentors based on their relationship building and motivation needs. Students will complete a daily check-in survey to determine their daily resiliency needs. The school counselors and mental health liaison will gather data from the google survey platform and meet with students as needed. Other students will be referred to them as needed. Monitoring for improvement will be determined through the qualitative data gathered through their counseling sessions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected based on our Black, Hispanic, ELL , and SWD students not meeting the ESSA 41% proficiency. More time spent in the appropriate curriculum with instructional support will produce greater achievement. In addition to the academic support addressing the needs for support around resiliency needs of these students will help to decrease and ultimately remove emotional barriers that hinder them from focusing on the academic expectations.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data review to identify specific students in need of the intervention.

Person Responsible: Mallory Dudley (dudleym@lake.k12.fl.us)

By When: The initial data review will be conducted in August but progress monitoring will continue throughout the 2023-2024 school year.

Organize an intervention team to include a lead interventionist and paraprofessionals to push into classrooms and facilitate small groups during the intervention block.

Person Responsible: Mallory Dudley (dudleym@lake.k12.fl.us)

By When: The intervention team is to be assembled in August and retained throughout the entire 2023-2024 school year.

Create interventionists schedules and intervention schedules for students based on students academic needs.

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

By When: Schedules for interventionists and students will be created and implemented by August 28, 2023. Schedules will be fluid based on student needs.

Create and conduct progress monitoring schedules and professional learning time for the intervention team. The intervention team will participate in professional learning to improve small skills group implementation, the use of curriculum, and remediation of benchmarks.

Person Responsible: Mallory Dudley (dudleym@lake.k12.fl.us)

By When: This action step is to be carried out throughout the 2023-2024 school year.

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a culture and climate that promotes high levels of learning and continuous improvement for all has been identified as a crucial need area based upon teacher retention (72% retained) and student achievement data (Proficiency Levels ELA -28%, Math 28%, Civics 53%, Science 24%, Algebra 1 50%). Classroom learning walks from the previous year indicate a strong need for collective teacher efficacy. Inconsistencies throughout the campus were not conducive for high levels of learning. We must embody the collective agreements that we have identified to ensure that students, faculty, and staff feel safe to learn at our school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of creating a culture and climate that promotes high levels of learning and continuous improvement for all we will retain at least 90% of our faculty and staff from 78%. In addition, student achievement will increase to at least 41% proficiency in all core areas, student referrals will decrease by at least 10% and student attendance will increase by at least 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The monitoring tool that will be used to monitor faculty and staff daily attendance is Skyward Business and Red Rover. TruNorth Logic and the district learning walk tool will be used to monitor classroom instruction. End of the year intent to return forms and participation in extracurricular activities will provide data to support teacher retention. Student achievement will be monitored through the PM progress monitoring data, ALEKS, IXL, Amplify, Quarterly LSA's, Grades in FOCUS, and student artifacts. Student resiliency will be monitored through daily check-ins, discipline referrals, and counseling notes.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will improve our implementation of Positive Behavior and Intervention Support to include teacher incentives. Additional incentives for students and data review will be incorporated into our monthly meetings. We will incorporate distribution of Knight Bucks to students who exhibit Positivity, Respect, Integrity, Discipline, and Effort. Students will have an opportunity to use their Knight Dollars for different incentives. Students will be recognized for good citizenship and academic achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through the PBIS system we are able to identify behaviors across our campus to celebrate, incentivize, and promote positive behaviors. The strategies and monitoring requirements within this system directs us to answer questions that will help us to identify the status of our culture and climate throughout the school year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review and vet the mission, vision, and collective agreements with all faculty and staff members.

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

By When: August 2023, January 2024, and again in May 2024

Develop standard operating procedures, classroom expectations, and school wide expectations to include common area rules.

Person Responsible: Joella Strickland (stricklandj@lake.k12.fl.us)

By When: This is to be completed by August 9, 2023 - open for review and editing by the PBIS committee throughout the end of August 2023.

Reconvene and revise the Guiding Coalition, schedule meetings, set expectations, and responsibilities.

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

By When: Initial meeting in August - continue monthly throughout the 2023-2024 school year.

Establish a new teacher cohort to address the needs of all teachers new to the school. This will include mentor assignments.

Person Responsible: Joella Strickland (stricklandj@lake.k12.fl.us)

By When: First meeting will take place August 21st and held once a month thereafter until May 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations such as Title I and SAI are reviewed with stakeholders before final decisions are made. The principal shares budgets for the purpose of feedback with the leadership team, teachers, parents and community leaders through SAC meetings, school business meetings, guiding coalition meetings, and written correspondence. Input is provided by stakeholders through voting, google form surveys, program reviews, and suggestions within planning.

Additional human resources such as interventionists are agreed upon by stakeholders after reviewing student data to determine needs. Paraprofessionals and an Additional Teacher unit has been added as a result of students needs. Programs such as IXL are reviewed to determine the previous years usage and the effectiveness of the program before a decision is made to purchase again.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Copies of the SIP budget will be disseminated to stakeholders via a link on the school's website and social media platforms (Facebook and Twitter). Copies will be placed in the front office, parent resource center, public libraries and disseminated during the Title I Annual meeting. To ensure goals are met, components of the SIP will be reviewed at monthly scheduled SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We continuously work to build positive relationships with all stakeholders as we believe that engaging all promotes greater success for our students. We participate in community events, host parent engagement events, conferences, and celebrations for all stakeholders.

We schedule and provide timely notice of School Advisory Council and Parent Teacher Organization meetings through multi-media platforms such as the call out system, social media platforms such as Facebook, Instagram, and Twitter. In addition, information is shared via our schools website OPMS@lake.k12.fl.us.

Data Parent/Teacher Conferences - Teachers will discuss each child's assessment results, current grades, expectations, and goals for the school year.

Curriculum Nights - we highlight the expected learning outcomes by providing aligned activities for families to participate in together. We host nights such as Literacy Night, STEAM Night, History Night, College and Career Night along with a host of celebrations for academic achievement.

Title I annual Meeting - Meeting to explain the Title I programs and the rights of parents to be involved.

School-Parent Compact - Outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.

A Family School Liaison (FSL) - Link between the school and home. Family liaisons work in the schools and community to help families get the information and assistance they need to support their children and to ensure their academic success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

We will progress monitor student achievement data to determine areas needing improvement. As deficits within the data arise we will address the instructional implications, student learning gaps, curriculum implementation, and other factors that may have contributed to the deficit. After a thorough review we will develop action steps to correct the issues that may have surfaced.

Continuous collaborative planning and professional development will support teacher's instructional practices to ensure students are being presented high levels of instruction with the use of the gradual

release of responsibility framework. This will include grade appropriate assignments with deep engagement strategies. Enrichment and accelerated curriculum will also extend within our AVID and Cambridge classrooms.

An intervention team has been formed to provide just in time support in the classroom and within the intervention block. These instructional resources will be assigned to students who have been identified as underperforming grade level expectations. Their responsibility is to provide scaffolds and differentiation to students in real time.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination with parents, community partners, staff and students. To gather input, we will send an end of the year survey to parents, community partners, staff, and students. Stakeholders also give input during SAC meetings and parent events held at the school.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counseling is provided by our two school counselors and our mental health liaison on an as needed basis. Daily students complete a "daily check in" that informs the counselors of the state of their emotions. The counselors pull the data after our homeroom block and call students down to check in on them before continuing the day.

In addition, the counselors and the mental health liaison conduct small group sessions with students that are centered around common needs. Restorative practices are conducted by counselors, mental health liaison, and administration.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We offer Cambridge Secondary and AVID programs on campus for selected students. All students have access to these opportunities through the implementation of School Wide AVID strategies, college and career days, guest speakers, and surveys conducted in the classroom. We partner with the high school to bring different auxiliaries over to the school so that students are exposed to opportunities that will be afforded them when they leave the middle school. Eight grade students participate in fieldtrips and other transition activities throughout the year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We implement Multi-Tiered Systems of support providing Tier 2 and 3 supports through our intensive classes and teacher implementation within core classes. Teachers are made aware of the reporting

process and the specific look fors to determine if a student will need to be brought to the problem solving team. Data is gathered and the team reviews the data to determine next steps. Tiered services are implemented and monitored for effectiveness. The process is carried out to determine if the if the intervention should continue, services increase, or if the students deficit has improved.

The problem solving team consist of the principal, counselor, teacher, academic coaches, and behavior support person.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We have professional develop opportunities each month for all instructional employees. This PD is centered around the school improvement goals for the year. We also conduct the coaching cycle to address specific needs of school personnel. We are a professional learning community and with that we provide weekly professional learning time/common planning where teachers are able to disaggregate data, plan, share best practices and improve their instruction through modeling. Monthly we conduct new to the school professional collaboration. Staff new to the school are afforded time to ask questions, receive pertinent information, review procedure/policies, and other information as needed. Our school family has relationship building activities outside of school that helps us to stay connected to one another.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not Applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No