

Orange County Public Schools

Union Park Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Union Park Middle

1844 WESTFALL DR, Orlando, FL 32817

<https://unionparkms.ocps.net/>

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful 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
Fisher, Isolda	Principal	The principal provides a common vision and direction for Union Park Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision making is important as the principal oversees curriculum and instruction, ensures the School Improvement Plan is implemented throughout the school year, and that curriculum and instruction are aligned to grade-level specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.
Alvarado, Ben	Assistant Principal	The Assistant Principal works with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations. The Assistant Principal oversees operations and facilities, deans, electives, and the ELA and Reading department.
Barcelo, Sonia	School Counselor	The guidance counselor collaborates on school-wide initiatives to increase student achievement. The counselor provides behavioral support and focuses on school-wide PBS to create a culture of respect and positive behavior. Through implementing PBS school-wide, students will increase instructional time in the classroom. The guidance counselors also work closely with the teachers through the Multi-Tiered System of Support (MTSS). The instructional coaches, guidance counselors, and classroom teachers work together to determine appropriate interventions for students. The guidance counselor monitors students' academic progress, schedules students' classes, and organizes parent-teacher conferences.
Richardson, Dennis	Dean	The dean collaborates on school-wide initiatives to increase student achievement. The dean provides behavioral support and focuses on school-wide PBS to create a culture of respect and positive behavior. Through implementing PBS school-wide, students will know expectations which will increase instructional time in the classroom. The dean also works closely with the teachers through the Multi-Tiered System of Support (MTSS) to determine appropriate interventions for students.
Yowler, Angela	Instructional Coach	The instructional coach provides content area support across grade levels. The instructional coach works with the departments as they plan and deliver standards-based instruction focusing on meeting the full intent of the standards. As part of the instructional support team, the coach models lessons and plans with teams to ensure the implementation of high yield strategies within instruction. As part of the MTSS process, the coach assists teachers and the team with appropriate interventions. The instructional coach supports the mathematics department and supports new teachers.
Peterson, Cindy	Curriculum Resource Teacher	The curriculum resource teacher provides teachers with the necessary curriculum and instructional materials for the school. The coach is also the

Name	Position Title	Job Duties and Responsibilities
		testing coordinator. As the testing coordinator, the teacher organizes and prepares the school and teachers for testing. The testing coordinator provides professional development as it relates to testing, and pulling data to guide instruction.
Bocourt Gonzalez, Ana	ELL Compliance Specialist	ESOL Compliance: The instructional support person is responsible for supporting English Language Learners at the school. The support person helps ELL students through testing, making sure they are provided appropriate accommodations, the necessary resources for success, and support as needed in the classrooms. The ESOL Compliance Specialist monitors ELL student performance throughout the school year and oversees ESOL Compliance concerns.
Felipa- Hayes, Grace	Assistant Principal	The Assistant Principal works with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations. The Assistant Principal oversees the ESOL, Math, Science and ESE departments, as well as MTSS. The Assistant Principal organizes instructional coaches. The Assistant Principal of Instruction, works with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral data while providing actionable feedback to teachers through observations.

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.

The stakeholders are invited to participate in developing the SIP. Input from the school leadership team, staff, parents, families, and students was utilized to determine areas of growth that was necessary for our school to be successful. Student, family and staff survey data from 2022-23 was used during the creation of our plan of action. All stakeholders are invited to attend and participate in monthly SAC meetings and school wide events. During the SAC meetings, the SIP goals are reviewed and discussed with the committee members.

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 is reviewed throughout the school year and monitored by all stakeholders. The SIP will be monitored by completing classroom walkthroughs, student progress monitoring, common planning, staff and stakeholder feedback. The school leadership team meets on a weekly basis and updates on

our SIP progress is discussed. Our school also participates in monthly CP walks. Through these meetings and our classroom walkthroughs, an action plan is created in order to guide our leadership team work and monitor our progress. Instructional decisions and adjustments are made as a result of our meetings and classroom walkthroughs.

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	91%
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) Asian Students (ASN) 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: D 2018-19: D 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	64	87	96	247	
One or more suspensions	0	0	0	0	0	0	14	49	58	121	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	1	3	
Course failure in Math	0	0	0	0	0	0	6	11	1	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	72	98	120	290	
Level 1 on statewide Math assessment	0	0	0	0	0	0	86	93	81	260	
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	0	1	0	1

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	94	106	91	291	
One or more suspensions	0	0	0	0	0	0	8	50	38	96	
Course failure in ELA	0	0	0	0	0	0	1	2	6	9	
Course failure in Math	0	0	0	0	0	0	1	4	16	21	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	73	108	264	
Level 1 on statewide Math assessment	0	0	0	0	0	0	97	112	77	286	
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	90	113	106	309

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

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	94	106	91	291
One or more suspensions	0	0	0	0	0	0	8	50	38	96
Course failure in ELA	0	0	0	0	0	0	1	2	6	9
Course failure in Math	0	0	0	0	0	0	1	4	16	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	83	73	108	264
Level 1 on statewide Math assessment	0	0	0	0	0	0	97	112	77	286
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	90	113	106	309

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

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*	35	48	49	31	49	50	27		
ELA Learning Gains				40			32		
ELA Lowest 25th Percentile				33			29		
Math Achievement*	37	57	56	36	36	36	27		
Math Learning Gains				57			28		
Math Lowest 25th Percentile				69			28		
Science Achievement*	33	53	49	28	55	53	37		
Social Studies Achievement*	44	64	68	54	61	58	38		
Middle School Acceleration	57	77	73	79	52	49	60		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	34	43	40	25	79	76	32		

* 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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	10
Percent Tested	97
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	16	Yes	4	4
ELL	34	Yes	1	
AMI				
ASN	55			
BLK	29	Yes	3	1
HSP	40	Yes	1	
MUL	35	Yes	1	
PAC				
WHT	47			
FRL	37	Yes	1	

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	28	Yes	3	3
ELL	42			
AMI				
ASN	48			
BLK	39	Yes	2	
HSP	45			

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%
MUL	64			
PAC				
WHT	53			
FRL	43			

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	35			37			33	44	57			34
SWD	13			15			18	19			4	
ELL	19			30			27	27	65		6	34
AMI												
ASN	42			67							2	
BLK	25			33			26	33			4	
HSP	35			37			34	45	58		6	31
MUL	40			30							2	
PAC												
WHT	44			42			40	63	45		5	
FRL	32			33			29	41	53		6	32

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	31	40	33	36	57	69	28	54	79			25
SWD	11	30	21	14	50	61	7	31				
ELL	22	42	39	30	63	74	18	40	71			25
AMI												
ASN	32	38		50	71							

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
BLK	30	40	32	26	45	67	19	53				
HSP	31	42	34	36	57	72	27	50	77			25
MUL				67	60							
PAC												
WHT	24	28		49	65	67	36	71	80			
FRL	28	40	34	29	53	65	26	50	76			24

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	27	32	29	27	28	28	37	38	60			32
SWD	9	21	26	8	17	22	10	9				18
ELL	13	24	25	12	18	25	22	25	40			32
AMI												
ASN	47	31		71	50							
BLK	28	35	35	25	19	18	35	36	77			
HSP	25	30	27	25	27	28	32	36	56			29
MUL												
PAC												
WHT	33	42	47	37	41	47	64	48	64			
FRL	23	28	25	24	28	30	36	34	61			30

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	25%	45%	-20%	47%	-22%
08	2023 - Spring	31%	46%	-15%	47%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	44%	-9%	47%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	53%	-19%	54%	-20%
07	2023 - Spring	32%	38%	-6%	48%	-16%
08	2023 - Spring	41%	58%	-17%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	50%	-20%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	47%	24%	50%	21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	45%	47%	48%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	61%	-21%	66%	-26%

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.

English Language Arts Achievement was our lowest performing data component at 31%. Our contributing factors are were a combination of learning gaps and new FL Best benchmarks/curriculum.

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

Civics was the area that showed the greatest decline from 54% from 2022 to 41% last year. The factors that contributed to this decline were the low English Language Arts performance, the loss of a veteran Civics teacher

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.

The component that had the greatest gap when compared to the state average was Civics. It decreased by 25 percentage points.

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

The two areas that showed the most improvements were 8th grade science from 28% to 32% and math achievement from 36% to 40%. Tier intervention teacher was utilized to pull small groups based on student data. Differentiated instruction was provided on a regular basis. Behavior support was put in place in areas of need. Push-in support was provided by the math coach.

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

Based on 2023-24 EWS data, our area of concern are attendance of 10 or more days (6th - 64; 7th - 87; 8th - 96) - numbers reflect amount of students with 10 or more absences; and ELA & Math Assessment Level 1s. (ELA: 6th - 72; 7th - 98; 8th - 120) (MATH: 6th - 86; 7th - 93; 8th - 81) - numbers indicated how many level 1s per grade and subject area.

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

Continue to build on School culture and climate.

Monitor student progress throughout the year for proficiency and learning gains.

Area of Focus

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

#1. 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.

It is imperative to build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: number of students with a daily rate of attendance less than 90%, and the number of students with a course failure in ELA or Mathematics.

Measurable Outcome:

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

The number of students with a daily rate of attendance less than 90% will decrease by 10% and the number of students with a course failure in ELA or Mathematics will decrease by 10%.

Monitoring:

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

Union Park MS will utilize the existing tools and resources within the annual Panorama surveys and periodic Character Lab polls.

Person responsible for monitoring outcome:

Isolda Fisher (isolda.antoniofisher@ocps.net)

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.)

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, school environment observations, attendance reports, and report cards. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational needs.

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.

Conduct monthly SEL Professional Development with staffulty to promote social emotional wellbeing among staffulty and students.

Person Responsible: Ben Alvarado (benjamin.alvarado@ocps.net)

By When: April 2024

Incorporate engaging collaborative activities throughout all content areas in order to build a positive environment and culture.

Person Responsible: Isolda Fisher (isolda.antoniofisher@ocps.net)

By When: April 2024

#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.

Instructional practice, specifically targeting our school's subgroups, and geared toward student engagement, encompasses students being cognitively engaged in the content. It also allows student opportunities to process individually and in groups in order to understand new content and practice and deepen their understanding of new content.

Measurable Outcome:

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

The goal for the 2023-24 school year is to increase the rate of proficiency, as measured by state assessments, for: ELA from 31% to 50%, Mathematics from 36% to 50%, Civics from 54% to 60%, and Science from 28% to 45%.

Monitoring:

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

This area of focus will be monitored through weekly classroom visits, corrective program analysis, and collected common formative and summative assessments.

Person responsible for monitoring outcome:

Isolda Fisher (isolda.antoniofisher@ocps.net)

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.)

To help reach the diversity of our school's ESSA Subgroups, UPMS will provide teachers with differentiated training and ongoing, embedded professional development on processing and monitoring structures. The 2022-23 school year will be used to deepen teacher knowledge and improve their practices in these engaging strategies: differentiating instruction, collaborative structures that promote processing, and practice structures that allow teachers to effectively monitor for student understanding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In reviewing the 2022-23 ESSA data, there were six subgroups (white, black, Hispanic, SWD, ELLs, and Economically disadvantaged) that fell below the 41% proficiency threshold. Observational data from that year indicated that standards were being taught, but progress monitoring data indicated that learning was not taking place. It had been determined that professional development in engaging students in standards-based learning tasks that promote processing and allow for teachers to monitor for student understanding was needed. During the 22-23 school year, the focus was on the research-based strategy of academic conversations to engage students in academic discourse, engaging students in groups to create a smaller, more individualized setting, and Kagan structures to equip teachers with strategies designed to improve cooperative learning. This worked well as we saw projected improvements in student outcomes (i.e. through observation and MOY data), and we plan on continuing and extending the work from last 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.

Leadership will work with teachers of all content areas to increase their capacities related to student engagement in standards-based learning tasks which include structures that support processing and monitoring. Further, leadership will work with all content area teachers to ensure that opportunities for academic discourse are thoroughly planned and implemented with fidelity. This will improve the overall instruction received by all students, including the identified ESSA subgroups (White, Black, Hispanic, SWD, ELLs, and Economically Disadvantaged)

Person Responsible: Isolda Fisher (isolda.antoniofisher@ocps.net)

By When: Initial: August/September; ongoing

Leadership will plan and implement monthly professional development connecting classroom practice centering on student engagement in standards-based learning tasks, which include structures that support processing and monitoring, with the Marzano Framework. Specific elements that will be addressed are: Helping Students Process New Content; Helping Students Examine Their Reasoning; Helping Students Practice Skills, Strategies, and Processes; Helping Students Revise Knowledge.

Person Responsible: Ben Alvarado (benjamin.alvarado@ocps.net)

By When: April 2024

School leadership and instructional staff will receive support and collaborate with Corrective Programs to increase teacher capacity and narrow the achievement gap. As a result of our initial Corrective Programs Walk, we will collaborate to develop an Action Plan that will address the following in each content area: teacher planning, Standards-based Instruction, HOT Questions, planned checks for understanding, data analysis, data chats, reteaching, instructional coaching, instructional delivery, scaffolding.

Person Responsible: Ben Alvarado (benjamin.alvarado@ocps.net)

By When: April 2024

Leadership will use principles of responsive facilitation to support and implement the cycles of professional learning (plan, implement, monitor, and modify). As part of this process, leadership will monitor the implementation of small-group differentiation strategies through observation and data analysis, provide targeted feedback to teachers for improvement, and engage teachers in ongoing professional development within common planning times and instructional coaching cycles. (Ongoing)

Person Responsible: Isolda Fisher (isolda.antoniofisher@ocps.net)

By When: April 2024

#3. Instructional Practice specifically relating to Differentiation**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.

For the 2023-24 school year, Union Park Middle School will focus on low-performing subgroups by having teacher intentionally group their students based on student data.

Measurable Outcome:

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

The goal for the 2023-24 school year is to increase the rate of proficiency, as measured by state assessments, for: ELA from 31% to 50%, Mathematics from 36% to 50%, Civics from 54% to 60%, and Science from 28% to 45%.

Monitoring:

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

This area of focus will be monitored through teacher/student monthly data chats to increase students' individual growth, weekly classroom visits, corrective program analysis and collected common summative assessments. Furthermore, teachers will review and utilize student EOY 2023 data to meet student need.

Person responsible for monitoring outcome:

Isolda Fisher (isolda.antoniofisher@ocps.net)

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.)

In order to increase the percentage of all students who make proficiency, specifically students within the federal subgroups (white, black, Hispanic, SWD, ELLs and economically disadvantaged) who fell below the threshold, our school will be focusing on intentional grouping based on student data in all content areas. In Intensive Reading, we will be utilizing Read 180 and Reading Plus intervention programs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After reviewing and comparing our component data, the need for grouping students based on data is essential.

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.

Leadership will utilize resources teachers / instructional coaches to help teachers pull and analyze data to intentionally group students. Groups will be flexible based on this data.

Person Responsible: Isolda Fisher (isolda.antoniofisher@ocps.net)

By When: Initial: August; Ongoing throughout school year

School leadership and instructional staff will receive support and collaborate with Corrective Programs to increase teacher capacity and narrow the achievement gap. As a result of our initial Corrective Programs Walk, we will collaborate to develop an Action Plan that will address the following in each content area, teacher planning, Standards-based Instruction, planned checks for understanding, data analysis, data chats, reteaching, instructional coaching, instructional delivery, and scaffolding.

Person Responsible: Isolda Fisher (isolda.antoniofisher@ocps.net)

By When: September (After initial Corrective Programs walk); ongoing throughout school year.

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)).

Meet with all stakeholders to discuss and determine the needs for students and teachers.

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.

We follow all Title 1 guidelines with sharing information with all stakeholders. The 2023-2024 School Improvement Plan for Union Park Middle School is available in the front office, school website, and upon request. Translated versions of the SIP are located on our UPMS website and copies are available in the front office. Stakeholders are invited monthly SAC meetings where the SIP is presented and discussed.

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 follow all Title 1 guidelines with sharing information with all stakeholders. Also the use of PEL, FAC, SAC and PTSA to share information of the needs of our students. As a Title 1 School, we hold monthly Family Engagement activities to promote academic achievement, community and family relationships. It also provides an opportunity for families to interact positively with our staff.

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)

Instructional coaches and administrators meet twice a week in content area PLCs in order to provide support and guidance during instructional planning. Lessons are prepared in order to maximize all instructional minutes and teach bell to bell while incorporating engaging learning opportunities. Through intentional grouping, teachers are able to target students that have mastered skills and provide enrichment and opportunities for high level activities.

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))

Our school wide programs are aligned with State and Federal programs through partnerships with the YMCA, local business partners and school wide 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))

We have a student support team that provides groups, sessions and overall programs to support student needs.

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))

Working on this section

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 have developed and implemented a behavior intervention and we provide check ins for students in need. Also we communicate regularly with the student support team.

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))

Teachers will participate in monthly PD that focus on the needs of students and staff.

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))

N/A