

Orange County Public Schools

# Union Park Middle



## 2019-20 School Improvement Plan

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## Union Park Middle

1844 WESTFALL DR, Orlando, FL 32817

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

### Demographics

**Principal: Anthony Serianni**

Start Date for this Principal: 6/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students <span style="color: orange;">Black/African American Students</span> <span style="color: orange;">Economically Disadvantaged Students</span> <span style="color: orange;">English Language Learners</span> <span style="color: orange;">Hispanic Students</span> <span style="color: orange;">Students With Disabilities</span> <span style="color: orange;">White Students</span>
<b>School Grade</b>	2018-19: D
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: D
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	N/A
<b>Support Tier</b>	TIER 1

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

#### **Provide the school's vision statement**

To be the top producer of successful students in the nation

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Serianni, Anthony	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 is aligned to grade level specifications. These decisions are discussed and evaluated by the school-based leadership team and communicated to the stakeholders.
Soli, Thomas	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.
Long, Erica	Instructional Coach	Provides content area support across grade levels. Works with the departments as they plan and deliver standards-based instruction focusing on the cognitive demands of the standards. As part of the instructional support team, models lessons, plans with teams and teachers with the alignment of instructional strategies. As part of the MTSS process, assists teachers and the team with appropriate interventions.
Jesso, Tanner	Dean	Collaborates on school-wide initiatives to increase student achievement. They provide behavioral support and focus 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 deans 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.
Wharton, Lisa	Guidance Counselor	Collaborates on school-wide initiatives to increase student achievement. They provide behavioral support and focus 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 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.
Brown, AskMelik	Assistant Principal	Works with staff to identify appropriate research-based instructional strategies and analyze academic and behavioral

Name	Title	Job Duties and Responsibilities
		data while providing actionable feedback to teachers through observations.

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	287	300	272	0	0	0	0	859
Attendance below 90 percent	0	0	0	0	0	0	55	57	64	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	32	62	37	0	0	0	0	131
Course failure in ELA or Math	0	0	0	0	0	0	62	145	153	0	0	0	0	360
Level 1 on statewide assessment	0	0	0	0	0	0	134	171	146	0	0	0	0	451
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	81	133	134	0	0	0	0	348

**The number of students identified as retainees:**

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

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Monday 7/15/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	54	68	73	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	66	31	48	0	0	0	0	145
Course failure in ELA or Math	0	0	0	0	0	0	93	58	91	0	0	0	0	242
Level 1 on statewide assessment	0	0	0	0	0	0	147	136	131	0	0	0	0	414

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	105	81	95	0	0	0	0	281

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	54	68	73	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	66	31	48	0	0	0	0	145
Course failure in ELA or Math	0	0	0	0	0	0	93	58	91	0	0	0	0	242
Level 1 on statewide assessment	0	0	0	0	0	0	147	136	131	0	0	0	0	414

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	105	81	95	0	0	0	0	281

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	52%	54%	36%	52%	53%
ELA Learning Gains	36%	52%	54%	40%	50%	54%
ELA Lowest 25th Percentile	34%	45%	47%	31%	42%	47%
Math Achievement	32%	55%	58%	42%	53%	58%
Math Learning Gains	37%	55%	57%	48%	51%	57%
Math Lowest 25th Percentile	44%	50%	51%	37%	44%	51%
Science Achievement	28%	51%	51%	36%	51%	52%



School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	43%	67%	72%	53%	68%	72%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	287 (0)	300 (0)	272 (0)	859 (0)
Attendance below 90 percent	55 (54)	57 (68)	64 (73)	176 (195)
One or more suspensions	32 (66)	62 (31)	37 (48)	131 (145)
Course failure in ELA or Math	62 (93)	145 (58)	153 (91)	360 (242)
Level 1 on statewide assessment	134 (147)	171 (136)	146 (131)	451 (414)
	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

NOTE: 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
06	2019	28%	52%	-24%	54%	-26%
	2018	30%	48%	-18%	52%	-22%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	22%	48%	-26%	52%	-30%
	2018	29%	48%	-19%	51%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
08	2019	33%	54%	-21%	56%	-23%
	2018	37%	55%	-18%	58%	-21%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	34%	43%	-9%	55%	-21%
	2018	27%	35%	-8%	52%	-25%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	17%	49%	-32%	54%	-37%
	2018	33%	51%	-18%	54%	-21%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Same Grade Comparison		-16%				
Cohort Comparison		-10%				
08	2019	11%	36%	-25%	46%	-35%
	2018	17%	32%	-15%	45%	-28%
Same Grade Comparison		-6%				
Cohort Comparison		-22%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	27%	49%	-22%	48%	-21%
	2018	33%	49%	-16%	50%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	40%	66%	-26%	71%	-31%
2018	46%	66%	-20%	71%	-25%
Compare		-6%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	75%	63%	12%	61%	14%
2018	94%	61%	33%	62%	32%
Compare		-19%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	53%	14%	57%	10%
2018	94%	65%	29%	56%	38%
Compare		-27%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	24	24	4	35	40	7	15			
ELL	18	30	32	18	34	49	14	23	59		
ASN	63	48		67	52		58		93		
BLK	27	35	44	26	37	38	6	46	57		
HSP	28	35	34	30	36	47	24	38	67		
WHT	36	35	18	34	39	35	39	47	71		
FRL	29	36	37	30	37	46	25	41	67		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	29	28	12	34	22	8	22			
ELL	16	31	30	25	41	35	14	35	76		
ASN	67	61		70	71		55	60	100		
BLK	23	34	32	42	45	47	36	43	86		
HSP	34	37	29	39	46	36	33	52	89		
MUL	36	18		45	36						
WHT	47	54	50	43	51	42	42	60	86		
FRL	35	39	32	40	47	38	30	52	85		

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	10
Percent Tested	97%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
<b>Asian Students</b>	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

There were several data components that indicated low performance, but Mathematics in both 7th and 8th grade were the lowest at 17% and 11%, respectively. For 7th grade, the biggest contributing factor was lack of quality instruction. One of the two original 7th grade math teachers resigned the first day of school and we struggled to adequately replace her. After several weeks of attempts to fill the position, the classes were converted to virtual school. The other math teacher was deemed ineffective and a science teacher (who was also certified in math) was moved into those classes. The ineffective teacher proctored the virtual lab and supported the virtual school teacher while the converted science teacher ran the other classroom. Coaching and support was provided by the instructional coach and administration, but was not effective. Part of the reason for the ineffectiveness was one of the main 8th grade math teachers took long term leave in February and the instructional coach (who was also a math teacher) was placed in the classroom to run the classes. The other 8th grade math teacher was ineffective and required intensive support which was not available due to the only instructional coach being in the classroom and the primary math administrator running testing because the testing coordinator resigned. Additional coaching staff has been hired to provide adequate support for the upcoming school year.

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

The greatest decline came from middle school acceleration, i.e. a combination of algebra and geometry (algebra dropped 19% and geometry 27%). Experienced geometry/algebra teacher left late last summer, was replaced by a less experienced teachers who

were teaching the courses for the first time. Coaching and support was provided to the teachers by the instructional coach and administration. However, when the newer algebra teacher took leave in February, the instructional coach went into the classroom to teach the classes, and was therefore unable provide support to the geometry teacher. The issue was compounded when the testing coordinator resigned, forcing a shuffle in administrative duties and the required support was no longer available. Progress monitoring data indicated a small drop in algebra performance, but not to the extent that occurred. Geometry scores were slightly lower than what had been indicated in progress monitoring, which was consistent throughout the year. Although support in the form of instructional coaching from administration, instructional resources, and additional planning days were provided to the geometry teacher, little improvement was evident in the data. Couple all of this with the fact that there were no fewer than 12 teachers on campus who were new to teaching and required intensive support, yet there was only one instructional coach on campus. Redundancies for coaching support have been built into the 2019-20 staff to avoid a repeat situation.

**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**

Grade 7 mathematics had the greatest gap when compared to the state average (UPMS - 17%; State - 54%). Of the two grade 7 math teachers, one quit the first day of school and we were unable to find a replacement, so that class was placed on virtual school. The other teacher was found to be ineffective and was replaced by another math teacher on staff in October. Although coaching and support was provided, the instability of the staffing situation contributed to the low performance. Furthermore, the coaching and support system last year was stretched too thin and unable to meet the many needs of the faculty as a whole. For the upcoming school year, neither of the teachers in grade 7 math are returning and additional instructional coaches have been added to the staff to better meet the needs of the teachers and students.

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

The data component that showed the most improvement was achievement in 6th grade mathematics (from 27% in 2018 to 34% in 2019). This improvement can be attributed to the implementation of intensive math, which had not been offered the prior year. Due to staffing issues, intensive math was only offered in 6th grade, and the results of appropriate interventions is evident in the data when comparing 6th grade mathematics to 7th and 8th. The intensive math teacher planned with the 6th grade teachers and coordinated his lessons to meet the needs of the students based on common assessments and progress monitoring data. For the upcoming school year, intensive math is being offered in grades 6 and 7, while targeted small group instruction through a math resource teacher is being implemented to support students in grade 8 mathematics.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

We have an abnormal amount of failures and level 1s in math and ELA.

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

1. ELA/Math proficiency
2. ELA/Math learning gains

3. ELA/Math learning gains for lowest 25%
4. Civics/Science achievement
5. ELL/SWD improvement

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Increase student proficiency in ELA, mathematics, civics, and science (accelerate student performance)
<b>Rationale</b>	The percentage of students who tested as a level 3 or higher in ELA, mathematics, civics, and science decreased from the 2017-18 school year to the 2018-19 school year.

<b>State the measureable outcome the school plans to achieve</b>	The goal for the 2019-20 school year is to increase each the rate of proficiency for: ELA from 30% to 36%, mathematics from 32% to 40%, civics from 43% to 50%, and science form 28% to 36%.
<b>Person responsible for monitoring outcome</b>	Anthony Serianni (anthony.serianni@ocps.net)
<b>Evidence-based Strategy</b>	In order to increase proficiency across multiple content areas, and specifically in the six federal subgroups (White, Black, Hispanic, SWD, ELLs, and Economically Disadvantaged) that fell below the 41% proficiency threshold, our school will be focusing on increasing student engagement through the use of academic conversations, small groups, and Kagan structures.
<b>Rationale for Evidence-based Strategy</b>	In reviewing the 2018-19 ESSA data, there were six subgroups (white, black, Hispanic, SWD, ELLs, and economically disadvantaged) that fell below the 41% proficiency threshold. Given that information combined with the low proficiency levels across all content areas, there was a definitive issue with teaching and learning last year. Observational data indicated that standards were being taught, but progress monitoring data indicated that learning was not taking place. It has been determined that student engagement was one of the major issues. The use of academic conversations is a research-based strategy designed to engage students in academic discourse that is supported through the work of the district professional learning community. Small groups will help teachers engage students in a smaller, more individualized setting. Kagan structure will equip teachers with strategies designed to improve cooperative learning, communication, and student interest through increased and deliberate classroom interactions.

<b>Action Step</b>	
<b>Description</b>	<p>1. Leadership will work with teachers of all content areas to increase their capacity related to student engagement through academic discussions and processing structures. Further, leadership will work with with all content area teachers to ensure that lessons develop and implement opportunities for academic discourse. This will improve the overall instruction received by all students, including the identified ESSA subgroups (White, Black, Hispanic, SWD, ELLs, and Economically Disadvantaged) (Initial: August/September; ongoing)</p> <p>2. Tutors will be hired (8 tutors a day for 85 days throughout the year; one for Language Arts and one for Mathematics at each grade level, 6 through 8; two additional split between Civics, Alg, Geo) to work with teachers and run small groups within the classroom. (Initial: September; ongoing through March)</p>



3. Leadership will have teachers trained on Kagan Structures. (November 1st - statewide professional development day)

4. Leadership will provide teachers with an additional 1 hour of paid planning time per week to allow teachers to plan more engaging lessons and set up their classroom for student engagement. (Initial: September; ongoing)

5. 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 collaborated to develop an Action Plan\* that will address the following in each content area (ELA, Mathematics, Social Studies, Science): teacher planning, Standards-based Instruction, HOT Questions, planned checks for understanding, data analysis, data chats, reteaching, instructional coaching, instructional delivery, scaffolding.

\* Full action plan available upon request

6. Leadership will use principles of responsive facilitation to support and implement the of cycles of professional learning (plan, implement, monitor, and modify). As part of this process, leadership will monitor the implementation of student engagement 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**

Anthony Serianni (anthony.serianni@ocps.net)

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<b>#2</b>	
<b>Title</b>	Increase student learning gains in ELA and mathematics (narrow the achievement gap)
<b>Rationale</b>	In order to increase student achievement overall, we must first concentrate on helping students make a year's worth of growth in ELA and mathematics.
<b>State the measureable outcome the school plans to achieve</b>	The goal for the 2019-20 school year is to increase student learning gains in ELA from 36% to 50%, and Mathematics from 37% to 50%. Further the goal for our lowest 25% of students is to increase students learning gains in ELA from 34% to 50% and in Mathematics from 44% to 50%.
<b>Person responsible for monitoring outcome</b>	Anthony Serianni (anthony.serianni@ocps.net)
<b>Evidence-based Strategy</b>	In order to increase the percentage of all students who make a learning gain, and specifically students within the six federal subgroups (white, black, Hispanic, SWD, ELLs, and economically disadvantaged) that fell below the 41% proficiency threshold, our school will be focusing on small-group differentiated instruction to meet the needs of our students.
<b>Rationale for Evidence-based Strategy</b>	In reviewing the 2018-19 ESSA data, six federal subgroups (white, black, Hispanic, SWD, ELLs, and economically disadvantaged) fell below the 41% proficiency threshold and nearly 45% of our students scored a level 1 on the FSA in ELA and mathematics. In order to appropriately scaffold the material to help students improve, small groups are essential. Differentiating the resources, supports, and scaffolds based on the needs of the students will accelerate the process. Small groups differentiated instruction also helps support DPLC strategies such as close reading and academic discussions.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership will analyze and disaggregate data to establish baseline student academic needs for teachers. (August)</li> <li>2. Leadership will train teachers in small group differentiation models and set up a system by which teachers can observe and be coached in the use of the models. This will improve the specificity of the instruction received by all students, including the identified ESSA subgroups (White, Black, Hispanic, SWD, ELLs, and Economically Disadvantaged) (Initial: August; ongoing)</li> <li>3. Leadership will develop a system by which teachers will track student progress, work with teachers to design instruction that includes small group differentiation based on student needs, and help teachers empowers students to track their own progress (Initial: August; ongoing)</li> <li>4. Leadership will utilize a resource teacher who will focus on providing support for teachers in designing appropriate and differentiated interventions within the classroom while also working directly with students in small groups who are in need of additional academic support in Language Arts. (Ongoing)</li> <li>5. Leadership will employ a Program Assistant to provide targeted interventions within the school day for students in the lowest 25% of ELA and</li> </ol>

Mathematics. (Initial: September; ongoing)

6. 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 collaborated to develop an Action Plan\* that will address the following in each content area (ELA, Mathematics, Social Studies, Science): teacher planning, Standards-based Instruction, HOT Questions, planned checks for understanding, data analysis, data chats, reteaching, instructional coaching, instructional delivery, scaffolding.

\* Full action plan available upon request

7. Leadership will use principles of responsive facilitation to support and implement the of 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**

AskiMelik Brown (askimelik.brown@ocps.net)

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<b>#3</b>	
<b>Title</b>	Develop character education programs across all grade levels and content areas (narrow the achievement gap)
<b>Rationale</b>	The development of character education programs will help meet the social-emotional needs of our students, build a culture of acceptance and unity, and engage students in our school community.
<b>State the measureable outcome the school plans to achieve</b>	As a result of our character education programs, the number of students with less than 90% attendance will decrease from 20.5% to 10%, and the number of students with one or more suspension will decrease from 15.3% to 7.5%. The increase in student attendance and decrease in student suspensions will lead to an overall decrease in student failures in ELA and mathematics.
<b>Person responsible for monitoring outcome</b>	Anthony Serianni (anthony.serianni@ocps.net)
<b>Evidence-based Strategy</b>	Restorative Justice and the "Model it, Celebrate it, Enable it" strategy from the Character Lab, Positive Behavior Intervention System (PBIS)
<b>Rationale for Evidence-based Strategy</b>	Restorative Justice will be used to build trust, understanding, and community among students and staff members. The Model it... strategy will be used to build relationships between students and staff and help define the behaviors and attitudes that represent our school culture. PBIS will help encourage students to display the character traits valued by our school culture.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Leadership will work with the faculty to determine what character traits embody our school culture and develop a PBIS to support those values. (August)</li> <li>2. Leadership and teacher leaders will develop lessons based on the Character Lab strategies for character education in the classroom and throughout the campus (Initial: August; ongoing)</li> <li>3. Leadership will create opportunities for large-group restorative justice circles. (Initial: August; ongoing)</li> <li>4. Leadership will ensure that teacher and schoolwide efforts in the areas of PBIS, RJ, and character education have the appropriate resources and supplies to create a school environment conducive to a positive culture. This will improve the overall school climate, address SEL among students and staff, and lead to a environment more conducive to learning and effective instruction for all students, including the identified ESSA subgroups (White, Black, Hispanic, SWD, ELLs, and Economically Disadvantaged) (Ongoing)</li> <li>5. 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 collaborated to develop an Action Plan* that will address the following in each content area (ELA, Mathematics, Social Studies, Science): teacher planning, Standards-based Instruction, HOT Questions, planned checks for understanding, data analysis, data chats,</li> </ol>

reteaching, instructional coaching, instructional delivery, scaffolding.

\* Full action plan available upon request

6. Leadership will use principles of responsive facilitation to support and implement the of cycles of professional learning (plan, implement, monitor, and modify). As part of this process, leadership will monitor the implementation of the PBIS, RJ, and character education through observation and attendance, discipline, and grade 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** Thomas Soli (thomas.soli@ocps.net)

### **Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

In addition to the Areas of Focus listed above, Union Park Middle School will also focus on improving the performance of English language learners (ELLs) and Students with Disabilities (SWD).

An additional resource teacher dedicated to ELLs along with 2 ESOL paraprofessionals have been employed for the 2019-20 school year to provide targeted academic support through classroom push-ins and small group pull-outs. Furthermore, the Latinos in Action program has been revamped to encourage more participation of ELLs school-wide in programs designed to increase student engagement and investment in the school and community.

Students with Disabilities will be provided with additional support through support facilitation in an inclusive setting and small group instruction for targeted support. Furthermore, the Best Buddies program will be utilized to encourage inclusive practices within the school and increase the overall sense of community among SWD on campus.

## **Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Union Park Middle School has a Parent Engagement Liaison that provides materials, training, and resources to help parents support their children. The Parent Engagement Liaison also informs parents of the Title I parent involvement training. Training topics include, but are not limited to Parents Assuring Student Success, Family Building Better Readers, and Conferencing and Parenting Skills. Additional parent training will be held

throughout the year.

Parents become involved in our School Advisory Council (SAC) and Parent Leadership Council groups. Our Parent Leadership Council and SAC meet monthly to discuss various topics that support academic achievement. We also meet to identify barriers to greater parental participation at Union Park Middle School. Union Park Middle School provides multiple opportunities throughout the year to increase parental involvement including: Community Resource Fairs, STEM Night, band and chorus concerts, and Annual Art Showcase, which are advertised to community leaders and parents. The staff promotes the school throughout the year in the community by wearing SAC purchased shirts. The continuity among the staff is also a way to increase school-pride among the students and staff.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students at Union Park Middle School have access to many services that include a mental health counselor from Devereux who provides services for selected students on a weekly basis. This counselor is responsive to the needs of students and begins counseling after students are referred and complete the application process. In addition, the Union Park Neighborhood Center for Families provides counseling services for students either at school or at the center. Union Park guidance counselors are able to provide counseling referrals via SEDNET to other counseling agencies, which are available in the surrounding community. Furthermore, Union Park Middle School counselors provide group counseling within the school day to address a variety of issues. Counseling group topics include self-esteem, anger management, study skills, and increasing motivation. Indicator 8, facilitating the use of resources to implement best practices for inclusive education is addressed and understood by all stakeholders.

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

During the summer, incoming sixth-grade students are invited to attend an orientation at the school to become familiar with the physical layout of the campus, meet staff members, and become oriented with the expectations of middle school including the daily schedule. During the school year, guidance counselors meet with sixth-grade students during the first week to introduce the procedures and expectations of Union Park Middle School. The leadership team and support team are introduced and roles are explained so students become familiar with the school personnel. Our rising ninth-grade students meet with counselors during the second semester to plan for high school courses. Guidance counselors review the course options and discuss graduation requirements. Counselors from the surrounding high schools visit our campus and provide information on the expectations of high school students. The assistant principals also meet with the leadership teams of our feeder pattern schools to discuss concerns over rising 6th and 9th grades respectively. During those meetings, social-emotional, academic, attendance and behavior concerns are noted and plans are put in place to support those students.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The Leadership Team meets quarterly to evaluate staff and responsibilities. This process allows for a more efficient use of our personnel to ensure that all responsibilities on campus are handled by the correct position and team members can effectively cross-train to build capacity on campus. Instructional materials for core classes are predetermined by the district and the school purchases all necessary resources to operate these programs with fidelity. Supplemental materials for reading or math intervention are researched and purchased based on the needs of our students. Students are placed in intervention classes based on multiple points of data to make sure that they are receiving the instruction that fits their needs.

The school's Leadership Team in conjunction with the School Advisory Council (SAC) and the principal help develop the School Improvement Plan (SIP). The Leadership Team provides data on Tier 1, 2, and 3 targets, identifies academic and social/emotional areas that need to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationships), and facilitates the development of a systemic approach to teaching (Essential Questions, activating strategies, teaching strategies, extending, refining, and summarizing) processes and procedures. After a complete and thorough review of the data, the SAC and the leadership team complete the SIP.

#### Title I, Part A

Union Park Middle School is a Title I school. We receive funding to support the implementation of our school improvement goals. By using Title I dollars, we are able to acquire additional teaching positions to reduce class sizes and provide additional intensive instruction in reading and math, provide all students with the necessary supplies to learn, ensure professional development for our faculty, and supplement instruction through after-school tutoring.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Union Park Middle School will implement the following initiatives to help increase the awareness of college and career opportunities:

1. College Aspiration: Build a culture of college awareness by encouraging faculty and staff to wear their favorite college shirts on Friday. The social studies department has promoted this culture by painting college logos on campus and providing college banners for teachers to hang in classrooms. Counselors provide weekly morning announcements to discuss educational and career opportunities available after high school graduation.
2. Counselors monitor student performance and meet with students regarding academics.
3. Counselors encourage students to join clubs, sports teams, and activities at school to enrich their school experience.
4. Students participate in STEM Night where parents and students come together to learn about professions in science, technology, engineering, and mathematics.
5. The College Reach program supports students on campus to prepare them to meet the challenges of college through weekly meetings.
6. Valencia College students mentor students on campus.

## Part V: Budget

<b>Part V: Budget</b>						
1	III.A	<b>Areas of Focus: Increase student proficiency in ELA, mathematics, civics, and science (accelerate student performance)</b>				<b>\$177,640.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0911 - Union Park Middle	UniSIG	1.56	\$102,000.00
<i>Notes: 8 tutors/day X 6 hrs/day X \$25/hr X 85 days</i>						
	5900	210-Retirement	0911 - Union Park Middle	UniSIG	0.0	\$7,803.00
<i>Notes: Retirement benefits for 8 tutors/day X 6 hrs/day X \$25/hr X 85 days</i>						
	5900	220-Social Security	0911 - Union Park Middle	UniSIG	0.0	\$8,425.20
<i>Notes: benefits for 8 tutors/day X 6 hrs/day X \$25/hr X 85 days</i>						
	5900	240-Workers Compensation	0911 - Union Park Middle	UniSIG	0.0	\$336.60
<i>Notes: Workers Compensation benefits for 8 tutors/day X 6 hrs/day X \$25/hr X 85 days</i>						
	6400	120-Classroom Teachers	0911 - Union Park Middle	UniSIG	1.04	\$44,352.00
<i>Notes: 63 instructional staff members X 1 hour X \$22/hr X 32 weeks = \$51,554.77 (additional planning time)</i>						
	6400	210-Retirement	0911 - Union Park Middle	UniSIG		\$3,392.93
<i>Notes: Retirement benefits for additional planning time</i>						
	6400	220-Social Security	0911 - Union Park Middle	UniSIG		\$3,663.48
<i>Notes: Social Security benefits for additional planning time</i>						
	6400	240-Workers Compensation	0911 - Union Park Middle	UniSIG		\$146.36
<i>Notes: Workers Compensation benefits for additional planning time</i>						
	6400	310-Professional and Technical Services	0911 - Union Park Middle	UniSIG		\$3,000.00
<i>Notes: Kagan Professional Development 1 day training to increase student engagement and boost test scores.</i>						
	6400	510-Supplies	0911 - Union Park Middle	UniSIG		\$4,520.88
<i>Notes: Kagan Professional Development Cooperative Learning books</i>						
2	III.A	<b>Areas of Focus: Increase student learning gains in ELA and mathematics (narrow the achievement gap)</b>				<b>\$110,994.13</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0911 - Union Park Middle	UniSIG	0.88	\$43,500.00
<i>Notes: Resource Teacher, Intervention for the classroom</i>						
	5100	210-Retirement	0911 - Union Park Middle	UniSIG	0.0	\$3,593.00
<i>Notes: Retirement benefits for a Resource Teacher, Intervention for the classroom</i>						
	5100	220-Social Security	0911 - Union Park Middle	UniSIG	0.0	\$3,328.00



Orange - 0911 - Union Park Middle - 2019-20 SIP

			<i>Notes: Social Security benefits for a Resource Teacher, Intervention for the classroom</i>			
5100	231-Health and Hospitalization	0911 - Union Park Middle	UniSIG	0.0	\$9,161.00	
			<i>Notes: Health insurance benefits for a Resource Teacher, Intervention for the classroom</i>			
5100	232-Life Insurance	0911 - Union Park Middle	UniSIG	0.0	\$31.00	
			<i>Notes: Life insurance benefits for a Resource Teacher, Intervention for the classroom</i>			
5100	240-Workers Compensation	0911 - Union Park Middle	UniSIG	0.0	\$143.00	
			<i>Notes: Workers Compensation benefits for a Resource Teacher, Intervention for the classroom</i>			
5100	250-Unemployment Compensation	0911 - Union Park Middle	UniSIG	0.0	\$12.00	
			<i>Notes: Unemployment Compensation benefits for a Resource Teacher, Intervention for the classroom</i>			
5100	290-Other Employee Benefits	0911 - Union Park Middle	UniSIG	0.0	\$930.00	
			<i>Notes: Other Employee benefits for a Resource Teacher, Intervention for the classroom</i>			
5100	160-Other Support Personnel	0911 - Union Park Middle	UniSIG	1.0	\$23,176.00	
			<i>Notes: A program assistant will be hired to provide targeted interventions to the lowest 25% of students in ELA and Math daily in our intensive classes.</i>			
5100	210-Retirement	0911 - Union Park Middle	UniSIG	0.0	\$1,914.34	
			<i>Notes: Retirement benefits for the program assistant</i>			
5100	220-Social Security	0911 - Union Park Middle	UniSIG	0.0	\$1,772.96	
			<i>Notes: Social Security benefits for the program assistant</i>			
5100	231-Health and Hospitalization	0911 - Union Park Middle	UniSIG	0.0	\$9,288.00	
			<i>Notes: Health insurance benefits for the program assistant</i>			
5100	232-Life Insurance	0911 - Union Park Middle	UniSIG	0.0	\$16.36	
			<i>Notes: Life insurance benefits for the program assistant</i>			
5100	240-Workers Compensation	0911 - Union Park Middle	UniSIG	0.0	\$76.48	
			<i>Notes: Workers Compensation benefits for the program assistant</i>			
5100	250-Unemployment Compensation	0911 - Union Park Middle	UniSIG	0.0	\$6.26	
			<i>Notes: Unemployment benefits for the program assistant</i>			
5100	290-Other Employee Benefits	0911 - Union Park Middle	UniSIG	0.0	\$495.73	
			<i>Notes: Other Employee benefits for the program assistant</i>			
5100	510-Supplies	0911 - Union Park Middle	UniSIG	0.0	\$13,550.00	
			<i>Notes: Reading Plus Site License</i>			

<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Develop character education programs across all grade levels and content areas (narrow the achievement gap)</b>				<b>\$8,081.43</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0911 - Union Park Middle	UniSIG		\$8,081.43
			<i>Notes: Allowable 5% for supplies such as paper, ink, post-its, folders, pens, pencils and markers. 5% is \$8081.43 (character educ)</i>			
					<b>Total:</b>	<b>\$315,034.60</b>