

Oak Park Middle School



2014-15 School Improvement Plan

Oak Park Middle School

2101 SOUTH ST, Leesburg, FL 34748

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	47
Appendix 2: Professional Development and Technical Assistance Outlines	55
Professional Development Opportunities	56
Technical Assistance Items	59
Appendix 3: Budget to Support Goals	60

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a caring and supportive atmosphere so that students can reach their fullest potential by supplying a safe, orderly and academically rich environment.

Provide the school's vision statement

To establish common goals to work towards and build a school culture with students and staff that support a positive belief in one's school, one's self, and one's direction towards a successful future.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building relationships and culturally relevant teaching and learning is a focus here at Oak Park Middle School. Knights Unite (KU) is a class that students attend daily where relationship building and character development is the focus. Knights Unite has been designed to serve as a period where healthy relationships between the students, faculty and staff of OPMS can be built. It is a time set aside for mentoring, engaging students with interactive activities to build their character, interactive activities to review content and to give each student of Oak Park someone they can trust and confide in.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Active supervision is provided before, during, and after school for the safety of all. Our faculty and staff are strategically positioned across our campus in efforts to secure all areas. In addition, safety procedures are taught and practiced in the case of emergency situations.

Administration has an open door policy for students and parents when they have an issue. Students are invited to speak with administration, guidance, and other members of the faculty and staff to express positives, concerns, and to give suggestions. A suggestion box is located in the main office for all stakeholders to provide input on school safety and improvement.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Oak Park Middle School is a Positive Behavior Support (PBS) school. Here at Oak Park we believe in and we provide instructional discipline through our teachers and leadership team members. Incentives for positive behaviors are provided to the students and fair consequences have been set for discipline infractions. Through the PBS protocol we have implemented school wide expectations to guide student behaviors across campus. Self respect, willingness to learn, always positive, giving your best (S.W.A.G.) are our expectations for all members of the Oak Park Family. Common area rules are posted and taught during the first weeks of school in every KU class. Expectations along with the Knights Creed are rehearsed every morning during our morning news as a reminder of Silver Knight Behavior.

Along with the above Tier I systems we enforce a discipline ladder in order to give students the

opportunity to learn from their mistakes. The ladder requires teachers to partner with the student's parent(s) or guardian(s) for support in seeking positive change in the student's behavior. The instructional deans, guidance counselors, and administration coach the students through mediations and one on one counseling.

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

The school ensures the social-emotional needs of all students are met through on campus and community stakeholders mentoring and tutoring our students. Mentors are selected and assigned to students that have been identified by teacher referrals, socio economic status, progress monitoring data, and parent requests. Below are the partnerships we have attained in order to meet the needs of our students.

Oak Park Middle School's Mentoring Programs Include:

B.F.F. (Be a Friend First) through the Girl Scouts of Central Florida

Mentoring to the Max through Genesis Center in Leesburg, FL

Restoration Outreach through Community Program in Leesburg, FL

Community Mentors on an individual basis

Talent Search (program promoting college and career readiness for our underprivileged students) through Lake Sumter Community College

AVID Tutors and Mentors

On campus our faculty and staff take interest in our students on a daily basis. Teachers are assigned students as mentees through the AVID program and KU.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Decision Ed is the system we use to track our EWS. It includes discipline data, attendance data, statewide assessment data, Florida Alternate Assessment, student achievement data, and can be used to track other information as needed. The system is designed for the user to build reports as needed.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	74	75	75	224
One or more suspensions	72	52	60	184
Course failure in ELA or Math	13	12	15	40
Level 1 on statewide assessment	34	49	39	122

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	68	47	58	173

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention Strategies Include but are not limited to the following:

Intensive Reading - Achieve 3000 and Reading Plus

Intensive Math

Before School Tutoring

Push in support in math

Attendance - Potential Specialist review attendance data and implement child study team meetings to problem solve student needs.

Small group instruction

PBS Incentives and Instructional Discipline through KU (Knights Unite)

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/245565>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community partnerships are established through Administration and the Family School Liaison contacting community leaders and business owners. Community leaders are invited to be a member of our School Advisory Council (SAC), Parent Teacher Organization (PTO), Volunteer, and opportunities to support the various activities we implement at school.

In addition to the above, we have established a Parent Resource Council which consists of various community leaders and parents who volunteer their expertise to our parents. This council was developed through our partnership with Heritage and Roots - Teacher Education Training Foundation, Inc. Partnerships are sustained through continued communication with our partners. This year our Family School Liaison will produce a school newsletter that will go out to all stakeholders. We will also post the newsletter to our website for the community to view the activities and events that are occurring at our school. Communication is kept current through the use of our call out system and updates on our website as well.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Longo, Barbara	Principal
Langley, Tammy	Assistant Principal
Rednour, William (Andy)	Instructional Coach
Waite, Randolph	Instructional Coach
Clark, Karla	Other
Barnes, Jami	Instructional Coach
Roberts, Jason	Other
Robinson, Yordin	Guidance Counselor
New, Tammy	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration: Provides a common vision and mission for the school. The use of data-based decision-making is promoted and demonstrated through school improvement planning, implementation of strategies, checking for fidelity, and restructuring as needed based on data collection. Develops, leads, and evaluates school core content standards and programs, identifies and analyzes existing literature on scientifically based curriculum and behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; plans for whole school screening programs that provide early intervening services for children to be considered “at risk.” Administrators build a supportive environment through coaching and mentoring. Teachers are given feedback based on walkthrough data collected during reviews of instructional practices. Administration facilitates writing teams, PLC's, and team meetings regarding curriculum implementation expectations. Coaches are coached by administrators and continued collaboration and feedback is given in order to improve school wide instruction and student learning. Appropriate professional development is planned to meet the needs of the teachers and instructional support staff. By providing professional development instructional and support staff are given opportunities for professional growth that transfers to the classroom in order to increase student achievement. As a part of continued professional growth administrators participate in professional development offerings throughout the year. New learning is shared with staff members, modeled during PD, checked for implementation during classroom walkthroughs, and continued growth is supported through coaching.

The administration promotes collaborative structures within PLC's, team meetings, leadership team meetings, School Advisory Council, Parent Teacher Organization, and Faculty and Staff Meetings. Members are invited to share their concerns, their positive experiences, ask questions and give suggestions. The information collected is then further reviewed by administration for school wide effectiveness, findings are shared with the faculty and/or staff, and together appropriate decisions are made. Collaboration and shared decision making are also demonstrated through surveys that are opened to faculty, staff, students, parents, and community members. Administration at Oak Park Middle School practice an open door policy which allows for stakeholders to collaborate and problem solve daily.

The administration monitors all systems to ensure effective implementation, develop schedules that support collaborative planning, ensures that the school-based Rtl team is implementing Response to Intervention (Rtl), ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communications with parents regarding school-based Rtl plans and activities.

Guidance Counselors: Participates in student data collection, interpretation and analysis of data; facilitates and supports data collection activities, provides assistance to teachers for progress monitoring, provides assistance with appropriate interventions, attends all RtI conferences and implementation monitoring. Assist with developing appropriate intervention plans for 504, ELL, and struggling learners. Schedules meetings with parents for collaborative decision making regarding students' educational needs.

Exceptional Student Education (ESE) Specialist: Participates in school data collection, integrates core instructional activities/materials into all Tiers with an emphasis on Tier 3 and collaborates with general education teachers through such activities as co-teaching, support facilitation, and consultation. The ESE School Specialist provides support to teachers in regards to effective intervention implementation of standards and high yield strategies proven to increase student achievement. He provides coaching to the self contained ESE teachers with understanding on grade level content and instructional practices that support differentiated instruction.

Instructional Coaches: Assist in the development of, leads, and evaluates school core content standards and programs, identifies and analyzes existing literature on scientifically based curriculum and behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring. Supports the implementation of Tier 1, 2, and 3 intervention plans. Coaches teachers in effective instructional practices and high yield instructional strategies. Provides one on one coaching and classroom modeling. Assist with developing comprehensive lesson plans ensuring student activities and teacher delivery are to the full intent of the standard. Develops intervention and enrichment plans for school wide implementation as it relates to assigned core content area. Collaborates with administration and helps to make decisions for effective core curricular implementation and restructuring of delivery when applicable.

Potential Specialist: The Potential Specialist assists with the development of Positive Behavior Support (PBS), monitors EWS, and helps to develop student achievement plans. The Specialist conducts classroom walkthroughs in order to identify teacher expectations of students as it relates to rigorous instruction. Assist with developing differentiated instruction strategies for low performing students. In addition, they facilitate the discipline committee meetings in which the group develops school wide expectations and common area rules and plan for student incentives when they display positive behaviors.

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

Continued progress monitoring of various data sets provides a clear picture of the needs of our school population. Academic data such as FCAT 2.0, FAIR assessment, student grades, TEAM assessments, classroom walkthrough data and previous Lake Benchmark Assessments marks the instructional needs of our students. Behavioral data is collected such as the number of student infractions, the number of students who committed those infractions, the number of suspensions, the number of students being suspended, and attendance. We review economic status, RtI, 504, ELL and ESE data as well. This information helps in determining the needs of our school population which leads school leaders in appropriating annual allocations and other resources accordingly. Highly qualified teachers are hired and maintained based on student needs and teacher effectiveness in classroom management and instructional practices.

Other funding such as Title I, Title III, Title X, SAI, CTE are all used to meet the diverse needs of our student population. Funding and the use of funds are discussed with our School Advisory Council,

parents/community members that may not be a part of the council and members of our faculty and staff before final decisions are made. Annual Title I meetings are held to review data and opportunities for suggestions are given to the participants of these meetings. In addition, monthly SAC meetings, Faculty and Staff meetings are held. Student data and needs are discussed, collaboration of student needs, and available funds are reviewed. Decisions are made based on the highest needs which are determined after data has been disaggregated. The principal leads funding allocation meetings.

***Title I Personnel**

Through the use of Title I funds additional personnel was secured to include two Potential Specialists who assist with early warning indicators and positive behavior support; in addition, three Teacher Assistants were hired to work with students in the content area classrooms.

•Title I, Part A

A Family School Liaison will assist families by providing assistance, involvement, and development of our family resource room. The Family School Liaison through Title I will coordinate and provide parents with the Parents Right to Know 2014-2015 information packet and District/Oak Park School Compact that promotes family, student, teacher, and administration interaction.

***Title I Part C Migrant**

District Migrant Advocate, In-home tutoring for Migrants

•Title III

Provides Rosetta Stone for ELLs, Teacher Assistant, Word to Word Dictionary, Compliance Assistance Identification of ELLS (IPT)

•Title X Homeless

Homeless Liaison will speak to faculty to include strategies and important tips to meet the needs of homeless students. Guidance Counselors and Potential Specialist will provide basic needed items to students as appropriate. Collaboration with district's Homeless liaison, Title I District homeless advocate provided, Collaboration with Neglected and Delinquent sites available.

•Supplemental Academic Instruction (SAI)

SAI Funding will be used to provide supplemental services to below proficient students. Before and After school programs as outlined in this plan will be funded through this source. Tutoring for the AVID students will also be provided through this fund.

•Career and Technical Education (CTE)

CTE classes are provided to teach students how to connect academics to real world. Consumer Science, Business Technology, and Keyboarding are all offered to OPMS' students.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Barbara A. Longo	Principal
Vickie Hall	Parent
Andrea Smith	Teacher
Kelly Owensby	Parent
Hans Monahan	Parent
Frank Girardi	Education Support Employee
Sonia Duytsche	Parent
Sherry Jutkofsi	Parent
Patrick Bailey	Parent
Lilly Jenkins	Teacher
Lorraine Scherman	Teacher
Jenny Larney	Parent
	Student
Linda W. Cunningham	Business/Community
Mariluz Medir	Parent
Karla Clark	Teacher
Richard Rojas	Business/Community
Ignacio Medir	Parent
Janet Goodyear	Education Support Employee
John Langley	Business/Community
Consuelo Robinson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council met monthly during the 2013-2014 school year. During each meeting updates were given as it related to the school's three improvement goals. Various data points were shared and the members were given opportunity to ask questions, provide suggestions, and to express their approval or concerns throughout the course of the year.

At the conclusion of the school year FCAT 2.0 data was shared along with progress monitoring data and state review summaries. Once again members of the council provided their input on specific concerns as it related to the end of the year data. As a result, the direction for improvement was established through a unanimous consensus. Specific goals were brought before the council at the start of the school year for review, changes, and updates.

Development of this school improvement plan

The SAC assisted in the preparation of the school improvement plan by analyzing school data, identifying problem areas, developing improvement strategies and assisting with allocating funds to areas in need of improvement.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Longo, Barbara	Principal
Langley, Tammy	Assistant Principal
Rednour, William (Andy)	Instructional Coach
Clark, Karla	Other
Waite, Randolph	Instructional Coach
Barnes, Jami	Instructional Coach
Roberts, Jason	Other
New, Tammy	Guidance Counselor
Robinson, Yordin	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy through professional development of instructional shifts for transitioning to Florida Standards, Family Literacy Events, and increasing print rich classroom environments. The LLT problem solves student literacy deficiencies in all core areas using progress monitoring data. Strategies are then developed in order to close the achievement gaps of those students who are demonstrating less than proficient progress. Real world examples and higher order questioning support is given to increase comprehension of complex text. In addition, the LLT provides cross curricular support in order to incorporate WICOR (writing, inquiry, collaboration, organization, and reading) in all classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This year's master schedule was developed with subject area planning in mind. Teacher's have the opportunity to plan with their core subject area daily and with their team of teachers once a week. Each department is assigned a department head and an instructional coach to provide support to the teachers. Common Planning is facilitated by the core subject area department head. This planning time provides an opportunity for professionals to collaborate in order to proactively identify and problem solve the ever changing needs of our students.

Continuous support, monitoring, review, sharing, and new learning also transpires during weekly PLC's. Weekly PLC's are facilitated by the instructional coaches. Structured learning time is giving to ensure

teachers have a full understanding of the standards and the level of rigor that is expected during instruction. Data review and problem solving is a part of this structure as well.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Professional Learning Communities with Professional Learning Time built into the master schedule for collaboration among teachers.
2. Provide meeting time weekly for cross curriculum teams to meet collaboratively.
3. Provide Instructional support through in house staff development.
4. Provide Positive Reinforcement of Highly Effective Teaching through PBS incentives and school wide recognition.
5. Provide time for teachers to observe best practices strategies in classrooms on and off campus.
6. Provide Instructional Coaching for new teachers and teachers who are in need of improvement.
7. Seek new teachers through the district's Search Soft System and Human Resources recommendations,

Interview, and obtain professional references to find candidates with the best potential to increase student achievement.

The school's administrators, content area coaches, and potential specialist will be responsible for carrying out the above strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our content area coaches are assigned to a core academic area. They provide mentoring and coaching to teachers within their content areas. In addition trained veteran teachers who serve as capacity builders are assigned to our new teachers in order to provide extra support.

Veteran teachers are selected based on their highly qualified status, previous student success rates, professional training and experience. In addition, the mentors' ability to successfully guide adult learners in a positive manner is taken into consideration.

Coaches will engage in soft touch classroom walkthroughs identifying areas of strength and weaknesses as it relates to their assigned teachers. They will provide growth opportunities for teachers through professional learning communities. Mentors and Coaches will model in the classrooms effective high yield strategies that are aligned with the Florida Standards. One on one conferencing where feedback is provided through a positive approach will be afforded to each mentee.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional programs and strategies used at Oak Park Middle School are recommended through our districts plans for instruction. Through the use of the district released scope and sequence and curriculum blueprints we are ensured that our core instruction is aligned to the Florida Standards. Within the scope and sequence and the blueprints instructional materials, complex text, higher order question stems and other resources are suggested. During summer planning we held summer writing teams with a focus on unpacking the district tools and comparing them to the Florida Standards. At that time planning occurred to include cross-curricular plans using the recursive standards.

On-going monitoring will occur through common planning with instructional coaches and department

chairs, in house classroom walkthroughs, district and state walkthroughs, review of lesson plans, review of student published products, and teacher instructional practice assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Progress monitoring data and state assessment data are used to determine student needs. Students' class schedules are determined based on their achievement data. Those students' who perform below proficient (FCAT 2.0 levels 1 and 2) in the area of reading and/or math are placed in intensive classes to assist with closing the achievement gap(s). Other students are scheduled into advanced classes based on above proficient (FCAT 2.0 level 5 and some 4's) achievement.

Classroom assessments and student products are reviewed to determine small group and independent needs. Paraprofessionals and volunteers push in to classrooms to assist teachers with small group instruction. Student needs determine how many and when small groups are implemented. Some students require pull out assistance provided by our ESE support facilitators. Continued review of progress monitoring data provides evidence for teachers in order to modify their instruction. Modification needs are determined through analyzing student progress on specific standards. Students performing below proficient are provided with teacher one on one reteach, computer based leveled review of standards taught, and/or supplemental materials to help with prerequisite skills that may be the cause for the gap(s) in learning.

Students are recommended to move to Rtl tier II or III if they are unable to attain proficiency on progress monitoring of standards being taught in the general education setting.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,640

Before school tutoring for the lowest quartile in the areas of Reading, Math and Science: Students will be selected based on FCAT 2.0 school and county lowest quartile data. Highly qualified teachers will instruct in the three core areas using progress monitoring data to drive instruction. Instruction will be differentiated based on student needs.

Strategy Rationale

In order to close the achievement gap and avoid school wide remedial instruction we must provide opportunity for students who are missing prerequisite skills to obtain those skills. Before school tutoring will support building students background knowledge so that they're able to meet the challenges of on grade level standards and expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Langley, Tammy, langleyt@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will collect progress monitoring data using teacher made assessments, Achieve 3000, Reading Plus, Penda, and IXL. Student data will be recorded in their student data folders, we will engage in monthly data chats and make use of the MTSS process tiers 2 and 3 when applicable.

Strategy: Summer Program

Minutes added to school year: 2,880

Summer school will be offered to students who did not show mastery of skills in their core academic class(es) throughout the school year. Students failing one to two core classes will be given the opportunity to attend a four week summer program that will focus on specific standards they demonstrated deficiency in.

Strategy Rationale

Retention is not always the solution for underperforming students. In order to meet the needs of low achieving students' summer classes are provided as an extension of the traditional school year. Change of scenery and more individual support are given.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Longo, Barbara, longob@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

This strategy will be monitored through the e-2020 program and teacher assessment of effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming cohorts are supported through students and teachers from OPMS visiting the elementary feeder schools during the second semester of the school year. Various teams within the school visit at different times. The band performs for the elementary school children, the AVID coordinator shares AVID strategies with the 5th grade teachers and supports their implementation efforts, Service Learning students in the past tutored students, and all feeder schools administration work together to keep one another abreast of various programs they are implementing at their schools in hopes to replicate and prepare students for transition.

Students from the various elementary schools are invited to visit our school once during the school day, again for a 6th grade camp, a meet and greet along with their parents, and meet the teacher. Articulation meetings are held between the guidance and ESE departments on students who are in need of extra support.

We work closely with Leesburg high school to ensure smooth transition for our students moving to the high school level. The high school sends various representatives during the second semester of the year to speak with our 8th grade students. The athletic director, coaches, guidance department, and administration hold assemblies at Oak Park informing students of expectations and giving them an opportunity to ask questions. Leesburg High School also have programs at their school site for our students to attend that are strategically designed for the incoming freshmen.

During the year our band students work with the high school band director and the band during performances and parades. Some exceptional band students are offered the opportunity to participate more frequently.

The Leesburg area schools' administrative teams have united to ensure "our" students receive the best education they can at our individual sites and collectively. Vertical articulation between the instructional staff has increased and will continue to increase with structured meetings to be announced.

College and Career Readiness

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

OPMS promotes academic and career planning through our guidance department, the AVID program, and the offered CTE classes. Students are introduced to Business Technology, Consumer Science, Media Production, Keyboarding, and College offerings. Relevance to real world is a part of each course description and curriculum guidelines.

The AVID system is offered to prepare more students earlier for the rigor of advanced academics. It looks at the middle average to low average student who displays potential for further advancement academically. The system touches not only those students that are enrolled in the AVID elective class but has a school wide focus with the intention of meeting the advancement needs of all students.

Twenty-First Century skills are incorporated in each class. Students are instructed and given the opportunity to present published products that demonstrate effective communication, critical thinking, problem solving, creativity, innovation, collaboration, and global awareness. College and Career research is promoted through the AVID class and within other curricular classes. The school will host a career fair that will provide students and their parents the opportunity to research various careers with a hands on approach. Guest speakers and mentors visit our classrooms and specific groups of students providing motivation for goal setting and introducing students to careers and opportunities that they can take advantage of.

College and Careers are a part of our school's common language. Faculty and staff build

relationships with students and discuss with them their aspirations for the future. We promote future planning and opportunities for our students.

ReadiStep Middle School College Readiness exam is offered to our students. This pre-PSAT assessment provides data to begin tracking college career readiness. Students are placed in advance classes and other enrichment classes based upon their performance on this assessment.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The CTE programs offered at Oak Park Middle School are Consumer Science, Keyboarding, and Business Technology. Eighth graders have the opportunity to earn the Internet Business Associate Certification through CIW.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career and Technical Education teachers integrate recursive standards into their daily curriculum. Math and English/Language Arts standards are infused into student tasks and teacher instruction. Science and Social Sciences are incorporated through college and career research.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Oak Park Middle School will improve school safety by reducing the number of student behavioral infractions by 10%.
- G2.** Reduce incidents of bullying.
- G3.** Oak Park Middle School will increase student achievement when teachers, instructional coaches, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Oak Park Middle School will improve school safety by reducing the number of student behavioral infractions by 10%. **1a**

 G050873

Targets Supported **1b**

Indicator	Annual Target
One or More Suspensions	10.0
2+ Behavior Referrals	10.0

Resources Available to Support the Goal **2**

- Positive Behavior Support
- School Wide Discipline Ladder
- Mentors
- Knights Unite
- Administration
- Deans
- Potential Specialist
- Family School Liaison
- Instructional Personnel
- Non-Instructional Personnel
- School Volunteers
- Teacher Parent Contact Logs
- Title I Sign In Sheets
- Call Out System

Targeted Barriers to Achieving the Goal **3**

- Minimal Parental Support
- Student Apathy

Plan to Monitor Progress Toward G1. 8

Progress will be monitored through monthly review of student infractions and student Knight Dollar use. If referrals for negative infractions are decreasing and the use of Knight Dollars is increasing this will suggest that student positive behaviors are improving.

Student concern, care and ownership of their behaviors will be monitored through classroom observation, PBS referrals, and discipline referrals. Student behavior look fors will include but are not limited to their display of self respect, willingness to learn, positive attitude, and genuine effort in all areas of their academic day.

Teacher parent contact logs will be reviewed by Instructional Coaches during weekly walkthroughs. The frequency of parent contact and the reasons for contact will be reviewed in order to determine if parents are being notified for both positive and improvement needs.

The call out system data will be pulled to review school wide parent communication. When communication was sent, the purpose of the communication, and the response to the communication will be reviewed to determine progress. We will be able to compare advertisement/communication to actual parent attendance using the Title I parent sign in sheets.

Person Responsible

William (Andy) Redhour

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student referrals through skyward, parent contact logs, call out system data reports, Title I parent sign in sheets

G2. Reduce incidents of bullying. 1a

G050871

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- Personnel PBS Incentives Choices Forms Volunteers

Targeted Barriers to Achieving the Goal 3

- Student and Teacher buy in

Plan to Monitor Progress Toward G2. 8

Discipline data will be collected and reviewed monthly to determine bullying occurrences. The districts bullying investigation tools will be used also to substantiate all reported bullying incidents. The data collected will be compared with the previous years data in order to determine a decrease in occurrences and the actions taken to rectify the incidents that do occur.

Person Responsible

William (Andy) Rednour

Schedule

Monthly, from 9/28/2014 to 5/31/2015

Evidence of Completion

Weekly leadership meeting notes will be collected as Mr. Rednour will report to the leadership team his findings.

G3. Oak Park Middle School will increase student achievement when teachers, instructional coaches, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas. **1a**

G039473

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	64.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	41.0
FAA Writing Proficiency	35.0

Resources Available to Support the Goal **2**

- District Scope and Sequence and Blue Prints (LAFS and MAFS)
- Task Cards - NGSSS standards with question stems, thinking maps suggestions and other instructional delivery support for Science and SS
- Item SPECS - FCAT 2.0 tested skills samples, complexity support etc.
- Instructional Focus Calendars - instruction guide and time frame for delivery
- Thinking Maps software
- District trainers to provide support
- Lake Writes
- Oak Park Middle Writing Plan
- Achieve 3000
- Florida Standards
- PENDA Learning
- IXL Math
- Brain Pop
- Moby Max
- Renaissance Learning - Star Reading and Math
- Instructional Coaches
- Florida Standards Teacher
- Write Score
- State, District, and Teacher Developed Rubrics
- News ELA
- FAIR/PMRN
- Key Performance Indicators (Lake Standards Assessments and Lake Benchmark Assessments)
- Additional Assistant Principal

Targeted Barriers to Achieving the Goal **3**

- Comprehension and Implementation of content area standards

- Implementation of explicit writing instruction

Plan to Monitor Progress Toward G3. 8

Collection of student progress monitoring data such as FAIR, district created assessments, classroom assessments, student grades, student published products, student exemplars, classroom walkthrough data, TEAM (teacher) assessments, instructional coaches calendars, student writing samples, instructional coaches logs, and teacher lesson plans will provide evidence of progress toward the goal of Standard Based Instruction to the full intent of the standard.

Evidence of positive results will include but are not limited to student success in responding to rigorous content proficiently. This will be determined through student published products and based on the district and state produced rubrics. Teacher implementation of Kagan structures, Thinking Maps, and WICOR framing a collaborative learning environment while promoting higher order thinking through the use of Webb's Depth of Knowledge will also provide evidence of effective implementation.

Students will be able to write to support cognitive processes which includes text-based evidence. This will be monitored using student writing samples. Writing samples will be scored by individual teachers, reviewed by administration and the literacy coach in addition to submitted to Write Score for monitoring.

Lesson plans that outline the full intent of the standard and are scaffold to meet the needs of all learners and positive assessment data yielding at least 70 to 80% proficiency of the standard will provide positive progress toward the goal.

While conducting classroom walkthroughs if it is evident that all of the above are in place and that lesson plans have been put into practice, the common board configuration is a part of the instructional practice, students are actively engaged in learning, a safe collaborative learning environment that promotes inquiry, creativity, global (real world) connections, and problem solving activities then progress towards the goal will prove to be positive.

Consistent review of progress monitoring data as evidenced by student data folders and portfolios, teacher lesson plans that include time for data chats, student goal setting, and classroom walkthroughs that when conducted it is evident through student questioning and data folders that progress monitoring is occurring consistently will serve as a positive indicator that successful progress is being made toward the goal.

Desired outcomes for the coaching cycle is for teachers to observe effective instruction that yields high student proficiency levels. Progression in this area will be evident by coaches meeting with the observer to plan a lesson, model the lesson for the teacher, providing the teacher with specific look fors based on the teachers need(s) to observe during the model lesson, debriefing after the observation, conducting a side by side lesson with the teacher, planning with the observer, and providing coaching to get the observer to the expected outcome. This should result in positive lesson planning, effective instructional practices, and positive student outcomes.

Professional Learning Communities will provide a structure that supports new learning for teachers. This structure will give teachers an opportunity to develop critical thinking and problem solving activities for their students. It will provide examples and help teachers to analyze and adjust their level of expectation to meet the needs of all students and the full expectations within the Florida Standards.

Instructional coaches weekly logs and calendars will be collected and reviewed by administration to determine the level of support teachers are receiving from the coaches and the effectiveness of the instructional coach in providing support to teachers. This data will also help us in determining next steps for coaches and teachers.

Undesireable outcomes will be met with support from administration, coaches, and department chairs.

Support will be provided through coaching, implementation of the coaching cycle, mentoring, professional development, and classroom model lessons.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion


Evidence that the goal was completed will be measured through Teacher Lesson Plans, TEAM Data, Classroom Walkthrough Data, Coaches Logs, and Student Achievement Data as evidenced by Florida state assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Oak Park Middle School will improve school safety by reducing the number of student behavioral infractions by 10%. **1**

 G050873

G1.B1 Minimal Parental Support **2**

 B137655

G1.B1.S1 Implement parent involvement nights. **4**

 S154811

Strategy Rationale

Offering a variety of parent involvement nights will help to inform and receive input from parents as it relates to school improvement.

Action Step 1 **5**

Oak Park Middle School's faculty and staff will plan and carry out parent involvement events.

Person Responsible

Karla Clark

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Title I parent sign in sheets, event flyers, and event agendas

Action Step 2 5

Teachers will increase parental contact for student progress (positive and/or improvement needs).

Person Responsible

Barbara Longo

Schedule

Evidence of Completion

Action Step 3 5

Family School Liasion will advertise and recruit parents for SAC and Oak Park's Parent Teacher Organization

Person Responsible

Tammy Langley

Schedule

Annually, from 8/25/2014 to 5/29/2015

Evidence of Completion

School Advisory Council (SAC) membership list and Parent Teacher Organization (PTO) agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fidelity will be monitored through the review of sign in sheets and observation of Parent Involvement events. Suggestion cards will be given to parents at the end of each event for feedback. Information presented will be posted to the school's website for review and advertisement will be increased.

Support for implementation with fidelity will be given through collaboration with the SAC and PTO. The "voice" of our parents will be heard and next steps developed to meet their needs.

Person Responsible

Barbara Longo

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

SAC meeting notes, PTO meeting notes and agendas, event feedback cards

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effectiveness will be monitored through changes in students' behaviors. A decrease in negative infractions and an increase in positive behaviors as evidenced through student referrals will help to determine the effectiveness of parental involvement on student behaviors.

Person Responsible

William (Andy) Rednour

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student referral data through skyward

G1.B2 Student Apathy 2

 B142684

G1.B2.S1 Teachers will provide instructional discipline to all students. 4

 S154812

Strategy Rationale

Teaching students the effects of positive behavior and negative behaviors will improve student awareness in hopes to guide them to better decision making.

Action Step 1 5

Positive Behavior Support Pep Rallies

Person Responsible

Karla Clark

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PBS agendas

Action Step 2 5

Positive Behavior Support Guest Speakers

Person Responsible

Karla Clark

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

PBS agendas

Action Step 3 5

Teachers will provide instruction in the area of citizenship during Knights Unite.

Person Responsible

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Knights Unite plans and walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Implementation for fidelity will be monitored through administrative observation. Once events are scheduled administration will attend event to determine alignment to the school's mission and vision. Classroom walkthroughs will be conducted during Knights Unite to observe students' motivation and interaction with citizenship/character lessons.

Support will be provided to the Potential Specialist through collaborative feedback with administration and to teacher's through the development of lesson by the Potential Specialist and Capacity Builders.

Person Responsible

Karla Clark

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

PBS Agendas, KU classroom walkthroughs and student feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitoring for effectiveness will be conducted through discipline referral data and classroom walkthrough data. Support will be provided to all faculty and staff through the Positive Behavior Support team. The team will develop and implement strategies that support the school safety goal.

Person Responsible

Karla Clark


Schedule

Monthly, from 8/25/2014 to 6/5/2015


Evidence of Completion

PBS agendas and meeting notes, student discipline data provided through skyward


G2. Reduce incidents of bullying. 1

 G050871

G2.B1 Student and Teacher buy in 2

 B128927

G2.B1.S1 Teachers and Students will be trained in bully proofing Oak Park Middle School. 4

 S149643

Strategy Rationale

Teachers and Students will develop an understanding of the bully proofing plan as well as be instructed on school wide implementation.

Action Step 1 5

Bully Proofing training

Person Responsible

William (Andy) Rednour

Schedule

Quarterly, from 8/18/2014 to 5/31/2015

Evidence of Completion

Evidence will be collected from the Bullying-Proofing Your School Implementation Plan, KU lesson plans, and monthly Staff Meeting Agendas.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

This strategy will be monitored through participation in the trainings, training agendas, teacher lesson plans, and the effect of the strategy through student discipline referrals.

Person Responsible

William (Andy) Rednour

Schedule

On 5/31/2015

Evidence of Completion

Discipline data and district bullying reports will be collected to monitor the implementation with fidelity. In addition as previously stated teacher lesson plans and meeting agenda notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom observations and attending staff developments will be used to monitor the effectiveness of implementation. We will support implementation through positive behavior and observation feedback.

Person Responsible

Barbara Longo

Schedule

Quarterly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Walkthrough data, leadership team meeting notes, and feedback notes will be used as evidence.

G3. Oak Park Middle School will increase student achievement when teachers, instructional coaches, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas. 1

G039473

G3.B1 Comprehension and Implementation of content area standards 2

B095132

G3.B1.S1 Professional Development and support in the area of Florida Standards provided by the districts Academic Services Unit, Administration, and Instructional Coaches. 4

S106207

Strategy Rationale

The inexperience with the new standards and complex material requires consistent professional development opportunities for teachers, instructional coaches, and administration. All will be able to deconstruct standards and collaborate on strategies that will best support the implementation of specific standards for core and cross curricular implementation. PD will also provide instruction for teachers, instructional coaches, and administration on the development of student tasks based on the standards, scaffolding to get to the desired outcome, look fors, and effective lesson planning. Once teachers have a better understanding of the standards they can better implement instructional practices that help to reach the expected student outcome transferring practices learned to the classroom.

Action Step 1 5

Academic Services will be contacted in order to schedule dates and times they are available to facilitate professional development. Administration and coaches will collaborate to discuss needs based on classroom walkthrough data. Once needs are determined specific professional development will be scheduled.

Professional Development - the use of district developed tools such as Task Cards, Curriculum Blueprints, and Scope and Sequence, the development of Instructional Focus Calendars and Instructional Strategies to deliver the content will be presented to all Instructional and Administrative personnel. This will be followed and supported through small group content area instruction specific to the needs of Oak Park as identified by student data and instructional practice reviews.

Capacity builders will attend district C2Cohort to enhance their understanding of the standards and updates on the state requirements. They will then bring back their learning to the instructional staff and support implementation through coaching, modeling, and planning.

Person Responsible

Tammy Langley

Schedule

Weekly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Teacher evaluation documentation (TEAM), classroom walkthrough data, students' published products, writing samples, teacher lesson plans, agendas from PD, and PD notes.

Action Step 2 5

Implementation of the full coaching cycle.

Person Responsible

Barbara Longo

Schedule

Weekly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Instructional Coaches weekly calendars and logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The plan will be monitored through classroom observations. Teachers will be observed during classroom walkthroughs conducted by the state DA team, ASU Team, School Administrators and Coaches. Student data collection of published products and progress monitoring assessments will be used to determine the effectiveness of implementation (teaching and learning). Teachers needing extra assistance will be supported by Administration, the Department Heads and Instructional Coaches through the use of the coaching cycle.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/25/2014 to 7/3/2015

Evidence of Completion

Professional Development Agendas, Profesional Development Notes, PLC Agendas, PLC Notes, Coaches Logs, Teacher Lesson Plans, Coaches Calendars, Students' Published Products, and classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Successful implementation will be monitored using student performance data as evidence by progress monitoring data (unit assessments, standard quizzes, FAIR, student published products).

Person Responsible

Barbara Longo

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Evidence that the goal was completed will be measured through Student Learning Logs, Teacher Lesson Plans, TEAM Data, Classroom Walkthrough Data, Coaches Logs, and Student Achievement Data as evidenced by the Florida State Assessment, FAIR, classroom assessments, and student grades.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring will also be conducted through observing transfer of professional development to instructional practices in the classroom.

Person Responsible

Tammy Langley

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough data and Teacher Performance Assessments (TEAM)

G3.B1.S2 Common planning time. 4

S106208

Strategy Rationale

This will help to support teachers with lesson planning that mirrors the full intent of the standard and highlight instructional practices that will assist with effective instruction. In addition, teachers will be able to brainstorm, develop, and create student tasks that are aligned to the standard, align data collection points that will assist with monitoring student progression and differentiated instruction needs. Collaborative structures will also provide the opportunity for teachers to observe exemplars from their colleagues and to discuss effective strategies used by others. Teachers are able to check their practice and restructure their instruction based on collegiate collaboration.

Action Step 1 5

Common planning time has been scheduled into the master schedule to facilitate collaboration among core curricular areas. Teachers will plan with their core area teachers weekly to develop through lesson plans that meet the needs of all learners.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

PLC notes, PLC agendas, Teacher Evaluation Instruments (TEAM, DA Checklist, Walkthrough Information), Student Achievement Data

Action Step 2 5

Instructional Coaches will guide teachers through deconstructing the Standards.

Person Responsible

Tammy Langley

Schedule

Weekly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, Coaches Weekly Calendars, Coaches Weekly Logs

Action Step 3 5

Administration will create a common planning template to guide development of expected outcomes.

Person Responsible

Schedule

On 10/27/2014

Evidence of Completion

Common Planning Template (attached)

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans will be collected and reviewed weekly by administration and core area instructional coaches. Plans will be analyzed for content as it relates to the Florida Standards, instructional practices, student tasks, and student outcomes. Teachers not meeting proficient planning will be coached and provided further planning assistance. In addition, classroom walkthroughs will be conducted to monitor the transfer from the plans to effective instruction in the classroom.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, classroom walkthrough data, and coaches logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Successful implementation of Common Planning Time will produce comprehensive lesson plans that meet the full intent of the content standard, addresses differentiated instruction, remediation, enrichment, and student tasks that are rigorous. The plan will include scaffolding and collaborative structures such as Kagan structures to promote student accountable talk. The lesson plans will also include standards that require students to use effective communication skills, answer higher order questions (Webb's DOK levels 2-4), writing to support cognitive processes which include text-based evidence, the use of Thinking Maps, and WICOR throughout the week. As a result of effective planning classroom implementation of standards based instruction will occur, the diverse needs of students will be met, and learning will take place.

Plans not meeting the expected outcomes will not include the above and present a vague outline of instruction. Teachers producing undesirable outcomes will be provided coaching and mentoring from the instructional coaches and department chairs.

Person Responsible

Barbara Longo

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans with an emphasis on standards and expected student outcomes, rigorous tasks and instruction, scaffolding, higher order questioning, classroom walkthrough data, student assessment data, student grades, and student published products

G3.B1.S3 Progress Monitoring 4

S117991

Strategy Rationale

Monitoring of student progress will assist with determining the effectiveness of standard and strategy transfer. It will provide evidence of teaching and learning and provide data for targeted instruction. Students will be able to track their progress and identify their areas of need as well as teachers, instructional coaches, and administration in order to determine best practices for next steps in student progression.

Action Step 1 5

A framework for the Math and ELA classrooms will be provided to teachers that incorporates time for teachers to meet with students to data chat. Each student in the Math classroom will be provided a progress monitoring folder to record their assessment data and to set goals for future progress. In the ELA classrooms each student will be provided a writing portfolio to track their writing progress and to set goals for the future progress. Teachers will meet with students once a week to give constructive feedback and to discuss student goals for achievement.

Person Responsible

Tammy Langley

Schedule

Weekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Student progress monitoring folders, teacher lesson plans with data chats recorded, and student grades

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration, coaches and department chairs will review student data folders bi-weekly. Data will be checked to ensure students are being assessed on the appropriate standards and assessments will be reviewed for content and rigor. Within common planning time teachers will collaborate on data collection and progress of monitoring.

Person Responsible

Tammy Langley

Schedule

Biweekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Student progress monitoring folders, coaches logs, department chair meeting notes, TEAM evaluations, and classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

During common planning time data points will be identified by grade level, when needed coaches will provide time for teachers to conduct data chats with their students. Student folders with at least four data points per quarter will be used as exemplars for teachers. When conducting classroom walkthroughs evidence of teachers meeting with students to discuss their progress will be an indicator of effective implementation.

Person Responsible

Tammy Langley

Schedule

Biweekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Student data folders/portfolios, teacher lesson plans, classroom walkthrough data

G3.B4 Implementation of explicit writing instruction 2

 B142683

G3.B4.S1 Implementation of state developed writing rubrics across all content areas. 4

 S154808

Strategy Rationale

The implementation of state developed writing rubrics across all content areas will provide school wide common language and an understanding of student performance measures in order to support Florida Writing Standards school wide.

Action Step 1 5

Administration will facilitate a school wide staff development.

Person Responsible

Tammy Langley

Schedule

On 9/26/2014

Evidence of Completion

Staff development power point, sign in sheet, and agenda

Action Step 2 5

Instructional Coaches will provide staff development next steps during PLC's.

Person Responsible

Tammy Langley

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Instructional coaches calendars and logs

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Implementation of explicit writing instruction which includes text-based writing to inform and/or to support a claim will be monitored through classroom walkthroughs, student writing portfolios (writing samples), common planning, and PLC agendas. Data will be reviewed and analyzed to determine frequency and accuracy of writing instruction using state released item specs documents.

Administration, Instructional Coaches, and District Program Specialist will support the fidelity of implementation by providing the coaching cycle, review of strategies within common planning and PLC's, one on one feedback and collaboration.

Person Responsible

Barbara Longo

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough data, Instructional Coaches calendars, logs, and training agendas.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Effective implementation will be monitored using student writing samples and state writing rubrics. Student writing samples will be reviewed by the Literacy Coach and Assistant Principal(s) to determine transfer of learning from instruction to student practice. In addition, student engagement will be observed during classroom walkthroughs and teacher evaluations (TEAM). Support for teachers will be provided through the coaching cycle when applicable, through department scoring collaboration, assistance with lesson planning, and assistance with development of specific strategies for identified learning gaps.

Person Responsible

Jami Barnes


Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Coaches calendars and logs, classroom walkthrough data, TEAM evaluation data, teacher lesson plans, and common planning agendas

G3.B4.S2 Implementation of text based writing. 4

 S154809

Strategy Rationale

Writing to support cognitive processes which include text based evidence, writing to inform and overall writing that aligns to the Standard (writing) must be implemented in all classrooms in order for student proficiency to occur. All teachers must develop an understanding of the writing expectations in order to support student writing proficiency.

Action Step 1 5

Training in the area of text based writing.

Person Responsible

Tammy Langley

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Common planning agendas, staff development agendas, district Cohort agendas, and PLC agendas

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Implementation will be monitored through classroom walkthroughs, common planning deliverables, lesson plans, and teacher evaluations (TEAM).

Teachers will be supported during common planning time and PLC's. They will be supported additionally using the coaching cycle, collaborative review of instructional practice, and model lessons.

Person Responsible

Barbara Longo

Schedule

On 5/1/2015

Evidence of Completion

Instructional coaches calendars, logs, classroom walkthrough data, common planning and PLC agendas.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Effectiveness of strategy will be monitored through student products and student engagement during instruction. Observation of students interacting with text in order to develop a written response during classroom walkthroughs will assist with monitoring the effectiveness of implementation.

Continued review of strategy and extensions to the strategy will be provided during common planning and PLC's. In addition, teachers, instructional coaches, and administrators will participate in district offered professional development to support effective implementation of the strategy.

Person Responsible

Tammy Langley

Schedule

Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough data, common planning and PLC agendas.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Monitoring will also occur through the review of student writing samples using the Florida Standards Writing Rubrics and item specifications.

Support will be provided through collaborative scoring and district monthly content area development classes.

Person Responsible

Jami Barnes


Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student writing samples and common planning agendas

G3.B4.S3 Implementation of the full Thinking Maps process. 4

 S154810

Strategy Rationale

Thinking Maps training will extend the use of Thinking Maps from thought organization, to accountable talk, to published products. Teachers will develop an understanding of the importance of each step in order to facilitate effective student use of the maps.

Action Step 1 5

Training of the full thinking map process.

Person Responsible

Tammy Langley

Schedule

On 12/10/2014

Evidence of Completion

Thinking maps training agenda and notes

Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Fidelity of implementation will occur through reviewing the completion of the training, collaborating with teachers on next steps to support the training, conducting classroom walkthroughs to observe transfer of professional practices to instruction, and to observe displayed student work with feedback.

Support will be provided through review of professional content during faculty meetings, PLC's, and common planning. In addition, instructional coaches, capacity builders, and administration will provide individual support based on teacher need.

Person Responsible

Tammy Langley

Schedule

Weekly, from 12/15/2014 to 5/29/2015

Evidence of Completion

Common Planning, PLC, Faculty Meeting agendas and classroom walkthrough data.

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 7

Effectiveness of strategy will be measured using student writing samples scored using write score progress monitoring tool and student's published products with the evidence of the use of Thinking Maps.

Continued support will be provided through capacity builders, instructional coaches, administration, district and state personnel. After classroom observations have been conducted and student artifacts have been reviewed the aforementioned personnel will develop next steps for specific teacher needs. Some of the next steps may include the coaching cycle, collaborative review of student artifacts to determine student and teacher needs. Next steps are not limited to the above.

Person Responsible

Tammy Langley

Schedule

Monthly, from 12/15/2014 to 5/29/2015

Evidence of Completion

Coaching logs and calendars, administrative evaluation notes, coaching cycle documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Academic Services will be contacted in order to schedule dates and times they are available to facilitate professional development. Administration and coaches will collaborate to discuss needs based on classroom walkthrough data. Once needs are determined specific professional development will be scheduled. Professional Development - the use of district developed tools such as Task Cards, Curriculum Blueprints, and Scope and Sequence, the development of Instructional Focus Calendars and Instructional Strategies to deliver the content will be presented to all Instructional and Administrative personnel. This will be followed and supported through small group content area instruction specific to the needs of Oak Park as identified by student data and instructional practice reviews. Capacity builders will attend district C2Cohort to enhance their understanding of the standards and updates on the state requirements. They will then bring back their learning to the instructional staff and support implementation through coaching, modeling, and planning.	Langley, Tammy	8/4/2014	Teacher evaluation documentation (TEAM), classroom walkthrough data, students' published products, writing samples, teacher lesson plans, agendas from PD, and PD notes.	5/29/2015 weekly
G3.B1.S2.A1	Common planning time has been scheduled into the master schedule to facilitate collaboration among core curricular areas. Teachers will plan with their core area teachers weekly to develop through lesson plans that meet the needs of all learners.	Longo, Barbara	8/25/2014	PLC notes, PLC agendas, Teacher Evaluation Instruments (TEAM, DA Checklist, Walkthrough Information), Student Achievement Data	6/5/2015 weekly
G3.B1.S3.A1	A framework for the Math and ELA classrooms will be provided to teachers that incorporates time for teachers to meet with students to data chat. Each student in the Math classroom will be provided a progress monitoring folder to record their assessment data and to set goals for future progress. In the ELA classrooms each student will be provided a writing portfolio to track their writing progress and to set goals for the future progress. Teachers will meet with students once a week to give constructive feedback and to discuss student goals for achievement.	Langley, Tammy	9/10/2014	Student progress monitoring folders, teacher lesson plans with data chats recorded, and student grades	6/5/2015 weekly
G2.B1.S1.A1	Bully Proofing training	Rednour, William (Andy)	8/18/2014	Evidence will be collected from the Bullying-Proofing Your School Implementation Plan, KU lesson plans, and monthly Staff Meeting Agendas.	5/31/2015 quarterly
G3.B4.S1.A1	Administration will facilitate a school wide staff development.	Langley, Tammy	9/26/2014	Staff development power point, sign in sheet, and agenda	9/26/2014 one-time
G3.B4.S2.A1	Training in the area of text based writing.	Langley, Tammy	9/26/2014	Common planning agendas, staff development agendas, district Cohort agendas, and PLC agendas	5/29/2015 monthly
G3.B4.S3.A1	Training of the full thinking map process.	Langley, Tammy	12/10/2014	Thinking maps training agenda and notes	12/10/2014 one-time
G1.B1.S1.A1	Oak Park Middle School's faculty and staff will plan and carry out parent involvement events.	Clark, Karla	8/25/2014	Title I parent sign in sheets, event flyers, and event agendas	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Positive Behavior Support Pep Rallies	Clark, Karla	9/1/2014	PBS agendas	5/29/2015 quarterly
G3.B1.S2.A2	Instructional Coaches will guide teachers through deconstructing the Standards.	Langley, Tammy	10/30/2014	Teacher lesson plans, Coaches Weekly Calendars, Coaches Weekly Logs	5/29/2015 weekly
G3.B1.S1.A2	Implementation of the full coaching cycle.	Longo, Barbara	10/27/2014	Instructional Coaches weekly calendars and logs	5/29/2015 weekly
G3.B4.S1.A2	Instructional Coaches will provide staff development next steps during PLC's.	Langley, Tammy	9/29/2014	Instructional coaches calendars and logs	5/29/2015 monthly
G1.B1.S1.A2	Teachers will increase parental contact for student progress (positive and/or improvement needs).	Longo, Barbara		one-time	
G1.B2.S1.A2	Positive Behavior Support Guest Speakers	Clark, Karla	9/1/2014	PBS agendas	6/5/2015 quarterly
G3.B1.S2.A3	Administration will create a common planning template to guide development of expected outcomes.		10/27/2014	Common Planning Template (attached)	10/27/2014 one-time
G1.B1.S1.A3	Family School Liasion will advertise and recruit parents for SAC and Oak Park's Parent Teacher Organization	Langley, Tammy	8/25/2014	School Advisory Council (SAC) membership list and Parent Teacher Organization (PTO) agendas and sign in sheets	5/29/2015 annually
G1.B2.S1.A3	Teachers will provide instruction in the area of citizenship during Knights Unite.		8/25/2014	Knights Unite plans and walkthrough data	6/5/2015 monthly
G1.MA1	Progress will be monitored through monthly review of student infractions and student Knight Dollar use. If referrals for negative infractions are decreasing and the use of Knight Dollars is increasing this will suggestion that student positive behaviors are improving. Student concern, care and ownership of their behaviors will be monitored through classroom observation, PBS referrals, and discipline referrals. Student behavior look fors will include but are not limited to their display of self respect, willingness to learn, positive attitude, and genuine effort in all areas of their academic day. Teacher parent contact logs will be reviewed by Instructional Coaches during weekly walkthroughs. The frequency of parent contact and the reasons for contact will be reviewed in order to determine if parents are being notified for both positive and improvement needs. The call out system data will be pulled to review school wide parent communication. When communication was sent, the purpose of the communication, and the respose to the communication will be reviewed to determine progress. We will be able to compare advertisement/ communication to actual parent attendance using the Title I parent sign in sheets.	Rednour, William (Andy)	8/25/2014	Student referrals through skyward, parent contact logs, call out system data reports, Title I parent sign in sheets	6/5/2015 quarterly
G1.B1.S1.MA1	Effectiveness will be monitored through changes in students' behaviors. A decrease in negative infractions and an increase in positive behaviors as evidenced through student referrals will help to determine the effectiveness of	Rednour, William (Andy)	8/25/2014	Student referral data through skyward	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	parental involvement on student behaviors.				
G1.B1.S1.MA1	Fidelity will be monitored through the review of sign in sheets and observation of Parent Involvement events. Suggestion cards will be given to parents at the end of each event for feedback. Information presented will be posted to the school's website for review and advertisement will be increased. Support for implementation with fidelity will be given through collaboration with the SAC and PTO. The "voice" of our parents will be heard and next steps developed to meet their needs.	Longo, Barbara	8/25/2014	SAC meeting notes, PTO meeting notes and agendas, event feedback cards	6/5/2015 monthly
G1.B2.S1.MA1	Monitoring for effectiveness will be conducted through discipline referral data and classroom walkthrough data. Support will be provided to all faculty and staff through the Positive Behavior Support team. The team will develop and implement strategies that support the school safety goal.	Clark, Karla	8/25/2014	PBS agendas and meeting notes, student discipline data provided through skyward	6/5/2015 monthly
G1.B2.S1.MA1	Implementation for fidelity will be monitored through administrative observation. Once events are scheduled administration will attend event to determine alignment to the school's mission and vision. Classroom walkthroughs will be conducted during Knights Unite to observe students' motivation and interaction with citizenship/character lessons. Support will be provided to the Potential Specialist through collaborative feedback with administration and to teacher's through the development of lesson by the Potential Specialist and Capacity Builders.	Clark, Karla	9/1/2014	PBS Agendas, KU classroom walkthroughs and student feedback	6/5/2015 quarterly
G2.MA1	Discipline data will be collected and reviewed monthly to determine bullying occurrences. The districts bullying investigation tools will be used also to substantiate all reported bullying incidents. The data collected will be compared with the previous years data in order to determine a decrease in occurrences and the actions taken to rectify the incidents that do occur.	Rednour, William (Andy)	9/28/2014	Weekly leadership meeting notes will be collected as Mr. Rednour will report to the leadership team his findings.	5/31/2015 monthly
G2.B1.S1.MA1	Classroom observations and attending staff developments will be used to monitor the effectiveness of implementation. We will support implementation through positive behavior and observation feedback.	Longo, Barbara	10/1/2014	Walkthrough data, leadership team meeting notes, and feedback notes will be used as evidence.	5/31/2015 quarterly
G2.B1.S1.MA1	This strategy will be monitored through participation in the trainings, training agendas, teacher lesson plans, and the effect of the strategy through student discipline referrals.	Rednour, William (Andy)	9/1/2014	Discipline data and district bullying reports will be collected to monitor the implementation with fidelity. In addition as previously stated teacher lesson plans and meeting agenda notes.	5/31/2015 one-time
G3.MA1	Collection of student progress monitoring data such as FAIR, district created assessments, classroom assessments, student grades, student	Longo, Barbara	8/25/2014	Evidence that the goal was completed will be measured through Teacher Lesson Plans, TEAM Data, Classroom Walkthrough Data, Coaches Logs, and	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	<p>published products, student exemplars, classroom walkthrough data, TEAM (teacher) assessments, instructional coaches calendars, student writing samples, instructional coaches logs, and teacher lesson plans will provided evidence of progress toward the goal of Standard Based Instruction to the full intent of the standard. Evidence of positive results will include but are not limited to student success in responding to rigorous content proficiently. This will be determined through student published products and based on the district and state produced rubrics. Teacher implementation of Kagan structures, Thinking Maps, and WICOR framing a collaborative learning environment while promoting higher order thinking through the use of Webb's Depth of Knowledge will also provide evidence of effective implementation. Students will be able to write to support cognitive processes which includes text-based evidence. This will be monitored using student writing samples. Writing samples will be scored by individual teachers, reviewed by administration and the literacy coach in addition to submitted to Write Score for monitoring. Lesson plans that outline the full intent of the standard and are scaffold to meet the needs of all learners and positive assessment data yielding at least 70 to 80% proficiency of the standard will provide positive progress toward the goal. While conducting classroom walkthroughs if it is evident that all of the above are in place and that lesson plans have been put into practice, the common board configuration is a part of the instructional practice, students are actively engaged in learning, a safe collaborative learning environment that promotes inquiry, creativity, global (real world) connections, and problem solving activities then progress towards the goal will prove to be positive. Consistent review of progress monitoring data as evidenced by student data folders and portfolios, teacher lesson plans that include time for data chats, student goal setting, and classroom walkthroughs that when conducted it is evident through student questioning and data folders that progress monitoring is occurring consistently will serve as a positive indicator that successful progress is being made toward the goal. Desired outcomes for the coaching cycle is for teachers to observe effective instruction that yields high student proficiency levels. Progression in this area will be evident by coaches meeting with the observer to plan a lesson, model the lesson for the teacher,</p>			<p>Student Achievement Data as evidenced by Florida state assessment.</p>	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	providing the teacher with specific look fors based on the teachers need(s) to observe during the model lesson, debriefing after the observation, conducting a side by side lesson with the teacher, planning with the observer, and providing coaching to get the observer to the expected outcome. This should result in positive lesson planning, effective instructional practices, and positive student outcomes. Professional Learning Communities will provide a structure that supports new learning for teachers. This structure will give teachers an opportunity to develop critical thinking and problem solving activities for their students. It will provide examples and help teachers to analyze and adjust their level of expectation to meet the needs of all students and the full expectations within the Florida Standards. Instructional coaches weekly logs and calendars will be collected and reviewed by administration to determine the level of support teachers are receiving from the coaches and the effectiveness of the instructional coach in providing support to teachers. This data will also help us in determining next steps for coaches and teachers. Undesireable outcomes will be met with support from administration, coaches, and department chairs. Support will be provided through coaching, implementation of the coaching cycle, mentoring, professional development, and classroom model lessons.				
G3.B1.S1.MA1	Successful implementation will be monitored using student performance data as evidence by progress monitoring data (unit assessments, standard quizzes, FAIR, student published products).	Longo, Barbara	8/25/2014	Evidence that the goal was completed will be measured through Student Learning Logs, Teacher Lesson Plans, TEAM Data, Classroom Walkthrough Data, Coaches Logs, and Student Achievement Data as evidenced by the Florida State Assessment, FAIR, classroom assessments, and student grades.	6/5/2015 monthly
G3.B1.S1.MA3	Monitoring will also be conducted through observing transfer of professional development to instructional practices in the classroom.	Langley, Tammy	8/25/2014	Classroom walkthrough data and Teacher Performance Assessments (TEAM)	6/5/2015 weekly
G3.B1.S1.MA1	The plan will be monitored through classroom observations. Teachers will be observed during classroom walkthroughs conducted by the state DA team, ASU Team, School Administrators and Coaches. Student data collection of published products and progress monitoring assessments will be used to determine the effectiveness of implementation (teaching and learning). Teachers needing extra assistance will be supported by Administration, the Department Heads and Instructional	Longo, Barbara	8/25/2014	Professional Development Agendas, Profesional Development Notes, PLC Agendas, PLC Notes, Coaches Logs, Teacher Lesson Plans, Coaches Calendars, Students' Published Products, and classroom walkthroughs	7/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Coaches through the use of the coaching cycle.				
G3.B4.S1.MA1	Effective implementation will be monitored using student writing samples and state writing rubrics. Student writing samples will be reviewed by the Literacy Coach and Assistant Principal(s) to determine transfer of learning from instruction to student practice. In addition, student engagement will be observed during classroom walkthroughs and teacher evaluations (TEAM). Support for teachers will be provided through the coaching cycle when applicable, through department scoring collaboration, assistance with lesson planning, and assistance with development of specific strategies for identified learning gaps.	Barnes, Jami	10/6/2014	Coaches calendars and logs, classroom walkthrough data, TEAM evaluation data, teacher lesson plans, and common planning agendas	5/29/2015 weekly
G3.B4.S1.MA1	Implementation of explicit writing instruction which includes text-based writing to inform and/or to support a claim will be monitored through classroom walkthroughs, student writing portfolios (writing samples), common planning, and PLC agendas. Data will be reviewed and analyzed to determine frequency and accuracy of writing instruction using state released item specs documents. Administration, Instructional Coaches, and District Program Specialist will support the fidelity of implementation by providing the coaching cycle, review of strategies within common planning and PLC's, one on one feedback and collaboration.	Longo, Barbara	10/6/2014	Classroom walkthrough data, Instructional Coaches calendars, logs, and training agendas.	5/29/2015 weekly
G3.B1.S2.MA1	Successful implementation of Common Planning Time will produce comprehensive lesson plans that meet the full intent of the content standard, addresses differentiated instruction, remediation, enrichment, and student tasks that are rigorous. The plan will include scaffolding and collaborative structures such as Kagan structures to promote student accountable talk. The lesson plans will also include standards that require students to use effective communication skills, answer higher order questions (Webb's DOK levels 2-4), writing to support cognitive processes which include text-based evidence, the use of Thinking Maps, and WICOR throughout the week. As a result of effective planning classroom implementation of standards based instruction will occur, the diverse needs of students will be met, and learning will take place. Plans not meeting the expected outcomes will not include the above and present a vague outline of instruction. Teachers producing undesirable outcomes will be provided coaching and mentoring from the instructional coaches and department chairs.	Longo, Barbara	8/18/2014	Lesson plans with an emphasis on standards and expected student outcomes, rigorous tasks and instruction, scaffolding, higher order questioning, classroom walkthrough data, student assessment data, student grades, and student published products	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Lesson plans will be collected and reviewed weekly by administration and core area instructional coaches. Plans will be analyzed for content as it relates to the Florida Standards, instructional practices, student tasks, and student outcomes. Teachers not meeting proficient planning will be coached and provided further planning assistance. In addition, classroom walkthroughs will be conducted to monitor the transfer from the plans to effective instruction in the classroom.	Longo, Barbara	8/18/2014	Teacher lesson plans, classroom walkthrough data, and coaches logs	6/5/2015 weekly
G3.B4.S2.MA1	Effectiveness of strategy will be monitored through student products and student engagement during instruction. Observation of students interacting with text in order to develop a written response during classroom walkthroughs will assist with monitoring the effectiveness of implementation. Continued review of strategy and extensions to the strategy will be provided during common planning and PLC's. In addition, teachers, instructional coaches, and administrators will participate in district offered professional development to support effective implementation of the strategy.	Langley, Tammy	10/3/2014	Classroom walkthrough data, common planning and PLC agendas.	5/29/2015 weekly
G3.B4.S2.MA3	Monitoring will also occur through the review of student writing samples using the Florida Standards Writing Rubrics and item specifications. Support will be provided through collaborative scoring and district monthly content area development classes.	Barnes, Jami	9/29/2014	Student writing samples and common planning agendas	5/29/2015 monthly
G3.B4.S2.MA1	Implementation will be monitored through classroom walkthroughs, common planning deliverables, lesson plans, and teacher evaluations (TEAM). Teachers will be supported during common planning time and PLC's. They will be supported additionally using the coaching cycle, collaborative review of instructional practice, and model lessons.	Longo, Barbara	9/29/2014	Instructional coaches calendars, logs, classroom walkthrough data, common planning and PLC agendas.	5/1/2015 one-time
G3.B1.S3.MA1	During common planning time data points will be identified by grade level, when needed coaches will provide time for teachers to conduct data chats with their students. Student folders with at least four data points per quarter will be used as exemplars for teachers. When conducting classroom walkthroughs evidence of teachers meeting with students to discuss their progress will be an indicator of effective implementation.	Langley, Tammy	9/17/2014	Student data folders/portfolios, teacher lesson plans, classroom walkthrough data	6/5/2015 biweekly
G3.B1.S3.MA1	Administration, coaches and department chairs will review student data folders bi-weekly. Data will be checked to ensure students are being assessed on the appropriate standards and assessments will be reviewed for	Langley, Tammy	9/17/2014	Student progress monitoring folders, coaches logs, department chair meeting notes, TEAM evaluations, and classroom walkthrough data	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	content and rigor. Within common planning time teachers will collaborate on data collection and progress of monitoring.				
G3.B4.S3.MA1	Effectiveness of strategy will be measured using student writing samples scored using write score progress monitoring tool and student's published products with the evidence of the use of Thinking Maps. Continued support will be provided through capacity builders, instructional coaches, administration, district and state personnel. After classroom observations have been conducted and student artifacts have been reviewed the aforementioned personnel will develop next steps for specific teacher needs. Some of the next steps may include the coaching cycle, collaborative review of student artifacts to determine student and teacher needs. Next steps are not limited to the above.	Langley, Tammy	12/15/2014	Coaching logs and calendars, administrative evaluation notes, coaching cycle documentation	5/29/2015 monthly
G3.B4.S3.MA1	Fidelity of implementation will occur through reviewing the completion of the training, collaborating with teachers on next steps to support the training, conducting classroom walkthroughs to observe transfer of professional practices to instruction, and to observe displayed student work with feedback. Support will be provided through review of professional content during faculty meetings, PLC's, and common planning. In addition, instructional coaches, capacity builders, and administration will provide individual support based on teacher need.	Langley, Tammy	12/15/2014	Common Planning, PLC, Faculty Meeting agendas and classroom walkthrough data.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Reduce incidents of bullying.

G2.B1 Student and Teacher buy in

G2.B1.S1 Teachers and Students will be trained in bully proofing Oak Park Middle School.

PD Opportunity 1

Bully Proofing training

Facilitator

William Rednour

Participants

Faculty, Staff, and Students

Schedule

Quarterly, from 8/18/2014 to 5/31/2015

G3. Oak Park Middle School will increase student achievement when teachers, instructional coaches, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas.

G3.B1 Comprehension and Implementation of content area standards

G3.B1.S1 Professional Development and support in the area of Florida Standards provided by the districts Academic Services Unit, Administration, and Instructional Coaches.

PD Opportunity 1

Academic Services will be contacted in order to schedule dates and times they are available to facilitate professional development. Administration and coaches will collaborate to discuss needs based on classroom walkthrough data. Once needs are determined specific professional development will be scheduled. Professional Development - the use of district developed tools such as Task Cards, Curriculum Blueprints, and Scope and Sequence, the development of Instructional Focus Calendars and Instructional Strategies to deliver the content will be presented to all Instructional and Administrative personnel. This will be followed and supported through small group content area instruction specific to the needs of Oak Park as identified by student data and instructional practice reviews. Capacity builders will attend district C2Cohort to enhance their understanding of the standards and updates on the state requirements. They will then bring back their learning to the instructional staff and support implementation through coaching, modeling, and planning.

Facilitator

Academic Services Department, Administration, and Coaches

Participants

Coaches, Teachers, Administration and Non-Instructional Staff when applicable.

Schedule

Weekly, from 8/4/2014 to 5/29/2015

G3.B1.S2 Common planning time.

PD Opportunity 1

Common planning time has been scheduled into the master schedule to facilitate collaboration among core curricular areas. Teachers will plan with their core area teachers weekly to develop through lesson plans that meet the needs of all learners.

Facilitator

Principal, Assistant Principal, Content Area Coaches, Department Chairs, and District Personnel

Participants

All Instructional Personnel and Administration

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G3.B4 Implementation of explicit writing instruction

G3.B4.S2 Implementation of text based writing.

PD Opportunity 1

Training in the area of text based writing.

Facilitator

Seth Edwards, Tammy Langley, Mia Young

Participants

ELA Department, all Instructional Personnel, Intensive Reading Teachers

Schedule

Monthly, from 9/26/2014 to 5/29/2015

G3.B4.S3 Implementation of the full Thinking Maps process.

PD Opportunity 1

Training of the full thinking map process.

Facilitator

Zahkima Sprately

Participants

All instructional staff

Schedule

On 12/10/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0