

Lake County Schools

Oak Park Middle School



2015-16 School Improvement Plan

Oak Park Middle School

2101 SOUTH ST, Leesburg, FL 34748

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	87%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	63%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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. We also employ an ISS system, where the teacher mentors and guides a student through a behavior reflection exercise, to promote positive behavior. The instructional deans, guidance counselors, and administration coach the students through meditations, 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, socioeconomic 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:

Mentoring to the Max through Genesis Center 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

Title I Tutoring

Title I N & D Tutoring

SAI Tutoring

Hire additional personnel - MTSS Coach, PBS Coach

Teacher - student mentors

Administration- student mentors

On campus our faculty and staff take interest in our students on a daily basis. Teachers are assigned students as mentors 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.

Furthermore, when a student(s) are identified via Decision Ed, a follow up is done with the MTSS coach. The coach then schedules meetings with the student and parent/ guardian, to put in place interventions, and discuss next steps.

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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	49	66	64	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	20	37	46	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	14	11	10	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	68	47	58	0	0	0	0	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:
 Data Chats - Administrators, coaches, and teachers will meet at strategic times of the year to discuss pertinent student data. Also, teachers will conduct data chats with students throughout the year.
 Intensive Reading - Achieve 3000
 Intensive Math
 Before School Tutoring
 Push in support in math
 Attendance - Potential Specialist, Instructional Dean, and MTSS Coach will 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)
 IXL Math
 PENDA

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 will maintain our 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:

Name	Title
Longo, Barbara	Principal
Robinson, Yordin	Guidance Counselor
Williams, Charles	Assistant Principal
Spratley, Zhakima	Assistant Principal
Kemp, Dannique	Guidance Counselor
Shannon, George	Other
Killion, Aliyah	Other
Rembert, Laura	Instructional Coach
Harris, Dave	Dean
Barnes, Jami	Instructional Coach
Willis-Frye, Nina	Instructional Coach

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, utilizing the coaching cycle, 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 MTSS process is being followed, and ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communications with parents regarding school-based MTSS plans and activities.

Guidance Counselors: Participates in the development of the master schedule to ensure all students are appropriately scheduled and to make sure teachers are provided adequate time to common plan and collaboration. Guidance counselors will provide counseling services for students based on the academic, social and emotional needs. They will work on the well-being of the child as a whole. 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.

MTSS Coach: MTSS Coach: Participates in student data collection, facilitate and scheduling meetings to interpret and analyze data. MTSS Coach will facilitate and support data collection, and ensure research-based interventions are utilized to support all students. MTSS coach will ensure a continuum of instruction and intervention, planning/problem solving is used to match instructional resources to educational need of students. MTSS coach will enhance capacity to implement/sustain MTSS with fidelity in our school to accelerate and maximize student academic and social-emotional outcomes through data-based problem solving to inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system.

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. She provides coaching to the self contained ESE teachers with understanding on grade level content and instructional practices that support differentiated instruction.

Instructional Coaches: Assist with supporting teachers through the teaching and learning process. They facilitate and plan with the department heads to ensure teachers are teaching to the full intent of the standard. Instructional coaches will use Florida Continuous Improvement Model as a guide to

plan, do, check and act to generate improved student achievement in relevant content areas. Working with administrators they will provide teachers with on-site, on-going professional development related to disciplinary literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning proficiency. Collaborates with administration and helps to make decisions for effective core curricular implementation and restructuring of delivery when applicable. Instructional coaches will utilize the coaching model to ensure all teachers are supported in their pedagogical practices to improve student achievement and performance. The administrators will interpret CWT data and interpret results to effectively align the coaching of the teachers. 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. We will utilize the Florida Standard Expert to support standard based instruction as well.

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 Science, Civics EOC data, Algebra I EOC data, FAIR assessment, student grades, TEAM assessments, classroom walkthrough data and Lake Standards Baseline/ Midyear Assessments, Florida State Assessments (FSA) and common school-based assessments to inform the instructional needs of our students. Data will be disaggregated by standards and subgroups every four weeks. Behavioral data is collected to include 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, MTSS, 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, Buisness Technology, and Keyboarding are all offered to OPMS' students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barbara A. Longo	Principal
Rhonda Boston	Parent
Andrea Smith	Teacher
Kim Dailey	Teacher
Valerie Howard	Education Support Employee
Deborah Robinson	Parent
Teresa Manns	Parent
Karla Clark	Teacher
Dimitria Glanton	Parent
Lorna Rodriguez	Parent
Linda W. Cunningham	Business/Community
Brandi McPhee	Parent
Richard Rojas	Business/Community
Joyce Boyer	Parent
Daisy Lozada	Education Support Employee
Cristi Jones	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 2014-2015 school year. During each meeting updates were given as it related to the school's two 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, available 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 will be brought to the Council for suggestions and approval for the start of the new year.

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. At the October SAC meeting, we will reexamine the budget, and get input from the current SAC.

Preparation of the school's annual budget and plan

The budget was brought before the SAC for review. The SAC input was recorded and taken into consideration for future purposes.

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

There was \$0 allocated and utilized.

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:	
Name	Title
Longo, Barbara	Principal
Williams, Charles	Assistant Principal
Spratley, Zhakima	Assistant Principal
Barnes, Jami	Instructional Coach
Shannon, George	Other
Harris, Dave	Dean
Rembert, Laura	Instructional Coach
Robinson, Yordin	Guidance Counselor
Willis-Frye, Nina	Instructional Coach
Howard, Valeria	

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team serve as positive impact on student learning. It transfer teacher learning into the classroom and serve as a catalyst for school-wide literacy change. It serves a management tool/resource that simultaneously supporting learning and teaching for the entire community-students, teachers, educational leaders to enhancing literacy environment and to build a literacy culture through collegiality and collaboration. The LLT promotes literacy through professional development of instructional shifts for transitioning to the 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 underdeveloped skills in the area of literacy. Complex, lexiled text is utilized school –wide to ensure all students are exposed to informational and literary 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 regularly. Each department is assigned a department head and an instructional coach to provide support to the teachers. Common Planning is facilitated by the collaboration of the department head and the instructional coach. 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, as well as utilize the end in mind planning. 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 , Common Planning, and Professional Learning Time is 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 and new to Oak Park Middle 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 districts' 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 district 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 the FCIM process to guide our work by unpacking the standards, creating instructional focus calendars, creating exemplars, scales/rubrics, and reviewing district tools to guide our thinking and resources to ensure are aligned with the district and state expectations. The writing teams allowed for a cross-curricular planning 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 teachers' CBC's to ensure alignment between the teaching and learning process for students and teacher.

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 proficiency 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 proficiency levels. Levels are determined by FCAT 2.0 for Science, FAIR, Achieve 3000, and iStation for Reading and grades for Math. Teacher recommendation was also used to assist in placement.

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. Small groups will be lead by coaches, teachers, and academic tutors. Some students require pull out assistance for testing provided by our ESE support facilitators. Continued review of progress monitoring data provides evidence for teachers to make adjustments to modify their instruction. Modification needs are determined through analyzing student progress and the transfer of

learning from the teachers to the students. Students performing below proficient are provided additional support through small group instruction, differentiated instruction and re-teaching of standards, computer based leveled interventions, and/or supplemental materials to help with prerequisite skills that may be the cause for the gap(s) in the students' learning. Students are recommended to move to MTSS 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 iStation and iReady data, previous grades, FAIR, Achieve 3000, 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

Williams, Charles, williamsc2@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, 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 will 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. Our instructional coaches met with our feeder elementary and high schools to analyze Istation, and Read-Step data to determine focus areas needing accelerating for students in Math and ELA/Reading.

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. Culinary classes and both instructors meet regularly to develop a collaborative partnership to increase awareness in the culinary profession.

The Leesburg area schools' administrative teams have united to ensure "our" students receive the best education they can at our individual sites and collectively improve student achievement. 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. The PSAT assessment provides data to begin tracking college career readiness. Students are placed in advance classes and other enrichment classes based upon their performance on this assessment.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

According to our Comprehensive Needs Assessment, the following are our strengths:

- School communication to parents
- School Culture is welcoming
- Parent and Community events at school
- Parent Resource Center
- School-sponsored events

According to our Comprehensive Needs Assessment, the following are our areas of need:

- Increasing parental and community participation at school events
- Improving standards-based instruction
- Offering parent school-based training

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

"Why or root causes:

- * Retaining effective teachers and staff members
- * Lack of knowledge of how to support student at home
- * Motivating students
- * Maintaining accurate grades in Skyward

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 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.

- G2.** Oak Park Middle School will increase student attendance and positive student behaviors through utilizing Early Warning Sign Data and maintain a safe and supportive environment for all students.

- G3.** Oak Park Middle School will create, implement, and monitor a system to analyze and examine student products to ensure high quality writing instruction, student feedback and academic rigor are provided 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 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

G062631

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	66.0
FCAT 2.0 Science Proficiency	41.0
FAA Writing Proficiency	40.0

Resources Available to Support the Goal 2

- Barbara Longo - Principal - Leadership Team Meetings
- 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
- Zhakima Spratley - Assistant Principal - Thinking Maps software
- Zhakima Spratley - Assistant Principal - District trainers to provide support
- Lake Writes
- Jamie Barnes - Literacy Coach - Oak Park Middle Writing Plan
- Jamie Barnes - Literacy Coach - Achieve 3000
- Dr. Charles Williams - Assistant Principal - PENDA Learning
- Dave Harris - A.R.T. - IXL Math
- Brain Pop
- Moby Max
- Renaissance Learning - Star Reading and Math
- Melonee Ferguson - Florida Standards Teacher - Florida Standards
- Jamie Barnes - Literacy Coach - Write Score
- State, District, and Teacher Developed Rubrics
- News ELA
- Jamie Barnes - Literacy Coach - FAIR/PMRN
- Dr. Charles Williams - Assistant Principal - Key Performance Indicators (Lake Standards Assessments and Lake Benchmark Assessments)
- Dr. Charles Williams Jr. - Assistant Principal - Before and After School Tutoring
- District Scope and Sequence and Blue Prints (LAFS and MAFS)
- Laura Rembert - MTSS Coach - MTSS Process
- Instructional Personnel - Collaborative Planning Time Plan

Targeted Barriers to Achieving the Goal 3

- Comprehension and Implementation of content area standards
- Teacher facilitation of critical thinking and problem solving
- Implementation of explicit writing instruction
- Lack of consistent explicit systems that promote positive change in standards based instruction.
- Loss of faculty and staff members and an influx of new faculty and staff members
- Need for additional time for teachers to collaboratively plan

Plan to Monitor Progress Toward G1. 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, utilized of Instructional Focus Calendars developed during the Summer 2015 Writing Teams, 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 . Lesson plans will be monitored weekly and feedback will be given to the teachers to make sure they are aligned to the instruction, the standard, and non-negotiables are included.

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 chat with students , student goal setting, and classroom walkthroughs. Every four weeks data chats will occurs with administration and teachers and to avoid lost of instructional time leadership team will cover classes. Progress Monitoring is occurring consistently when classroom walkthroughs are conducted and it is evident through student questioning and data folders that successful progress is being made toward the goal.

Desired outcomes for the coaching cyle 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 teacher 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 increase standard based instruction, increase effective instructional practices, and positive student outcomes.

Professional Learning Communities will provide a structure that supports new learning for teachers by examining students products with the use of a rubric. Teachers will use the PLC guiding questions to ensure FCIM process is fully implemented. This process will give teachers an opportunity to analyze and critique student products and to make sure artifacts are rigorous, aligned to the standards and critical thinking is evident. Teachers will also examine student exemplars and collaborate with other teachers to make sure the task is aligned to the rubric and scales to meet the rigor of the standard and teachers' mental models are aligned with each other as it relates to student products.

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 8/24/2015 to 6/3/2016

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.

G2. Oak Park Middle School will increase student attendance and positive student behaviors through utilizing Early Warning Sign Data and maintain a safe and supportive environment for all students. 1a

 G062629

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0
2+ Behavior Referrals	10.0
Discipline incidents	50.0

Resources Available to Support the Goal 2

- Barbara Longo - Principal - SIP
- Dr. Charles Williams Jr. - Assistant Principal - SIG Plan - Mentors
- Zhakima Spratley - Assistant Principal - SAI Plan
- Dave Harris - Dean - Choices Forms
- George Shannon - Potential Specialist - Positive Behavior Support - Volunteers
- Valerie Howard - Family School Liaison
- Laura Rembert - MTSS Coach
- Nina Willis-Frye - Accelerated Resource Teacher
- Jamie Barnes - Literacy Coach
- Melonee Ferguson - Florida Standards Liason
- Instructional Personnel
- Non-Instructional Personnel
- Knights Unite
- Barbara Longo - Principal - School-wide Discipline Ladder
- Dr. Charles Williams Jr. - Assistant Principal -Title I Sign-in Sheets
- George Shannon - Potential Specialist - Volunteers
- Teacher Parent Contact Logs

Targeted Barriers to Achieving the Goal 3

- Minimal Parental Participation
- Unique challenges caused by outside influences
- Number of students not achieving proficiency in Math and ELA

Plan to Monitor Progress Toward G2. 8

Progress will be monitored through monthly review of student infractions and increased activity in the Knight Store. 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 Administrators and discussed with teachers during their regularly scheduled Data Chats. 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. This communication log will increase parent participation in our activities.

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. The LCS attendance callout system, will be monitored by the Leadership team members, to identify trends in the Early Warning Signs.

Person Responsible

Barbara Longo

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

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

G3. Oak Park Middle School will create, implement, and monitor a system to analyze and examine student products to ensure high quality writing instruction, student feedback and academic rigor are provided in all content areas. **1a**

 G074548

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	66.0
FCAT 2.0 Science Proficiency	40.0
FAA Writing Proficiency	40.0

Resources Available to Support the Goal **2**

- Barbara Longo
- Assistant Principals
- Literacy Coach
- Instructional Coaches
- Potential Specialist
- Dean
- District MTSS Manager
- Accelerated Resource Teacher
- Florida Standards Teacher
- District DA Lead

Targeted Barriers to Achieving the Goal **3**

- Inconsistent transfer of administrative expectations into classroom practice.
- Comprehension and implementation of writing standards.
- Implementation of explicit writing instruction and authentic student work product.

Plan to Monitor Progress Toward G3. **8**

Student products that reflect text-based writing and text-dependent questions

Person Responsible

Barbara Longo

Schedule

Monthly, from 2/1/2016 to 6/1/2016

Evidence of Completion

1. Writing Plan and Expectations 2. PD PPT 3. Sign-in Sheets

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 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

G062631

G1.B1 Comprehension and Implementation of content area standards 2

B160922

G1.B1.S1 Professional Development and support in the area of Florida Standards provided by the districts' Academic Services Unit, Administration, and Instructional Coaches. 4

S172345

Strategy Rationale

If we provide continuous Professional Development on standards- based instruction, in all content areas, then the transfer of the professional learning will allow teachers to provide daily standards-based instruction, to ensure that we are teaching to the full intent of the standard, and students are mastering the standards.

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. Professional Development will be provided on Standard-Based Instruction, Thinking Maps, Kagan Structures, and AVID strategies, which are four of our school-wide non-negotiables.

Capacity builders will attend district C2 Cohort 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. Coaches and administration will monitor the effectiveness and transfer of the learning received from district training to ensure it reaches the teacher level.

Person Responsible

Zhakima Spratley

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

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

Action Step 2 5

Conduct classroom walk-throughs to determine the required level for staff support.

Person Responsible

Barbara Longo

Schedule

Weekly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Conduct classroom walk-throughs to collect data, and determine teacher needs. Then begin the coaching cycle for selected teachers. Evidence of full coaching cycle and documentation in the coaches' logs and calendars. List of tiered staff coaching needs and assigned support members. Classroom Walk-Through tool data to measure the impact of the coaching cycle.

Plan to Monitor Fidelity of Implementation of G1.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 8/24/2015 to 6/3/2016

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 G1.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 8/24/2015 to 6/3/2016

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 G1.B1.S1 7

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

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough data and Teacher Performance Assessments (TEAM)

G1.B1.S2 Common planning and Professional Learning Communities time. 4

S172346

Strategy Rationale

If Standard Operating Procedures for Common Planning and Professional Learning Communities are followed, on a weekly basis to collaboratively plan, then it provides time for teachers to deconstruct standards, review assessment data, and analyze student products, which will improve overall student performance, and the growth mindset of teachers and students.

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 thorough lesson plans that meet the needs of all learners.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/24/2015 to 6/3/2016

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

Charles Williams

Schedule

Weekly, from 9/21/2015 to 5/31/2016

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

Zhakima Spratley

Schedule

On 8/31/2015

Evidence of Completion

Common Planning Template (attached)

Plan to Monitor Fidelity of Implementation of G1.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 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans, classroom walkthrough data, and coaches logs

Plan to Monitor Effectiveness of Implementation of G1.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 8/24/2015 to 6/3/2016

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

G1.B1.S3 Progress Monitoring 4

S172347

Strategy Rationale

If Standard Operating Procedures for Progress Monitoring are implemented, among all stakeholders, then it will allow us to evaluate the effectiveness of our instructional practices, by conducting classroom walkthroughs, regularly scheduled data chats with staff and students, and weekly administrative and leadership meetings.

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

Charles Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

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

Action Step 2 5

Framework for Science department progress monitoring.

Person Responsible

Charles Williams

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Mini assessment focus calendar and student assessments.

Plan to Monitor Fidelity of Implementation of G1.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

Barbara Longo

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

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 G1.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

Barbara Longo


Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

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

G1.B2 Teacher facilitation of critical thinking and problem solving 2

 B160923

G1.B2.S1 Model Classroom Observations 4

 S172348

Strategy Rationale

If we establish model classrooms, then teachers are able to observe their colleagues and discuss best practices with colleagues in their common planning and PLC's. This strategy will increase teacher performance and directly increase student achievement.

Action Step 1 5

Model Classroom Observations - teachers observe other teachers rigorous instructional practices that are identified through classroom walkthroughs and demonstration lessons.

Person Responsible

Barbara Longo

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Classroom Observation Schedule, Debriefing notes, coaching calendars and logs, flow map of expectations

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

Fidelity will be monitored through observation and participation. Observation of the observer transferring new instructional practices into their daily instructional practice will determine the fidelity of the implementation. Consistent collaboration between the model teacher and the observer moving towards further exploration of effective instruction and positive student outcomes will also provide evidence of effective implementation.

Person Responsible

Barbara Longo

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Observation notes, teacher feedback notes, classroom walkthroughs to determine implementation, positive student outcomes, and teacher lesson plans

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

Increase in student academic proficiency will result in additional model classrooms (where needed). If student academic proficiency does not increase we will review the model classroom instructional practices to ensure rigorous task are actually being presented, we will note any changes that need to be made and implement those changes, and we will identify specific student and teacher needs based on progress monitoring data and Instructional Practices data. We will conduct classroom walkthroughs to review implementation with fidelity of observed practices.

Person Responsible

Barbara Longo


Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, classroom walkthroughs, coaches logs, student published products, student progress monitoring data, TEAM

G1.B3 Implementation of explicit writing instruction 2

 B160925

G1.B3.S1 Implementation and utilization of state developed writing rubrics across all content areas. 4

 S172351

Strategy Rationale

If all content areas utilize the state writing rubrics then it will provide school wide common language and an understanding of student performance measures in order to increase proficiency in Florida Writing Standards school wide.

Action Step 1 5

Administration will facilitate a school wide professional development on text based writing, Florida Standards writing rubrics, and cross content writing instruction.

Person Responsible

Zhakima Spratley

Schedule

On 9/25/2015

Evidence of Completion

Staff development power point, sign in sheet, and agenda, increased writing scores

Action Step 2 5

Instructional Coaches will provide guidance for all teachers in all content areas to ensure students are utilizing the rubric elements such as evidence, elaboration, purpose, and conventions to increase writing proficiency school wide.

Person Responsible

Charles Williams

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student products and all cross curricular writing samples

Plan to Monitor Fidelity of Implementation of G1.B3.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 9/7/2015 to 5/31/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.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 10/5/2015 to 5/30/2016

Evidence of Completion

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

G1.B3.S2 Implementation of text based writing. 4

 S172352

Strategy Rationale

If all teachers require text based writing to support the instructional shifts, then the overall writing proficiency will increase in all content areas.

Action Step 1 5

Training in the area of text based writing.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Common planning agendas, staff development agendas, student products in PLC's agendas

Plan to Monitor Fidelity of Implementation of G1.B3.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

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.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

Barbara Longo

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough data, common planning and PLC agendas.

Plan to Monitor Effectiveness of Implementation of G1.B3.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 9/28/2015 to 5/31/2016

Evidence of Completion

Student writing samples and common planning agendas

G1.B3.S3 Full Implementation of Thinking Maps as tool for developing and supporting writing 4

 S172353

Strategy Rationale

If Thinking Maps are used as a tool to support students processing and planning for writing, then the FLEE map will serve as a common school wide writing tool to plan for writing. Also utilization of the frame of reference will serve as tool for processing the information captured in the student created maps.

Action Step 1 5

Training of the full thinking map process.

Person Responsible

Zhakima Spratley

Schedule

On 6/3/2016

Evidence of Completion

Thinking maps training agenda and notes

Plan to Monitor Fidelity of Implementation of G1.B3.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

Barbara Longo

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.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

Barbara Longo


Schedule

Monthly, from 10/5/2015 to 5/31/2016

Evidence of Completion

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

G1.B3.S4 Write Score - 3x for the year **4**

 S182278

Strategy Rationale

If OPMS take advantage of utilizing an additional professional scoring source to compare our teachers scoring with theirs then ultimately it will improve our students writing scores/performance.

Action Step 1 **5**

Outside scoring resource for consistency

Person Responsible

Zhakima Spratley


Schedule

On 6/3/2016

Evidence of Completion

Write Score data

G1.B4 Lack of consistent explicit systems that promote positive change in standards based instruction. **2**

 B160926

G1.B4.S1 Monitoring systems for standard based instruction. **4**

 S172354

Strategy Rationale

If we consistently monitor our systems then sustainability of SBI and high- yield strategies will increase student achievement and improve our schools' performance.

Action Step 1 **5**

School Based Leadership team will implement a classroom walkthrough monitoring system.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough data, academic data chats, and data trends

Action Step 2 5

Schedule weekly administrative meetings for collaborative planning, data review, and develop next steps.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership team meeting minutes

Action Step 3 5

Implementation of PLC and Common Planning framework.

Person Responsible

Charles Williams

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Common Planning template, Common Planning agendas, PLC agendas and meeting notes for both, teacher lesson plans feedback, classroom walkthrough data, CP/PLC framework notebook

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitoring for fidelity will be administered through classroom walkthroughs, review of coaches calendars, coaches logs, common planning meeting notes, PLC meeting notes, and coaches reports during leadership team.

Support will be provided through the implementation of the coaching cycle, one on one feedback, collaborative planning, and professional development.

Person Responsible

Barbara Longo

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided through common planning agendas, PLC agendas, common planning and PLC meeting notes, walkthrough data, leadership team meeting notes and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitoring for effectiveness will occur through the disaggregation and analysis of student data. We will review student state level, district level, and school level assessments and student published products. In addition, we will use the TEAM and LEADS evaluation systems to determine the effectiveness of transfer and sustainability with teachers, coaches, and administration.

Person Responsible

Barbara Longo


Schedule

Quarterly, from 8/24/2015 to 6/3/2016


Evidence of Completion

TEAM and LEADS evaluations, District LSA data, and State assessment data

G1.B5 Loss of faculty and staff members and an influx of new faculty and staff members 2

 B164919

G1.B5.S1 Meet with new staff to determine their needs and concerns 4

 S186501

Strategy Rationale

If administration meets the needs of our new staff then it will increase our teacher and staff retentions.

Action Step 1 5

Quarterly New Staff Meetings

Person Responsible

Barbara Longo

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas and Mentor Feedback

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Meeting with new staff quarterly

Person Responsible

Barbara Longo

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas,

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

New staff meeting quarterly

Person Responsible

Barbara Longo


Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

agendas, new staff retention for 16-17 school year.

G1.B5.S2 New teacher surveys 4

 S186502

Strategy Rationale

If administrations receives new staff input then they will feel valued and appreciated which will increase the culture and climate of school.

Action Step 1 5

New Staff Survey

Person Responsible

Barbara Longo

Schedule

On 5/23/2016

Evidence of Completion

Survey and survey results

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

New staff survey

Person Responsible

Barbara Longo

Schedule

Semiannually, from 12/14/2015 to 5/23/2016

Evidence of Completion

survey results

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

New teacher survey and Mentor program for new staff members

Person Responsible

Barbara Longo


Schedule

On 5/23/2016


Evidence of Completion

Teacher retention at the end of the year will be compared to the previous years' retention. Notes from quarterly meetings with mentors and the mentored. Specific feedback from mentors and the mentored.

G1.B6 Need for additional time for teachers to collaboratively plan **2**

 B177681

G1.B6.S1 Teachers will come together on three Saturdays to make adjustments to their current instructional practices to redesigning students learning experiences. **4**

 S189069

Strategy Rationale

If teachers collaboratively discuss their lesson plans, collaborate on ideas for the re-teaching of non –mastered standards, and analyze strengths and weaknesses of students’ data, then we will witness a rise in the level of our student achievement.

Action Step 1 **5**

Collaborative Plan - PLC Saturdays

Person Responsible

Zhakima Spratley

Schedule

Quarterly, from 10/17/2015 to 5/31/2016

Evidence of Completion

The outcome and products from the collaborative planning will be to evidence of revised instructional focus calendars, lessons plans, action plans for re-teaching of non-mastered standards, and aligned learning experiences and task will be developed for students. Also to decrease the number of students not mastering the standards at the next data chat in four weeks.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Our administrators and instructional coaches will facilitate the collaborative planning time. The time will be for teachers to plan. Coaches job will be to ensure we stay on course and move in the data driven direction.

Person Responsible

Charles Williams

Schedule

Quarterly, from 10/17/2015 to 5/27/2016

Evidence of Completion

The outcome and products from the collaborative planning will be to evidence of revised instructional focus calendars, lessons plans, action plans for re-teaching of non-mastered standards, and aligned learning experiences and task will be developed for students. Also to decrease the number of students not mastering the standards at the next data chat in for weeks.

G2. Oak Park Middle School will increase student attendance and positive student behaviors through utilizing Early Warning Sign Data and maintain a safe and supportive environment for all students. 1

G062629

G2.B1 Minimal Parental Participation 2

B160919

G2.B1.S1 Implement parent involvement events at various times of the day. 4

S172342

Strategy Rationale

If we offer a variety of parent involvement events, at various times, then parental participation should increase. With that additional parental support, we should experience an increase in student attendance and positive student behaviors.

Action Step 1 5

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

Person Responsible

George Shannon

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

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

On 6/3/2016

Evidence of Completion

Parent contact logs submitted by teachers. Parents will be contacted of students not performing at proficiency level and/ or students with 5 or more absences.

Action Step 3 5

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

Person Responsible

Valeria Howard

Schedule

Annually, from 8/24/2015 to 6/3/2016

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 G2.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

Charles Williams

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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

Dave Harris


Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Correlation between parent logs, Early Warning Signs, Skyward grades, and LSA, FSA, and FCAT student data should show a positive relationship.

G2.B2 Unique challenges caused by outside influences 2

 B160920

G2.B2.S1 Teachers will be provided with Early Warning System guidelines. 4

 S172343

Strategy Rationale

If teachers are provided with Early Warning Systems guidelines, then they will be able to identify the trends, and support school-wide efforts to increase attendance, reduce retentions, and increase positive behaviors school-wide.

Action Step 1 5

Positive Behavior Support Pep Rallies

Person Responsible

George Shannon

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PBS agendas

Action Step 2 5

Positive Behavior Support Guest Speakers

Person Responsible

George Shannon

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PBS agendas

Action Step 3 5

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

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Knights Unite plans and walkthrough data

Plan to Monitor Fidelity of Implementation of G2.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

George Shannon

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PBS Agendas, KU classroom walkthroughs and student feedback

Plan to Monitor Effectiveness of Implementation of G2.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

Charles Williams


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.B2.S2 Teachers and Students will be trained in Bully-Proofing Oak Park Middle School. 4

 S186267

Strategy Rationale

If teachers and students are trained and understand the Bully-Proofing plan, then the amount of bullying incidents will reduce.

Action Step 1 5

Bully-Proofing training

Person Responsible

Dave Harris


Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings.

G2.B2.S3 Fair to Poor classroom management teachers will be sent to classroom management training offered by the district and The Florida Diagnostic & Learning Resources System (FDLRS). 4

 S186269

Strategy Rationale

If all classroom teachers are strong in classroom management strategies, then they will help increase and maintain a safe and supportive environment for all students.

Action Step 1 5

Classroom Management Training 101

Person Responsible

Charles Williams

Schedule

Semiannually, from 9/1/2015 to 5/31/2016

Evidence of Completion

Agenda and Certificate of Completion of the Classroom Management Training 101

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Collect classroom management agenda, notes, and look for evidence during classroom walkthroughs

Person Responsible

Charles Williams

Schedule

On 5/31/2016

Evidence of Completion

Classroom Management agenda, notes, CWT's

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S4 Leadership Team will mentor a small cohort of students to identify the unique challenges students are presented with, and address them accordingly. 4

 S205351

Strategy Rationale

If the leadership team mentors a small cohort of students, to identify the unique challenges students are presented with, and address them accordingly. then this should help increase and maintain a safe and supportive environment for all students.

Action Step 1 5

Leadership Team will mentor a small cohort of students, to identify and address the unique challenges that student faces.

Person Responsible

Laura Rembert

Schedule

Biweekly, from 1/8/2016 to 5/31/2016

Evidence of Completion

Student referrals, discipline, and attendance reports collected Monthly. Mentor reports collected bi-weekly.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Mentor reports, discipline reports, as well as attendance reports will be collected bi-weekly.

Person Responsible

Laura Rembert

Schedule

Biweekly, from 1/8/2016 to 5/31/2016

Evidence of Completion

Mentors reports, detailing bi-weekly meetings between the leadership team member and a student will be collected and shared by the leadership team. Attendance and discipline reports will also be shared

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Mentor reports will be shared at weekly Leadership meetings

Person Responsible

Laura Rembert

Schedule

Weekly, from 1/11/2016 to 5/31/2016

Evidence of Completion

Mentor reports, student grade, attendance and discipline reports.

G2.B3 Number of students not achieving proficiency in Math and ELA 2

 B177639

G2.B3.S1 Students require additional academic support in their academic classes to increase school wide proficiency 4

 S189040

Strategy Rationale

If we increase the number of students proficient in ELA and Math, we should experience an increase in student attendance, and positive student behaviors.

If we increase the number of students proficient in ELA and Math, it should help us to maintain a safe and supportive environment for all students.

Action Step 1 5

A certified Math Teacher will be hired to support math classes for level 1 & 2 students, and AVID tutors will be hired to support college and career readiness for students.

Person Responsible

Barbara Longo

Schedule

Daily, from 11/2/2015 to 3/31/2016

Evidence of Completion

LSA Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show a decrease in level 1 & 2 students, and lead to an increase in student attendance, and positive student behaviors. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.

Action Step 2 5

Before School Math and ELA Tutoring will be offered weekly to foster additional academic support for all students.

Person Responsible

Charles Williams

Schedule

Weekly, from 9/1/2015 to 4/26/2016

Evidence of Completion

LSA Baseline and Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show an increase in Math and ELA scores for the students who ritualistically attended the tutoring program. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Implementation for fidelity will be monitored through administrative observation. Once tutors are scheduled administration will attend classes to determine the impact the tutor is having on students, and alignment to the school's mission and vision. Classroom walkthroughs will be conducted during AVID classes to determine the impact the tutorials is having on students.

Person Responsible

Zhakima Spratley

Schedule

Weekly, from 11/2/2015 to 4/29/2016

Evidence of Completion

LSA Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show a decrease in level 1 & 2 students, and lead to an increase in student attendance, and positive student behaviors. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Implementation for fidelity will be monitored through administrative observation. Once tutors are scheduled administration will attend classes to determine the impact the tutor is having on students, and alignment to the school's mission and vision. Classroom walkthroughs will be conducted during AVID classes to determine the impact the tutorials is having on students. LSA, FSA, FCAT, and Skyward data will be disaggregated and disseminated.

Person Responsible

Charles Williams

Schedule

Semiannually, from 1/8/2016 to 6/3/2016

Evidence of Completion

LSA Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show a decrease in level 1 & 2 students, and lead to an increase in student attendance, and positive student behaviors. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.

G3. Oak Park Middle School will create, implement, and monitor a system to analyze and examine student products to ensure high quality writing instruction, student feedback and academic rigor are provided in all content areas. 1

G074548

G3.B1 Inconsistent transfer of administrative expectations into classroom practice. 2

B194717

G3.B1.S1 Leadership team creates, implements, and monitors that administrative expectations transfer into classroom practice from common planning and professional learning communities. 4

S206450

Strategy Rationale

If the leadership team monitors protocol and set expectations for demonstration teachers, classroom visits, and a common reflection tool, then it will increase expectations in classroom practice, and in turn, increase student achievement.

Action Step 1 5

Identify demonstration classrooms and specific focus areas for demonstrations based on CWT data.

Person Responsible

Barbara Longo

Schedule

On 2/5/2016

Evidence of Completion

1.CWT Data Trends 2.Teacher coaching needs document

Action Step 2 5

Create schedule for demonstration classroom observations and feedback.

Person Responsible

Charles Williams

Schedule

On 3/15/2016

Evidence of Completion

1. Demonstration classroom schedule 2. Classroom observation and walkthrough tool

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

1. Monitor protocol and expectation for demonstration teachers, classroom visits, and a common reflection tool.

Person Responsible

Charles Williams

Schedule

Weekly, from 1/4/2016 to 6/1/2016

Evidence of Completion

1. Sign-in sheet and materials from meeting with demonstration teachers 2. Classroom walkthrough tool 3. Reflection tool for demonstration visits

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

1. CWT data
2. Reflection tool data

Person Responsible

Zhakima Spratley

Schedule

Weekly, from 1/18/2016 to 6/1/2016

Evidence of Completion

1. Demonstration classroom schedule 2. CWT Data Trends 3. Reflection Tool and Feedback

G3.B2 Comprehension and implementation of writing standards. 2

B194718

G3.B2.S1 Writing standards need to be comprehended and implemented school-wide. 4

S206451

Strategy Rationale

If leadership team develops a school-wide Florida Writing Standards Plan, PD incorporating state writing rubrics, content area writing expectations, and text-based writing expectations, then this will increase the comprehension of the school-wide writing standards, and in turn, increase student achievement.

Action Step 1 5

Develop school-wide Florida Writing Standards Plan, PD incorporating text-based writing, and text-based writing expectations.

Person Responsible

Jami Barnes

Schedule

On 6/2/2016

Evidence of Completion

The Florida Writing Standards Plan and PD Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Conduct CWT aligned to Writing PD and established non-negotiables to monitor and support transfer into classroom practice.

Person Responsible

Zhakima Spratley

Schedule

Weekly, from 2/1/2016 to 6/1/2016

Evidence of Completion

1. Writing Plan and Expectations 2. PD PPT 3. Teacher reflection

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Conduct CWT aligned to Writing PD and established non-negotiables to monitor and support transfer into classroom practice.

Person Responsible

Zhakima Spratley


Schedule

Weekly, from 2/1/2016 to 6/1/2016

Evidence of Completion

1. CWT data
2. Teacher feedback after viewing PPT

G3.B3 Implementation of explicit writing instruction and authentic student work product. 2

 B194719

G3.B3.S1 Explicit writing instruction and authentic student work product. 4

 S206452

Strategy Rationale

If the leadership team develops a protocol for examining student work in PLC's, aligned to writing PD expectations, then the authenticity of student products should increase, including high quality writing and extended responses.

Action Step 1 5

Develop and implement protocol for examining student work in PLC's aligned to writing PD expectations.

Person Responsible

Barbara Longo

Schedule

Every 3 Weeks, from 2/1/2016 to 6/1/2016

Evidence of Completion

1. PLC agendas
2. Student Work with specific feedback
3. Student Products and Academic Feedback PD

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Examine student products (essays) with specific feedback

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 2/1/2016 to 6/1/2016

Evidence of Completion

1. Student writing samples with specific feedback
2. ELA student product binders
3. Math and Science student products with writing connections

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

1. Write Score data
2. ELA writing triage plan

Person Responsible

Charles Williams

Schedule

Biweekly, from 2/1/2016 to 6/1/2016

Evidence of Completion

1. Student writing samples and data
2. CWT data
3. Student work products with feedback

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
G2.B1.S1.A1	Oak Park Middle School's faculty and staff will plan and carry out parent involvement events.	Shannon, George	8/24/2015	Title I parent sign in sheets, event flyers, and event agendas	6/3/2016 quarterly
G2.B2.S1.A1	Positive Behavior Support Pep Rallies	Shannon, George	8/24/2015	PBS agendas	6/3/2016 quarterly
G1.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	Spratley, Zhakima	8/24/2015	Teacher evaluation documentation (TEAM), classroom walkthrough data, students' published products, writing samples, teacher lesson plans, agendas from PD, PD sign-in sheets, CWT's and and PD notes.	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	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. Professional Development will be provided on Standard-Based Instruction, Thinking Maps, Kagan Structures, and AVID strategies, which are four of our school-wide non-negotiables. Capacity builders will attend district C2 Cohort 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. Coaches and administration will monitor the effectiveness and transfer of the learning received from district training to ensure it reaches the teacher level.				
G1.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 thorough lesson plans that meet the needs of all learners.	Longo, Barbara	8/24/2015	PLC notes, PLC agendas, Teacher Evaluation Instruments (TEAM, DA Checklist, Walkthrough Information), Student Achievement Data	6/3/2016 weekly
G1.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.	Williams, Charles	9/7/2015	Student progress monitoring folders, teacher lesson plans with data chats recorded, and student grades	6/3/2016 weekly
G1.B2.S1.A1	Model Classroom Observations - teachers observe other teachers rigorous instructional practices that are identified through classroom walkthroughs and demonstration lessons.	Longo, Barbara	9/22/2014	Lesson Plans, Classroom Observation Schedule, Debriefing notes, coaching calendars and logs, flow map of expectations	6/5/2015 monthly
G1.B3.S1.A1	Administration will facilitate a school wide professional development on text based writing, Florida Standards writing rubrics, and cross content writing instruction.	Spratley, Zhakima	9/25/2015	Staff development power point, sign in sheet, and agenda, increased writing scores	9/25/2015 one-time
G1.B3.S2.A1	Training in the area of text based writing.	Spratley, Zhakima	9/14/2015	Common planning agendas, staff development agendas, student products in PLC's agendas	5/31/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A1	Training of the full thinking map process.	Spratley, Zhakima	10/23/2015	Thinking maps training agenda and notes	6/3/2016 one-time
G1.B4.S1.A1	School Based Leadership team will implement a classroom walkthrough monitoring system.	Longo, Barbara	8/24/2015	Classroom walkthrough data, academic data chats, and data trends	6/3/2016 weekly
G2.B2.S2.A1	Bully-Proofing training	Harris, Dave	8/24/2015	Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings.	6/3/2016 quarterly
G1.B3.S4.A1	Outside scoring resource for consistency	Spratley, Zhakima	10/19/2015	Write Score data	6/3/2016 one-time
G1.B5.S1.A1	Quarterly New Staff Meetings	Longo, Barbara	8/24/2015	Agendas and Mentor Feedback	6/3/2016 quarterly
G1.B5.S2.A1	New Staff Survey	Longo, Barbara	12/14/2015	Survey and survey results	5/23/2016 one-time
G2.B3.S1.A1	A certified Math Teacher will be hired to support math classes for level 1 & 2 students, and AVID tutors will be hired to support college and career readiness for students.	Longo, Barbara	11/2/2015	LSA Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show a decrease in level 1 & 2 students, and lead to an increase in student attendance, and positive student behaviors. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.	3/31/2016 daily
G1.B6.S1.A1	Collaborative Plan - PLC Saturdays	Spratley, Zhakima	10/17/2015	The outcome and products from the collaborative planning will be to evidence of revised instructional focus calendars, lessons plans, action plans for re-teaching of non-mastered standards, and aligned learning experiences and task will be developed for students. Also to decrease the number of students not mastering the standards at the next data chat in four weeks.	5/31/2016 quarterly
G2.B2.S3.A1	Classroom Management Training 101	Williams, Charles	9/1/2015	Agenda and Certificate of Completion of the Classroom Management Training 101	5/31/2016 semiannually
G2.B2.S4.A1	Leadership Team will mentor a small cohort of students, to identify and address the unique challenges that student faces.	Rembert, Laura	1/8/2016	Student referrals, discipline, and attendance reports collected Monthly. Mentor reports collected bi-weekly.	5/31/2016 biweekly
G3.B2.S1.A1	Develop school-wide Florida Writing Standards Plan, PD incorporating text-based writing, and text-based writing expectations.	Barnes, Jami	2/2/2016	The Florida Writing Standards Plan and PD Sign-in Sheets	6/2/2016 one-time
G3.B1.S1.A1	Identify demonstration classrooms and specific focus areas for demonstrations based on CWT data.	Longo, Barbara	2/1/2016	1.CWT Data Trends 2. Teacher coaching needs document	2/5/2016 one-time
G3.B3.S1.A1	Develop and implement protocol for examining student work in PLC's aligned to writing PD expectations.	Longo, Barbara	2/1/2016	1. PLC agendas 2. Student Work with specific feedback 3. Student Products and Academic Feedback PD	6/1/2016 every-3-weeks
G2.B1.S1.A2	Teachers will increase parental contact for student progress (positive and/or improvement needs).	Longo, Barbara	8/24/2015	Parent contact logs submitted by teachers. Parents will be contacted of students not performing at proficiency level and/ or students with 5 or more absences.	6/3/2016 one-time
G2.B2.S1.A2	Positive Behavior Support Guest Speakers	Shannon, George	9/1/2015	PBS agendas	6/3/2016 quarterly

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G1.B1.S1.A2	Conduct classroom walk-throughs to determine the required level for staff support.	Longo, Barbara	10/5/2015	Conduct classroom walk-throughs to collect data, and determine teacher needs. Then begin the coaching cycle for selected teachers. Evidence of full coaching cycle and documentation in the coaches' logs and calendars. List of tiered staff coaching needs and assigned support members. Classroom Walk-Through tool data to measure the impact of the coaching cycle.	5/30/2016 weekly
G1.B1.S2.A2	Instructional Coaches will guide teachers through deconstructing the Standards.	Williams, Charles	9/21/2015	Teacher lesson plans, Coaches Weekly Calendars, Coaches Weekly Logs	5/31/2016 weekly
G1.B1.S3.A2	Framework for Science department progress monitoring.	Williams, Charles	8/31/2015	Mini assessment focus calendar and student assessments.	6/3/2016 weekly
G1.B3.S1.A2	Instructional Coaches will provide guidance for all teachers in all content areas to ensure students are utilizing the rubric elements such as evidence, elaboration, purpose, and conventions to increase writing proficiency school wide.	Williams, Charles	8/24/2015	Student products and all cross curricular writing samples	6/3/2016 monthly
G1.B4.S1.A2	Schedule weekly administrative meetings for collaborative planning, data review, and develop next steps.	Longo, Barbara	8/24/2015	Leadership team meeting minutes	6/3/2016 weekly
G2.B3.S1.A2	Before School Math and ELA Tutoring will be offered weekly to foster additional academic support for all students.	Williams, Charles	9/1/2015	LSA Baseline and Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show an increase in Math and ELA scores for the students who ritually attended the tutoring program. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.	4/26/2016 weekly
G3.B1.S1.A2	Create schedule for demonstration classroom observations and feedback.	Williams, Charles	2/1/2016	1. Demonstration classroom schedule 2. Classroom observation and walkthrough tool	3/15/2016 one-time
G2.B1.S1.A3	Family School Liasion will advertise and recruit parents for SAC and Oak Park's Parent Teacher Organization	Howard, Valeria	8/24/2015	School Advisory Council (SAC) membership list and Parent Teacher Organization (PTO) agendas and sign in sheets	6/3/2016 annually
G2.B2.S1.A3	Teachers will provide instruction in the area of citizenship during Knights Unite.	Spratley, Zhakima	8/24/2015	Knights Unite plans and walkthrough data	6/3/2016 monthly
G1.B1.S2.A3	Administration will create a common planning template to guide development of expected outcomes.	Spratley, Zhakima	8/31/2015	Common Planning Template (attached)	8/31/2015 one-time
G1.B4.S1.A3	Implementation of PLC and Common Planning framework.	Williams, Charles	8/24/2015	Common Planning template, Common Planning agendas, PLC agendas and meeting notes for both, teacher lesson plans feedback, classroom walkthrough data, CP/PLC framework notebook	6/3/2016 weekly
G1.MA1	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,	Longo, Barbara	8/24/2015	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.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	<p>utilized of Instructional Focus Calendars developed during the Summer 2015 Writing Teams, 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 . Lesson plans will be monitored weekly and feedback will be given to the teachers to make sure they are aligned to the instruction, the standard, and non-negotiables are included. 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 chat with students , student goal setting, and classroom walkthroughs. Every four weeks data chats will occurs with administration and teachers and to avoid lost of instructional time leadership team will cover classes. Progress Monitoring is occurring consistently when classroom walkthroughs are conducted and it is evident through student questioning and data folders that successful progress is being made toward the goal. Desired outcomes for the</p>				

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	<p>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 teacher 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 increase standard based instruction, increase effective instructional practices, and positive student outcomes. Professional Learning Communities will provide a structure that supports new learning for teachers by examining students products with the use of a rubric. Teachers will use the PLC guiding questions to ensure FCIM process is fully implemented. This process will give teachers an opportunity to analyze and critique student products and to make sure artifacts are rigorous, aligned to the standards and critical thinking is evident. Teachers will also examine student exemplars and collaborate with other teachers to make sure the task is aligned to the rubric and scales to meet the rigor of the standard and teachers' mental models are aligned with each other as it relates to student products. 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.</p>				
G1.B1.S1.MA1	<p>Successful implementation will be monitored using student performance data as evidence by progress monitoring data (unit assessments, standard quizzes, FAIR, student published products).</p>	Longo, Barbara	8/24/2015	<p>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.</p>	6/3/2016 monthly
G1.B1.S1.MA3	<p>Monitoring will also be conducted through observing transfer of professional development to instructional practices in the classroom.</p>	Longo, Barbara	8/24/2015	<p>Classroom walkthrough data and Teacher Performance Assessments (TEAM)</p>	6/3/2016 weekly

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G1.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 Coaches through the use of the coaching cycle.	Longo, Barbara	8/24/2015	Professional Development Agendas, Professional Development Notes, PLC Agendas, PLC Notes, Coaches Logs, Teacher Lesson Plans, Coaches Calendars, Students' Published Products, and classroom walkthroughs	6/3/2016 weekly
G1.B2.S1.MA1	Increase in student academic proficiency will result in additional model classrooms (where needed). If student academic proficiency does not increase we will review the model classroom instructional practices to ensure rigorous tasks are actually being presented, we will note any changes that need to be made and implement those changes, and we will identify specific student and teacher needs based on progress monitoring data and Instructional Practices data. We will conduct classroom walkthroughs to review implementation with fidelity of observed practices.	Longo, Barbara	9/22/2014	Teacher lesson plans, classroom walkthroughs, coaches logs, student published products, student progress monitoring data, TEAM	6/5/2015 monthly
G1.B2.S1.MA1	Fidelity will be monitored through observation and participation. Observation of the observer transferring new instructional practices into their daily instructional practice will determine the fidelity of the implementation. Consistent collaboration between the model teacher and the observer moving towards further exploration of effective instruction and positive student outcomes will also provide evidence of effective implementation.	Longo, Barbara	9/22/2014	Observation notes, teacher feedback notes, classroom walkthroughs to determine implementation, positive student outcomes, and teacher lesson plans	6/5/2015 monthly
G1.B3.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	10/5/2015	Coaches calendars and logs, classroom walkthrough data, TEAM evaluation data, teacher lesson plans, and common planning agendas	5/30/2016 weekly
G1.B3.S1.MA1	Implementation of explicit writing instruction which includes text-based writing to inform and/or to support a claim will be monitored through	Longo, Barbara	9/7/2015	Classroom walkthrough data, Instructional Coaches calendars, logs, and training agendas.	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	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.				
G1.B4.S1.MA1	Monitoring for effectiveness will occur through the disaggregation and analysis of student data. We will review student state level, district level, and school level assessments and student published products. In addition, we will use the TEAM and LEADS evaluation systems to determine the effectiveness of transfer and sustainability with teachers, coaches, and administration.	Longo, Barbara	8/24/2015	TEAM and LEADS evaluations, District LSA data, and State assessment data	6/3/2016 quarterly
G1.B4.S1.MA1	Monitoring for fidelity will be administered through classroom walkthroughs, review of coaches calendars, coaches logs, common planning meeting notes, PLC meeting notes, and coaches reports during leadership team. Support will be provided through the implementation of the coaching cycle, one on one feedback, collaborative planning, and professional development.	Longo, Barbara	8/24/2015	Evidence will be provided through common planning agendas, PLC agendas, common planning and PLC meeting notes, walkthrough data, leadership team meeting notes and teacher lesson plans.	6/3/2016 daily
G1.B5.S1.MA1	New staff meeting quarterly	Longo, Barbara	8/24/2015	agendas, new staff retention for 16-17 school year.	6/3/2016 quarterly
G1.B5.S1.MA1	Meeting with new staff quarterly	Longo, Barbara	8/24/2015	Agendas,	6/3/2016 quarterly
G1.B6.S1.MA1	Our administrators and instructional coaches will facilitate the collaborative planning time. The time will be for teachers to plan. Coaches job will be to ensure we stay on course and move in the data driven direction.	Williams, Charles	10/17/2015	The outcome and products from the collaborative planning will be to evidence of revised instructional focus calendars, lessons plans, action plans for re-teaching of non-mastered standards, and aligned learning experiences and task will be developed for students. Also to decrease the number of students not mastering the standards at the next data chat in for weeks.	5/27/2016 quarterly
G1.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	Longo, Barbara	8/24/2015	Lesson plans with an emphasis on standards and expected student outcomes, rigorous tasks and instruction, scaffolding, higher order questioning, classroom walkthrough data, student assesment data, student grades, and student published products	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	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.				
G1.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	8/24/2015	Teacher lesson plans, classroom walkthrough data, and coaches logs	6/3/2016 weekly
G1.B3.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.	Longo, Barbara	9/14/2015	Classroom walkthrough data, common planning and PLC agendas.	5/31/2016 weekly
G1.B3.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	9/28/2015	Student writing samples and common planning agendas	5/31/2016 monthly
G1.B3.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	8/31/2015	Instructional coaches calendars, logs, classroom walkthrough data, common planning and PLC agendas.	5/31/2016 monthly
G1.B5.S2.MA1	New teacher survey and Mentor program for new staff members	Longo, Barbara	12/14/2015	Teacher retention at the end of the year will be compared to the previous years' retention. Notes from quarterly	5/23/2016 one-time

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				meetings with mentors and the mentored. Specific feedback from mentors and the mentored.	
G1.B5.S2.MA1	New staff survey	Longo, Barbara	12/14/2015	survey results	5/23/2016 semiannually
G1.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.	Longo, Barbara	9/7/2015	Student data folders/portfolios, teacher lesson plans, classroom walkthrough data	6/3/2016 biweekly
G1.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 content and rigor. Within common planning time teachers will collaborate on data collection and progress of monitoring.	Longo, Barbara	9/7/2015	Student progress monitoring folders, coaches logs, department chair meeting notes, TEAM evaluations, and classroom walkthrough data	6/3/2016 biweekly
G1.B3.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.	Longo, Barbara	10/5/2015	Coaching logs and calendars, administrative evaluation notes, coaching cycle documentation	5/31/2016 monthly
G1.B3.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.	Longo, Barbara	9/14/2015	Common Planning, PLC, Faculty Meeting agendas and classroom walkthrough data.	5/31/2016 weekly
G2.MA1	Progress will be monitored through monthly review of student infractions and increased activity in the Knight	Longo, Barbara	8/24/2015	Student referrals through skyward, parent contact logs, call out system	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	<p>Store. 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 Administrators and discussed with teachers during their regularly scheduled Data Chats. 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. This communication log will increase parent participation in our activities. 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. The LCS attendance callout system, will be monitored by the Leadership team members, to identify trends in the Early Warning Signs.</p>			<p>data reports, Title I parent sign in sheets</p>	
G2.B1.S1.MA1	<p>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.</p>	Harris, Dave	8/24/2015	<p>Correlation between parent logs, Early Warning Signs, Skyward grades, and LSA, FSA, and FCAT student data should show a positive relationship.</p>	6/3/2016 quarterly
G2.B1.S1.MA1	<p>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.</p>	Williams, Charles	8/24/2015	<p>SAC meeting notes, PTO meeting notes and agendas, event feedback cards</p>	6/3/2016 monthly
G2.B2.S1.MA1	<p>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</p>	Williams, Charles	8/25/2014	<p>PBS agendas and meeting notes, student discipline data provided through skyward</p>	6/5/2015 monthly

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	and implement strategies that support the school safety goal.				
G2.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.	Shannon, George	9/1/2015	PBS Agendas, KU classroom walkthroughs and student feedback	6/3/2016 quarterly
G2.B3.S1.MA1	Implementation for fidelity will be monitored through administrative observation. Once tutors are scheduled administration will attend classes to determine the impact the tutor is having on students, and alignment to the school's mission and vision. Classroom walkthroughs will be conducted during AVID classes to determine the impact the tutorials is having on students. LSA, FSA, FCAT, and Skyward data will be disaggregated and disseminated.	Williams, Charles	1/8/2016	LSA Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show a decrease in level 1 & 2 students, and lead to an increase in student attendance, and positive student behaviors. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.	6/3/2016 semiannually
G2.B3.S1.MA1	Implementation for fidelity will be monitored through administrative observation. Once tutors are scheduled administration will attend classes to determine the impact the tutor is having on students, and alignment to the school's mission and vision. Classroom walkthroughs will be conducted during AVID classes to determine the impact the tutorials is having on students.	Spratley, Zhakima	11/2/2015	LSA Midyear Math and ELA data, FSA Math and ELA end of the year data - which should show a decrease in level 1 & 2 students, and lead to an increase in student attendance, and positive student behaviors. Skyward grade reports - which should show an increase in grades in advanced classes for AVID students, and lead to an increase in student attendance, and positive student behaviors.	4/29/2016 weekly
G2.B2.S3.MA1	[no content entered]			one-time	
G2.B2.S3.MA1	Collect classroom management agenda, notes, and look for evidence during classroom walkthroughs	Williams, Charles	9/7/2015	Classroom Management agenda, notes, CWT's	5/31/2016 one-time
G2.B2.S4.MA1	Mentor reports will be shared at weekly Leadership meetings	Rembert, Laura	1/11/2016	Mentor reports, student grade, attendance and discipline reports.	5/31/2016 weekly
G2.B2.S4.MA1	Mentor reports, discipline reports, as well as attendance reports will be collected bi-weekly.	Rembert, Laura	1/8/2016	Mentors reports, detailing bi-weekly meetings between the leadership team member and a student will be collected and shared by the leadership team. Attendance and discipline reports will also be shared	5/31/2016 biweekly
G3.MA1	Student products that reflect text-based writing and text-dependent questions	Longo, Barbara	2/1/2016	1. Writing Plan and Expectations 2. PD PPT 3. Sign-in Sheets	6/1/2016 monthly
G3.B1.S1.MA1	1. CWT data 2. Reflection tool data	Spratley, Zhakima	1/18/2016	1.Demonstration classroom schedule 2.CWT Data Trends 3.Reflection Tool and Feedback	6/1/2016 weekly
G3.B1.S1.MA1	1. Monitor protocol and expectation for demonstration teachers, classroom visits, and a common reflection tool.	Williams, Charles	1/4/2016	1.Sign-in sheet and materials from meeting with demonstration teachers 2. Classroom walkthrough tool 3. Reflection tool for demonstration visits	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Conduct CWT aligned to Writing PD and established non-negotiables to monitor and support transfer into classroom practice.	Spratley, Zhakima	2/1/2016	1. CWT data 2. Teacher feedback after viewing PPT	6/1/2016 weekly
G3.B2.S1.MA1	Conduct CWT aligned to Writing PD and established non-negotiables to monitor and support transfer into classroom practice.	Spratley, Zhakima	2/1/2016	1. Writing Plan and Expectations 2. PD PPT 3. Teacher reflection	6/1/2016 weekly
G3.B3.S1.MA1	1. Write Score data 2. ELA writing triage plan	Williams, Charles	2/1/2016	1. Student writing samples and data 2. CWT data 3. Student work products with feedback	6/1/2016 biweekly
G3.B3.S1.MA1	Examine student products (essays) with specific feedback	Spratley, Zhakima	2/1/2016	1. Student writing samples with specific feedback 2. ELA student product binders 3. Math and Science student products with writing connections	6/1/2016 monthly

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.

G1. 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.

G1.B1 Comprehension and Implementation of content area standards

G1.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. Professional Development will be provided on Standard-Based Instruction, Thinking Maps, Kagan Structures, and AVID strategies, which are four of our school-wide non-negotiables. Capacity builders will attend district C2 Cohort 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. Coaches and administration will monitor the effectiveness and transfer of the learning received from district training to ensure it reaches the teacher level.

Facilitator

Academic Services Department, Administration, and Coaches

Participants

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

Schedule

Weekly, from 8/24/2015 to 5/31/2016

PD Opportunity 2

Conduct classroom walk-throughs to determine the required level for staff support.

Facilitator

Zhakima Spratley

Participants

Instructional Staff at OPMS

Schedule

Weekly, from 10/5/2015 to 5/30/2016

G1.B1.S2 Common planning and Professional Learning Communities 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 thorough 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 8/24/2015 to 6/3/2016

G1.B3 Implementation of explicit writing instruction

G1.B3.S1 Implementation and utilization of state developed writing rubrics across all content areas.

PD Opportunity 1

Administration will facilitate a school wide professional development on text based writing, Florida Standards writing rubrics, and cross content writing instruction.

Facilitator

Zhakima Spratley and Jami Barnes

Participants

All staff members of OPMS

Schedule

On 9/25/2015

G1.B3.S2 Implementation of text based writing.

PD Opportunity 1

Training in the area of text based writing.

Facilitator

Zhakima Spratley, Anjanette McGregor, Jamie Barnes

Participants

All instructional staff

Schedule

Monthly, from 9/14/2015 to 5/31/2016

G1.B3.S3 Full Implementation of Thinking Maps as tool for developing and supporting writing

PD Opportunity 1

Training of the full thinking map process.

Facilitator

Zhakima Sprately

Participants

All instructional staff

Schedule

On 6/3/2016

G2. Oak Park Middle School will increase student attendance and positive student behaviors through utilizing Early Warning Sign Data and maintain a safe and supportive environment for all students.

G2.B2 Unique challenges caused by outside influences

G2.B2.S2 Teachers and Students will be trained in Bully-Proofing Oak Park Middle School.

PD Opportunity 1

Bully-Proofing training

Facilitator

Dave Harris

Participants

Oak Park Middle School Staff

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

G3. Oak Park Middle School will create, implement, and monitor a system to analyze and examine student products to ensure high quality writing instruction, student feedback and academic rigor are provided in all content areas.

G3.B1 Inconsistent transfer of administrative expectations into classroom practice.

G3.B1.S1 Leadership team creates, implements, and monitors that administrative expectations transfer into classroom practice from common planning and professional learning communities.

PD Opportunity 1

Identify demonstration classrooms and specific focus areas for demonstrations based on CWT data.

Facilitator

Participants

Schedule

On 2/5/2016

G3.B2 Comprehension and implementation of writing standards.

G3.B2.S1 Writing standards need to be comprehended and implemented school-wide.

PD Opportunity 1

Develop school-wide Florida Writing Standards Plan, PD incorporating text-based writing, and text-based writing expectations.

Facilitator

Assistant Principals, FL Standards Teacher, and Literacy Coach

Participants

ELA and Social Studies teachers

Schedule

On 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.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. Professional Development will be provided on Standard-Based Instruction, Thinking Maps, Kagan Structures, and AVID strategies, which are four of our school-wide non-negotiables. Capacity builders will attend district C2 Cohort 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. Coaches and administration will monitor the effectiveness and transfer of the learning received from district training to ensure it reaches the teacher level.	\$0.00
2	G1.B1.S1.A2	Conduct classroom walk-throughs to determine the required level for staff support.	\$0.00
3	G1.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 thorough lesson plans that meet the needs of all learners.	\$0.00
4	G1.B1.S2.A2	Instructional Coaches will guide teachers through deconstructing the Standards.	\$0.00
5	G1.B1.S2.A3	Administration will create a common planning template to guide development of expected outcomes.	\$0.00
6	G1.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.	\$0.00
7	G1.B1.S3.A2	Framework for Science department progress monitoring.	\$0.00
8	G1.B2.S1.A1	Model Classroom Observations - teachers observe other teachers rigorous instructional practices that are identified through classroom walkthroughs and demonstration lessons.	\$0.00
9	G1.B3.S1.A1	Administration will facilitate a school wide professional development on text based writing, Florida Standards writing rubrics, and cross content writing instruction.	\$0.00
10	G1.B3.S1.A2	Instructional Coaches will provide guidance for all teachers in all content areas to ensure students are utilizing the rubric elements such as evidence, elaboration, purpose, and conventions to increase writing proficiency school wide.	\$0.00

Budget Data

11	G1.B3.S2.A1	Training in the area of text based writing.	\$0.00
12	G1.B3.S3.A1	Training of the full thinking map process.	\$0.00
13	G1.B3.S4.A1	Outside scoring resource for consistency	\$0.00
14	G1.B4.S1.A1	School Based Leadership team will implement a classroom walkthrough monitoring system.	\$0.00
15	G1.B4.S1.A2	Schedule weekly administrative meetings for collaborative planning, data review, and develop next steps.	\$0.00
16	G1.B4.S1.A3	Implementation of PLC and Common Planning framework.	\$0.00
17	G1.B5.S1.A1	Quarterly New Staff Meetings	\$0.00
18	G1.B5.S2.A1	New Staff Survey	\$0.00
19	G1.B6.S1.A1	Collaborative Plan - PLC Saturdays	\$0.00
20	G2.B1.S1.A1	Oak Park Middle School's faculty and staff will plan and carry out parent involvement events.	\$0.00
21	G2.B1.S1.A2	Teachers will increase parental contact for student progress (positive and/or improvement needs).	\$0.00
22	G2.B1.S1.A3	Family School Liasion will advertise and recruit parents for SAC and Oak Park's Parent Teacher Organization	\$0.00
23	G2.B2.S1.A1	Positive Behavior Support Pep Rallies	\$0.00
24	G2.B2.S1.A2	Positive Behavior Support Guest Speakers	\$0.00
25	G2.B2.S1.A3	Teachers will provide instruction in the area of citizenship during Knights Unite.	\$0.00
26	G2.B2.S2.A1	Bully-Proofing training	\$0.00
27	G2.B2.S3.A1	Classroom Management Training 101	\$0.00
28	G2.B2.S4.A1	Leadership Team will mentor a small cohort of students, to identify and address the unique challenges that student faces.	\$0.00
29	G2.B3.S1.A1	A certified Math Teacher will be hired to support math classes for level 1& 2 students, and AVID tutors will be hired to support college and career readiness for students.	\$0.00
30	G2.B3.S1.A2	Before School Math and ELA Tutoring will be offered weekly to foster additional academic support for all students.	\$0.00
31	G3.B1.S1.A1	Identify demonstration classrooms and specific focus areas for demonstrations based on CWT data.	\$0.00
32	G3.B1.S1.A2	Create schedule for demonstration classroom observations and feedback.	\$0.00
33	G3.B2.S1.A1	Develop school-wide Florida Writing Standards Plan, PD incorporating text-based writing, and text-based writing expectations.	\$0.00
34	G3.B3.S1.A1	Develop and implement protocol for examining student work in PLC's aligned to writing PD expectations.	\$0.00

Budget Data

Total:	\$0.00
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