Oak Park Middle School

2017-18 Schoolwide Improvement Plan

Oak Park Middle School

2101 SOUTH ST, Leesburg, FL 34748

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	F

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Oak Park Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 homeroom 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.

b. 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.

c. 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 announcements.

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.

d. 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:

Boys to Men - Dr. Williams and Mr. Thomas
Sisterhood - Principal Longo
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
Teacher - 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.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 Decison Ed, a follow up is done with the MTSS coach and guidance counselors. They then schedule meetings with the student and parent/ guardian, to put in place interventions, and discuss next steps.

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

1. 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	32	51	33	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	63	57	64	0	0	0	0	184
Course failure in ELA or Math	0	0	0	0	0	0	45	78	54	0	0	0	0	177
Level 1 on statewide assessment	0	0	0	0	0	0	65	74	70	0	0	0	0	209

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	74	89	79	0	0	0	0	242

c. 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
Before School Tutoring
Push in support in math
Attendance - Instructional Dean, MTSS/ Potential Specialist,and Accelerated Resource Teacher 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
Saturday Scholars

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

Our 2014-2015 school year is to increase parental involvement by at least 10% in each of our specific targeted areas.

2. 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.

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.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Longo, Barbara	Principal
Williams, Charles	Assistant Principal
Neal, Dennis	Assistant Principal
Mack, Anthony	Instructional Coach
Shannon, George	Other
Davila, Hector	Instructional Coach
Killion, Aliyah	Other
Burns, Dawns	School Counselor
Thomas, Simon	School Counselor
Munoz, Raymond	Dean

b. Duties

1. 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: Participate 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.

Potential Specialist - MTSS/ PBS 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.

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.

Exceptional Student Education (ESE) Specialist: Participates in school data collection, integrate 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 providing 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 utilize 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.

2. 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, Write Score, Achieve 3000, 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, the following additional personnel were secured:
1 Instructional Coach
.5 Potential Specialist
.5 MTSS Coordinator
4 Teacher Assistants

•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 IX Homeless
Family School Liaison (FSL) will speak to faculty to include strategies and important tips to meet the needs of homeless students. Guidance Counselors and the FSL 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. Provide tutoring and mentoring for N & D students during the week.

•Supplemental Academic Instruction (SAI)
SAI Funding will be used to provide supplemental services to below proficient students. Before 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Barbara A. Longo	Principal
Rhonda Boston	Parent
Kim Dailey	Teacher
Hans Monihan	Parent
Ellyn Ball	Teacher
Stacy Caruthers	Education Support Employee
Diamond Monroe	Parent
Stephanie Phillips	Teacher
Susan Morrison	Parent
Chris Craine	Teacher
Charles Williams Jr.	Education Support Employee
Sharon Reaves	Education Support Employee
Jessica Hunter	Parent
Rhonda Boston	Parent
Officer Crenshaw	Business/Community
Jay Ball	Business/Community
Barbara Taylor	Business/Community
Shaunta Byrd	Parent
Derrick Byrd	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council met monthly during the 2016-2017 school year. During each meeting updates were given as it related to the school's three improvement goals. Various data points were shared and the members were given opportunity to ask questions, provide suggestions, and to express their approval or concerns throughout the course of the year.

At the conclusion of the school year, 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.

b. 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.

c. 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.

The SAC also reviewed and voted to approve laptops and other electronically devices to be purchased and used in small groups. Independent work, with in class support to increase student engagement and achievement levels

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

There was $0 allocated and utilized.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Longo, Barbara	Principal
Williams, Charles	Assistant Principal
Neal, Dennis	Assistant Principal
Mack, Anthony	Instructional Coach
Davila, Hector	Instructional Coach
Shannon, George	Other
Thomas, Simon	School Counselor
Burns, Dawns	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy Leadership Team (LLT) has a positive impact on student learning, and is a catalyst for school-wide literacy change. The LLT also serves as a management resource that simultaneously supports learning and teaching for the entire school community, building a literacy culture through collegiality and collaboration. The LLT supports instructional shifts that promote transitioning to the Florida Standards, Family Literacy Events, and increasing print rich classroom environments, through ongoing professional developments. 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. 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 instructional coach, with other members of the curriculum department joining in, and is specific to the grade level content. 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, facilitated by the instructional coaches. Structured learning time is implemented to ensure teachers have a full understanding of the standards and the level of rigor that is expected during instruction. Student artifacts and data are reviewed, as part of the process.

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

1. Build time into the master schedule for collaboration among teachers through Professional Learning Communities, Common Planning, and Professional Learning.
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 demonstration 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.
8. 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.

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

Our instructional coaches are assigned to a core academic area. They provide mentoring and coaching to teachers within their content areas. In addition, trained veteran teachers serve as capacity builders, and are assigned to new teachers at Oak Park Middle, in order to provide extra support. Veteran and new teachers meet weekly to discuss progress. There is also a new teacher PLC that meets monthly.

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 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 effective high yield strategies that are aligned with the Florida Standards. One on one conferencing where feedback is offered to teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 assured that our core instruction is aligned to the Florida Standards.

Within the scope and sequence and district blueprints, including instructional materials, complex text, higher order question stems and other resources are suggested. During summer planning we engage 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 artificats, and teachers' CBC's to ensure alignment between the teaching and learning process for students and teacher.

AVID program will continue to strive for excellence. AVID tutors will be utilized to facilitate and monitor the AVID tutorial process. Tutors will be in the AVID classroom Tuesdays and Thursdays, as a human resources to ensure all students are reaching proficiency in their core academic classes.

b. Instructional Strategies

1. 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 LSA reading and math data, FCAT 2.0 for Science, FAIR, Achieve 3000, and PSAT data. Teacher recommendation is also used to assist in placement.

Classroom assessments and student artifacts are reviewed to determine small group and independent needs. Paraprofessionals and tutors 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 led 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 interventions, and/or supplemental materials help with prerequisite skills that may be the cause for the gap(s) in the students' learning.

SAI Funds will be used to address the needs of the level 1 & 2 students. On Tuesday and Thursdays, daytime Math and ELA tutors (who are retired teachers) will work with students in the ELA and Math classroom, as well as pull out small groups of students, who are having trouble attaining proficiency or advanced level on state assessments.

2. 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 all students, in the areas of Reading, Math, and Science. Students will be selected based on previous grades, FAIR, Achieve 3000, and LSA baseline data in Eduphoria. 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 various assessments: LSA Midyear and EOC/ FCAT data, Achieve 3000, Write Score, IXL, and Schoology. It will be analyzed by teacher, subgroups, and standards in need of remediation.
Student data will be recorded in their student data folders, and we will engage in monthly data chats and make use of the MTSS process tiers 2 and 3 when applicable. Students will be able to show mastery on post-assessments and student artifacts.

Strategy: Weekend Program

Minutes added to school year: 18

Saturday school tutoring (Saturday Scholars) for all students in the areas of Reading, Math, Science, and Civics. Highly qualified teachers will instruct in the 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 decrease our retention rate, we must provide opportunity for students who are missing the required skills to show mastery on FSA/ EOC/ FCAT assessments. Saturday Scholars will support building student knowledge, so that they're able to meet the challenges of at or above grade level standards and expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Davila, Hector, davilah@lake.k12.fl.us

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

LSA Midyear assessments, FSA, EOC, FCAT, and student grades.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 tutor 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 Readi-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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 staff, 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 further increase student achievement by ensuring that staff members follow the standard operating procedures to increase student attendance and provide mentoring opportunities in order to maintain a safe and orderly environment.

G3.   Oak Park Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products, while infusing authentic literacy, to increase student mastery of standards in all content areas.

Strategic Goals Detail

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

G1. Oak Park Middle School will increase student achievement when teachers, instructional staff, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas. 1a

🔑 G097900

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding about how to consistently implement the best practices of standards-based instruction, at the level of rigor needed to reach proficiency on the Florida Standards, in an engaging manner.

- Teachers do not have sufficient knowledge of best practices associated with data disaggregation, leading to data-driven instruction, the growth mindset, or high expectations for all students.

- Students have a lack of knowledge regarding standards-based education, utilizing student laptops/ Chromebooks, and various resources and e-education.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Barbara Longo - Principal

- Dr. Charles Williams - Assistant Principal

- Anthony V. Mack - Literacy Coach

- Raymond Munoz - Instructional Dean

- Dennis Neal - Assistant Principal

- George Shannon - MTSS/ PBS

- Hector Davila - Math/Science Coach

- Simon Thomas - Guidance Counselor

- Aliya Killion - ESE School Specialist

- Dawn Burns - Guidance Counselor

- District Regional 2 Team

- District Program Specialists

Plan to Monitor Progress Toward G1. `8`

Assessments including authentic student products, FAIR data, and common assessments will be analyzed during leadership team meetings.

> **Person Responsible**
>
> Anthony Mack
>
> **Schedule**
>
> Weekly, from 9/4/2017 to 5/18/2018
>
> *Evidence of Completion*
>
> Authentic student products, classroom walk through data, text-based writing samples, Universal Backward Design templates, formative and summative assessments improvements in student grades.

Plan to Monitor Progress Toward G1. `8`

Assessments including authentic student products, FAIR data, and common assessments will be analyzed during leadership team meetings.

> **Person Responsible**
>
> Barbara Longo
>
> **Schedule**
>
> **Evidence of Completion**
>
> - Authentic student products - Learning walk data - formative and summative assessments improvements in student grades

G2. Oak Park Middle School will further increase student achievement by ensuring that staff members follow the standard operating procedures to increase student attendance and provide mentoring opportunities in order to maintain a safe and orderly environment. 1a

🔑 G097901

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0
One or More Suspensions	10.0
Discipline incidents	140.0
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- The Leadership Team will habitually educate the exorbitant number of new teachers to Oak Park Middle School in the policies and procedures that are necessary to ensure meeting the specified goal.

- The Leadership Team will continue to educate and model the bullying proof plan for staff members and keep them well informed with the policies and procedures in order to reduce campus-wide bullying.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Barbara Longo - Principal

- Dr. Charles Williams Jr. - Assistant Principal

- Dennis Neal - Assistant Principal

- Raymond Munoz - Dean

- George Shannon - Potential Specialist/ MTSS

- Hector Davila - Math/Science Coach

- Anthony Mack - Literacy Coach

- Sharon Reaves - Family School Liaison

- Knights Unite Teachers

- Boys to Men mentoring

- Sisterhood Mentoring

Plan to Monitor Progress Toward G2. `8`

Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings. The effectiveness of the implementation of Goal 2 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 culturally relevant practices and the deconstruction of the EWS data. Collect classroom management agenda, notes, and look for evidence during classroom walkthroughs.

Person Responsible
Raymond Munoz

Schedule
Quarterly, from 9/4/2017 to 5/18/2018

Evidence of Completion
Knight dollar usage, decrease in referral, ISS, OSS and bullying incidents.

G3. Oak Park Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products, while infusing authentic literacy, to increase student mastery of standards in all content areas. 1a

🔍 G097902

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
Civics EOC Pass	77.0
Math Lowest 25% Gains	55.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	73.0
FSA ELA Achievement	71.0
CTE Industry Certification Exam Passing Rate	60.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent expectations of expected outcomes to meet the full intent and rigor of grade level standards.

- Teachers' inconsistent use of rubrics and scales to create authentic student products that demonstrate a high level of rigor and provide specific academic feedback.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Barbara Longo - Principal

- Dr. Charles Williams Jr. - Assistant Principal

- Dennis Neal - Assistant Principal

- Anthony V. Mack - Literacy Coach

- George Shannon II - Potential Specialist - PBS/ MTSS Coach

- Ray Munoz - Dean

- Hector Davila - Math/ Science Coach

- Simon Thomas - Guidance

- Dawn Burns - Guidance

- District Support Staff

- Math and ELA tutor

- AVID Tutors

Plan to Monitor Progress Toward G3. 8

Weekly leadership meetings will be utilized to monitor Goal 3. The administration will also review coaches' logs and coaching calendars to monitor teacher support.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Rubrics, scales, rigorous authentic student products, monthly PLCs, reflection tools, quarterly data chats, classroom walk through trends, professional development plans and Teacher Coaching Needs Document.

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 staff, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas. 1

🔑 G097900

G1.B1 Teachers lack understanding about how to consistently implement the best practices of standards-based instruction, at the level of rigor needed to reach proficiency on the Florida Standards, in an engaging manner. 2

🔑 B263225

G1.B1.S1 Administration, Instructional Coaches and Teachers will collaborate in Professional Learning Communities and during Common Planning, concentrating on consistent implementation of standards-based instruction, ensuring students are reading, writing, listening, and speaking at the level of rigor required to reach proficiency on the Florida Standards. 4

🔑 S278757

Strategy Rationale

If Administration, Instructional Coaches and Teachers will collaborate in Professional Learning Communities and during Common Planning, concentrating on consistent implementation of standards-based instruction, ensuring students are reading, writing, listening, and speaking at the level of rigor required to reach proficiency on the Florida Standards, then student achievement will increase.

Action Step 1 5

Develop specific look-fors that should transfer into classroom practice as a result of participating in professional learning events.

Person Responsible

Raymond Munoz

Schedule

On 8/28/2017

Evidence of Completion

CWT Tool

Action Step 2 `5`

Capacity Builders will attend district professional development offerings and bring back their learning to share with leadership and faculty.

Person Responsible

Dennis Neal

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Leadership and Faculty Meeting Agendas and PPT's

Action Step 3 `5`

OPMS will implement facilitated common planning to support teachers' understanding, planning, and delivery of standards-based instruction.

Person Responsible

Charles Williams

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

CP/PLC calendar, agendas, and resources

Action Step 4 `5`

Conduct CWTs to collect data trends and identify strengths and areas in need of refinement among the faculty.

Person Responsible

Raymond Munoz

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

CWT data

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

Administration will monitor planning and delivery of all professional development events, utilizing a Professional Development Checklist aligned to the predetermined expectations.

Person Responsible

Barbara Longo

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Evidence that the goal was completed will be measured through Student Learning Logs, Teacher Lesson Plans, TEAM Data, Classroom Walk-through 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

Leadership Team will conduct weekly CWT's to measure the impact of Professional Development on the teachers' ability to plan and deliver instruction utilizing aligned to the full intent of the standards utilizing instructional strategies and best practices.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Classroom Walk-through Data, Student Achievement Data as evidenced by the Florida State Assessment, FAIR, classroom assessments, and student grades.

G1.B1.S2 Teachers will collaborate with District Program Specialists during Professional Learning Communities and Common Planning, concentrating on consistent implementation of standards-based instruction, infusing authentic literacy into Math and Science lessons, ensuring students are reading, writing, listening, and speaking at the level of rigor required to reach proficiency on the Florida Standards. 4

🔑 S278758

Strategy Rationale

When teachers collaborate with District Program Specialists during Professional Learning Communities and Common Planning, concentrating on consistent implementation of standards-based instruction, infusing authentic literacy into Math and Science lessons, ensuring students are reading, writing, listening, and speaking at the level of rigor required to reach proficiency on the Florida Standards, then student achievement will increase.

Action Step 1 5

Professional development will be provided by the curriculum department on implementing text-based writing. These professional development sessions 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.

The curriculum department will also provide professional development on creating and implementing Marzano's higher order thinking questions. Through the use of classroom walk through data it will be determined which teachers need additional support by the content area coaches.

Person Responsible

Barbara Longo

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Classroom walk throughs, rubric and scales shared during common planning and PLCs, student writing products.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Professional development will be provided by the curriculum department on implementing text-based writing. These professional development sessions 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.

The curriculum department will also provide professional development on creating and implementing Marzano's higher order thinking questions. Through the use of classroom walk through data it will be determined which teachers need additional support by the content area coaches.

Person Responsible

Anthony Mack

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Classroom walkthrough data focusing on areas #6 and #7 on the green sheet, Instructional Coaches calendars, logs, authentic student products and training agendas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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. Higher order thinking questions will be monitored through classroom walk through data and a comparative analysis of the data completed to ensure fidelity of the implementation. 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

Anthony Mack

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Classroom walkthrough data focusing on areas #6 and #7 on the green sheet, Instructional Coaches calendars, logs, authentic student products and training agendas.

G1.B2 Teachers do not have sufficient knowledge of best practices associated with data disaggregation, leading to data-driven instruction, the growth mindset, or high expectations for all students. [2]

🔍 B263226

G1.B2.S1 Administration and Instructional Coaches will provide, monitor, and support teacher professional development, aligned to copious data disaggregation, leading to data-driven instruction. [4]

🔍 S278759

Strategy Rationale

When Administration and Instructional Coaches provide, monitor, and support teacher professional development, aligned to copious data disaggregation, it will yield data-driven instruction.

Action Step 1 [5]

Administration and Instructional Coaches will provide, monitor, and support teacher professional development, aligned to copious data disaggregation, leading to data-driven instruction.The district personnel and/or the leadership team will provide professional development on growth mindset and having high student expectations. Demonstration classrooms will be established so that teachers can observe their colleagues demonstrating a growth mindset in a classroom culture of high expectations. During PLCs, teachers will share best practices in regards to the book study and their personal book study reflections.

Person Responsible

Barbara Longo

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Transfer of professional development strategies for high expectations in the classroom as evidenced by weekly classroom walk throughs. Authentic student products will also be utilized to assess the level of implementation of a growth mindset.

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

Weekly classroom walk through data, authentic student products, observations of shared best practices of high expectations and reflections from the book study as evidenced on the monthly PLC agenda.

Person Responsible

Charles Williams

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Authentic student products, formative and summative assessment progress and classroom walk through data.

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

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. Authentic, rigorous student products will also be used to evaluate implementation of high expectations and growth mindset.

Person Responsible

Barbara Longo

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

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. Authentic, rigorous student products will also be used to evaluate implementation of high expectations and growth mindset.

G1.B2.S2 Administration, Instructional Coaches, and District Program Specialists will provide, monitor, and support teacher professional development, aligned to the growth mindset and communication of high expectations. 4

🔑 S278760

Strategy Rationale

When Administration, Instructional Coaches, and District Program Specialists provide, monitor, and support teacher professional development, aligned to the growth mindset and communication of high expectations, student achievement will increase.

Action Step 1 5

The district personnel and/or the leadership team will provide professional development on the Universal Backward Design model. During common planning the UbD lesson template will be shared and implemented when creating lessons. Teachers will utilize the item specifications when establishing the student task. During monthly PLCs teachers will bring their student products and the lesson template to show the transfer from the lesson template, to the classroom instruction, to the authentic student product.

Person Responsible

Barbara Longo

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Rigorous student products that reflect the UbD lesson template will be show the level of implementation. PLC agendas, Professional Development Notes, and classroom walk throughs will also support the fidelity of implementation of the Universal Backward Design.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

During monthly PLCs teachers will bring their student products and the lesson template to show the transfer from the lesson template, to the classroom instruction, to the authentic student product. Progressive improvement is expected with the student products. A rubric will be used to see growth.

Person Responsible

Anthony Mack

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Scoring rubrics for authentic student products, UbD lesson template, and classroom walk throughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

The plan will be monitored through classroom observations. Teachers will be observed during classroom walk throughs conducted by 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 8/21/2017 to 5/18/2018

Evidence of Completion

Rigorous student products that reflect the UbD lesson template will be show the level of implementation. PLC agendas, Professional Development Notes, and classroom walk throughs will also support the fidelity of implementation of the Universal Backward Design.

G1.B2.S3 Implement our 2017-2018 Inclusion Plan, so that we support BPIE indicator #2 and indicator #18, by increasing the number of SWD's receiving educational services in inclusive core content classrooms and natural contexts, and scheduling SWD's and SWSCD's into our Culinary, Music, Drama, and Media elective classes. 4

🔍 S278761

Strategy Rationale

If teachers utilize short and long term efforts to implement and include inclusive practices as outlined in OPMS Inclusion Plan, then SWD's academic achievement level will increase.

Action Step 1 5

The Leadership Team will provide PD on the 2017-2018 Inclusion Plan/ BPIE. Monitoring will take place via the CWT to ensure the transfer happens from the PD. Support will be provided to all faculty and staff from the ESE department.

Person Responsible

Charles Williams

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

PD sign-in sheet, Inclusion Plan, CWT Data, and Teacher Needs data.

Action Step 2 5

Electives and CTE teachers will have regularly scheduled opportunities to consult with ESE teachers and related service providers to implement strategies that support the learning of all SWD's in their classes.

Person Responsible

Aliyah Killion

Schedule

Monthly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Electives CP/PLC notes, SWD's schedules indicating Culinary, Music, PE, and Media, and weekly emails.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

ESE Common Planning/ PLC meetings discussions regarding Inclusion Plan.
Classroom Walkthroughs to observe Elective classes with SWD's taking them.
Leadership team will conduct ESE data chats.
IEP meetings will be held to dicsuss SWD's academic achievement.

Person Responsible

Charles Williams

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

ESE CP/ PLC notes, CWT data, ESE data chat notes, and IEP meeting documents.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Weekly Leadership Team meetings to discuss CWT data.
Weekly ESE CP/ PLC to discuss SWD's classes and data.
Conduct ESE data chats with Leadership team.

Person Responsible

Aliyah Killion

Schedule

Weekly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Leadership team minutes, ESE CP/PLC notes, and ESE data chat documents.

G1.B3 Students have a lack of knowledge regarding standards-based education, utilizing student laptops/ Chromebooks, and various resources and e-education. 2

🔍 B263227

G1.B3.S1 Students will be concentrating on exploring a standards-based education, reading, writing, listening, and speaking at the level of rigor required to reach proficiency on the Florida Standards, utilizing laptops/ Chromebooks and various electronic resources, to increase student achievement. 4

🔍 S278762

Strategy Rationale

When students concentrate on exploring a standards-based education, reading, writing, listening, and speaking at the level of rigor required to reach proficiency on the Florida Standards, utilizing laptops/ Chromebooks and various electronic resources, student achievement will increase.

Action Step 1 5

Student laptops/ Chromebooks and various resources will be purchased, so that teachers can continue implementing standards-based instruction, that will lead to an increase in student achievement.

Person Responsible

Charles Williams

Schedule

On 12/20/2017

Evidence of Completion

1. Teacher lesson plans documenting the use of student laptops/ Chromebooks 2. Learning Walks documenting the use of student laptops/ Chromebooks

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership Team will monitor the usage of the student laptops/ Chromebooks to document how they are being utilized to deliver and enhance standards-based instruction, to the full intent, with rigor.

Person Responsible

Charles Williams

Schedule

Weekly, from 1/22/2018 to 5/14/2018

Evidence of Completion

- Learning Walks conducted by Leadership Team to gather and then create usage summaries - TEAM Observations (use of technology) - FSA, EOC, and Science Assessment data - Student Products - Data Chats

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Admin will monitor lesson plans designed to utilize the student laptops/ Chromebooks on regular basis, to deliver standards-based instruction, to the full intent, with rigor.

Person Responsible

Charles Williams

Schedule

Weekly, from 1/22/2018 to 5/14/2018

Evidence of Completion

- Lesson plans - CP/ PLC Artifacts - Student Products - Data chats

G2. Oak Park Middle School will further increase student achievement by ensuring that staff members follow the standard operating procedures to increase student attendance and provide mentoring opportunities in order to maintain a safe and orderly environment. `1`

🔑 G097901

G2.B1 The Leadership Team will habitually educate the exorbitant number of new teachers to Oak Park Middle School in the policies and procedures that are necessary to ensure meeting the specified goal. `2`

🔑 B263228

G2.B1.S1 Provide, monitor, and support professional development in implementing standard operating procedures for student attendance and the utilization of disaggregated EWS data. `4`

🔑 S278763

Strategy Rationale

If teachers utilize EWS data to implement and align culturally relevant practices and Standard Operating Procedures, then we will increase attendance and positive behaviors school wide.

Action Step 1 `5`

The district personnel and/or the leadership team will provide professional development on culturally responsive classrooms. Monitoring for effectiveness will be conducted through discipline referral data, classroom walkthrough data and the deconstruction of the EWS 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.

Classroom walkthroughs will also 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 teachers through the development of a weekly lesson by the Potential Specialist and Capacity Builders.

Person Responsible

George Shannon

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Knight dollar usage, Charater/citizenship lessons, EWS data, Quarterly PBS Event.

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

Knight Dollar usage, and the citizenship/character lessons will be utilized to see a decrease in referrals, ISS and OSS as evidence by the dissaggregation of the EWS data.

Person Responsible

George Shannon

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Classroom walk through data, Knights Unite Plans and dollar usage. A correlation between parent logs, Early Warning Signs, Skyward grades, and LSA, FSA, and FCAT student data should show a positive relationship.

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

Monitoring the number of bullying incidents per quarter and especially immediately after a bully proofing session.

Person Responsible

Raymond Munoz

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

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

G2.B2 The Leadership Team will continue to educate and model the bullying proof plan for staff members and keep them well informed with the policies and procedures in order to reduce campus-wide bullying. 2

🔍 B263229

G2.B2.S1 Provide, monitor, and support professional development for teachers and students on strategies and practices to bully proofing the school. 4

🔍 S278764

Strategy Rationale

If teachers and students utilize strategies and practices to reduce bullying, then we will provide a safe and supportive environment for all students.

Action Step 1 5

All staff will participate in Bully-Proofing training done by district personnel and/or the leadership team.

Person Responsible

Raymond Munoz

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Bully proof training will be compiled each quarter. The expectation is that the number of bullying incidents decrease each quarter and that the events that occur in the neighborhood have little affect on the school culture.

Person Responsible

Raymond Munoz

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Monitoring the number of bullying incidents per quarter and especially immediately after a bully proofing session.

Person Responsible

Raymond Munoz

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

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

G3. Oak Park Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products, while infusing authentic literacy, to increase student mastery of standards in all content areas. 1

🔑 G097902

G3.B1 Inconsistent expectations of expected outcomes to meet the full intent and rigor of grade level standards. 2

🔑 B263230

G3.B1.S1 Utilize common planning and PLCs to establish clear expectations and protocols to analyze student work products, including the use of exemplars and provide strategies to support student mastery of grade level standards. 4

🔑 S278765

Strategy Rationale

If teachers understand expectations and utilize student work protocols to analyze and examine student work then student mastery of standards in all content areas will increase.

Action Step 1 5

To create a framework for the common planning and PLCs with clear expectations and protocols that will ensure the transfer into the classroom. The system will include a checklist of protocols for student work products, as well as the non-negotiables for common planning and PLCs. A monitoring system for classroom walk through "look fors," strategies to support mastery of standards, and a reflection tool with targeted feedback will be utilized.

Person Responsible

Barbara Longo

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Classroom walk though data, reflection tools, specific feedback, the Coaching Cycle and the Teacher Coaching Needs documents will be utilized as evidence.

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

Monitoring the use of the checklists, protocols, reflection tools and strategies. Increased implementation and success with rigorous authentic student products.

Person Responsible

Dennis Neal

Schedule

Weekly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Framework for common planning and PLCs, checklist of protocols, "look for" list and reflection tools.

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

Systems and classroom walk through data will be monitored monthly.
The leadership team will look for trends in data so that strategies can be utilized to best support teachers.

Person Responsible

Barbara Longo

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Classroom walk through data

G3.B2 Teachers' inconsistent use of rubrics and scales to create authentic student products that demonstrate a high level of rigor and provide specific academic feedback. `2`

🔍 B263231

G3.B2.S1 Provide, monitor and support professional development in the creation and utilization of rubrics and scales to analyze student products for their rigor and provide specific academic feedback. `4`

🔍 S278766

Strategy Rationale

If all teachers understand and utilize common rubrics and scales and provide specific academic feedback then student mastery of standards will increase in all content areas.

Action Step 1 `5`

Collaborative Plan: Writing Teams - Create and Monitor the implementation of scales and rubric to create exemplar student products.

Person Responsible

Charles Williams

Schedule

Semiannually, from 10/21/2017 to 3/17/2018

Evidence of Completion

Rubrics, scales, rigorous authentic student products.

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

Monitoring the use of the checklists, protocols, reflection tools and strategies. Increased implementation and success with rigorous authentic student products.

Person Responsible

Barbara Longo

Schedule

Monthly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Framework for common planning and PLCs, checklist of protocols, "look for" list and reflection tools. Collaborative Plan writing team products such as scales, rubrics, and exemplar student products.

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

Monthly the leadership team will analyze and examine student products using the established monitoring system. The leadership team will also disaggregate classroom walk through data to analyze classroom trends to better support the teachers to facilitate the use of more rigorous rubrics and scales.

Person Responsible

Barbara Longo

Schedule

Monthly, from 10/2/2017 to 5/11/2018

Evidence of Completion

Rigorous authentic student products, the use of scales and rubrics, and classroom walk through data.

G3.B2.S2 Utilize CWT data to monitor expectations, align the coaching cycle, provide support, and ensure adequate progress. `4`

🔑 S278767

Strategy Rationale

If we consistently monitor, support, and provide feedback using CWT data, the coaching cycle and targeted feedback then sustainability of rigorous standards based instruction, high quality student exemplars and academically focused feedback will be utilized to increase student achievement.

Action Step 1 `5`

To create and implement a professional development plan for all teachers, to include common language for rubrics and scales, an understanding of student exemplars, and a system for providing specific academic feedback.

Person Responsible

Dennis Neal

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Classroom walk through trends, reflection tool and feedback, professional development plan, student products/exemplars, The Teaching Coaching Needs document, data chats/ data days.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

To create and implement a professional development plan for all teachers, to include common language for rubrics and scales, an understanding of student exemplars, and a system for providing specific academic feedback.

Person Responsible

Dennis Neal

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Classroom walk through trends, reflection tool and feedback, professional development plan, student products/exemplars, The Teaching Coaching Needs document, data chats/ data days.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

To create and implement a professional development plan for all teachers, to include common language for rubrics and scales, an understanding of student exemplars, and a system for providing specific academic feedback.

Person Responsible

Barbara Longo

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Monthly PLCs, quarterly data chats, classroom walk through data and Teacher Coaching Needs Document.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA2 🔍 M405865	Assessments including authentic student products, FAIR data, and common assessments will be...	Longo, Barbara	5/14/2018	- Authentic student products - Learning walk data - formative and summative assessments improvements in student grades	No End Date one-time
G1.B1.S1.A1 🔍 A375579	Develop specific look-fors that should transfer into classroom practice as a result of...	Munoz, Raymond	8/28/2017	CWT Tool	8/28/2017 one-time
G1.B3.S1.A1 🔍 A375588	Student laptops/ Chromebooks and various resources will be purchased, so that teachers can continue...	Williams, Charles	12/20/2017	1. Teacher lesson plans documenting the use of student laptops/ Chromebooks 2. Learning Walks documenting the use of student laptops/ Chromebooks	12/20/2017 one-time
G3.B2.S1.A1 🔍 A375592	Collaborative Plan: Writing Teams - Create and Monitor the implementation of scales and rubric to...	Williams, Charles	10/21/2017	Rubrics, scales, rigorous authentic student products.	3/17/2018 semiannually
G3.B2.S1.MA1 🔍 M405873	Monthly the leadership team will analyze and examine student products using the established...	Longo, Barbara	10/2/2017	Rigorous authentic student products, the use of scales and rubrics, and classroom walk through data.	5/11/2018 monthly
G1.B3.S1.MA1 🔍 M405862	Admin will monitor lesson plans designed to utilize the student laptops/ Chromebooks on regular...	Williams, Charles	1/22/2018	- Lesson plans - CP/ PLC Artifacts - Student Products - Data chats	5/14/2018 weekly
G1.B3.S1.MA1 🔍 M405863	Leadership Team will monitor the usage of the student laptops/ Chromebooks to document how they are...	Williams, Charles	1/22/2018	- Learning Walks conducted by Leadership Team to gather and then create usage summaries - TEAM Observations (use of technology) - FSA, EOC, and Science Assessment data - Student Products - Data Chats	5/14/2018 weekly
G1.MA1 🔍 M405864	Assessments including authentic student products, FAIR data, and common assessments will be...	Mack, Anthony	9/4/2017	Authentic student products, classroom walk through data, text-based writing samples, Universal Backward Design templates, formative and summative assessments improvements in student grades.	5/18/2018 weekly
G2.MA1 🔍 M405870	Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly...	Munoz, Raymond	9/4/2017	Knight dollar usage, decrease in referral, ISS, OSS and bullying incidents.	5/18/2018 quarterly
G3.MA1 🔍 M405877	Weekly leadership meetings will be utilized to monitor Goal 3. The administration will also review...	Longo, Barbara	8/21/2017	Rubrics, scales, rigorous authentic student products, monthly PLCs, reflection tools, quarterly data chats, classroom walk through trends, professional development plans and Teacher Coaching Needs Document.	5/18/2018 weekly
G1.B1.S1.MA1 🔍 M405852	Leadership Team will conduct weekly CWT's to measure the impact of Professional Development on the...	Longo, Barbara	8/21/2017	Classroom Walk-through Data, Student Achievement Data as evidenced by the Florida State Assessment, FAIR, classroom assessments, and student grades.	5/18/2018 weekly
G1.B1.S1.MA1 🔍 M405853	Administration will monitor planning and delivery of all professional development events,...	Longo, Barbara	9/4/2017	Evidence that the goal was completed will be measured through Student Learning Logs, Teacher Lesson Plans, TEAM Data, Classroom Walk-through Data, Coaches Logs, and Student Achievement Data as evidenced by the Florida State Assessment, FAIR, classroom assessments, and student grades.	5/18/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2 A375580	Capacity Builders will attend district professional development offerings and bring back their...	Neal, Dennis	8/28/2017	Leadership and Faculty Meeting Agendas and PPT's	5/18/2018 monthly
G1.B1.S1.A3 A375581	OPMS will implement facilitated common planning to support teachers' understanding, planning, and...	Williams, Charles	8/21/2017	CP/PLC calendar, agendas, and resources	5/18/2018 weekly
G1.B1.S1.A4 A375582	Conduct CWTs to collect data trends and identify strengths and areas in need of refinement among...	Munoz, Raymond	8/28/2017	CWT data	5/18/2018 monthly
G1.B2.S1.MA1 M405856	Administration, Instructional Coaches, and District Program Specialist will support the fidelity...	Longo, Barbara	8/21/2017	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. Authentic, rigorous student products will also be used to evaluate implementation of high expectations and growth mindset.	5/18/2018 weekly
G1.B2.S1.MA1 M405857	Weekly classroom walk through data, authentic student products, observations of shared best...	Williams, Charles	8/21/2017	Authentic student products, formative and summative assessment progress and classroom walk through data.	5/18/2018 weekly
G1.B2.S1.A1 A375584	Administration and Instructional Coaches will provide, monitor, and support teacher professional...	Longo, Barbara	9/4/2017	Transfer of professional development strategies for high expectations in the classroom as evidenced by weekly classroom walk throughs. Authentic student products will also be utilized to assess the level of implementation of a growth mindset.	5/18/2018 monthly
G2.B1.S1.MA1 M405866	Monitoring the number of bullying incidents per quarter and especially immediately after a bully...	Munoz, Raymond	8/21/2017	Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings.	5/18/2018 quarterly
G2.B1.S1.MA1 M405867	Knight Dollar usage, and the citizenship/character lessons will be utilized to see a decrease in...	Shannon, George	8/28/2017	Classroom walk through data, Knights Unite Plans and dollar usage. A correlation between parent logs, Early Warning Signs, Skyward grades, and LSA, FSA, and FCAT student data should show a positive relationship.	5/18/2018 monthly
G2.B1.S1.A1 A375589	The district personnel and/or the leadership team will provide professional development on...	Shannon, George	8/21/2017	Knight dollar usage, Charater/ citizenship lessons, EWS data, Quarterly PBS Event.	5/18/2018 quarterly
G2.B2.S1.MA1 M405868	Monitoring the number of bullying incidents per quarter and especially immediately after a bully...	Munoz, Raymond	8/21/2017	Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings.	5/18/2018 quarterly
G2.B2.S1.MA1 M405869	Bully proof training will be compiled each quarter. The expectation is that the number of bullying...	Munoz, Raymond	8/21/2017	Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings.	5/18/2018 quarterly
G2.B2.S1.A1 A375590	All staff will participate in Bully-Proofing training done by district personnel and/ or the...	Munoz, Raymond	8/21/2017	Evidence will be collected from the Bully-Proofing Your School Implementation Plan, KU, and monthly staff meetings.	5/18/2018 quarterly
G3.B1.S1.MA1 M405871	Systems and classroom walk through data will be monitored monthly. The leadership team will look...	Longo, Barbara	9/4/2017	Classroom walk through data	5/18/2018 monthly
G3.B1.S1.MA1 M405872	Monitoring the use of the checklists, protocols, reflection tools and strategies. Increased...	Neal, Dennis	8/16/2017	Framework for common planning and PLCs, checklist of protocols, "look for" list and reflection tools.	5/18/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 🔑 A375591	To create a framework for the common planning and PLCs with clear expectations and protocols that...	Longo, Barbara	9/4/2017	Classroom walk though data, reflection tools, specific feedback, the Coaching Cycle and the Teacher Coaching Needs documents will be utilized as evidence.	5/18/2018 weekly
G3.B2.S1.MA1 🔑 M405874	Monitoring the use of the checklists, protocols, reflection tools and strategies. Increased...	Longo, Barbara	9/11/2017	Framework for common planning and PLCs, checklist of protocols, "look for" list and reflection tools. Collaborative Plan writing team products such as scales, rubrics, and exemplar student products.	5/18/2018 monthly
G1.B1.S2.MA1 🔑 M405854	Implementation of explicit writing instruction which includes text-based writing to inform and/or...	Mack, Anthony	9/4/2017	Classroom walkthrough data focusing on areas #6 and #7 on the green sheet, Instructional Coaches calendars, logs, authentic student products and training agendas.	5/18/2018 weekly
G1.B1.S2.MA1 🔑 M405855	Professional development will be provided by the curriculum department on implementing text-based...	Mack, Anthony	9/4/2017	Classroom walkthrough data focusing on areas #6 and #7 on the green sheet, Instructional Coaches calendars, logs, authentic student products and training agendas.	5/18/2018 monthly
G1.B1.S2.A1 🔑 A375583	Professional development will be provided by the curriculum department on implementing text-based...	Longo, Barbara	9/4/2017	Classroom walk throughs, rubric and scales shared during common planning and PLCs, student writing products.	5/18/2018 monthly
G1.B2.S2.MA1 🔑 M405858	The plan will be monitored through classroom observations. Teachers will be observed during...	Longo, Barbara	8/21/2017	Rigorous student products that reflect the UbD lesson template will be show the level of implementation. PLC agendas, Professional Development Notes, and classroom walk throughs will also support the fidelity of implementation of the Universal Backward Design.	5/18/2018 weekly
G1.B2.S2.MA1 🔑 M405859	During monthly PLCs teachers will bring their student products and the lesson template to show the...	Mack, Anthony	9/4/2017	Scoring rubrics for authentic student products, UbD lesson template, and classroom walk throughs.	5/18/2018 weekly
G1.B2.S2.A1 🔑 A375585	The district personnel and/or the leadership team will provide professional development on the...	Longo, Barbara	8/21/2017	Rigorous student products that reflect the UbD lesson template will be show the level of implementation. PLC agendas, Professional Development Notes, and classroom walk throughs will also support the fidelity of implementation of the Universal Backward Design.	5/18/2018 monthly
G3.B2.S2.MA1 🔑 M405875	To create and implement a professional development plan for all teachers, to include common...	Longo, Barbara	8/28/2017	Monthly PLCs, quarterly data chats, classroom walk through data and Teacher Coaching Needs Document.	5/18/2018 monthly
G3.B2.S2.MA1 🔑 M405876	To create and implement a professional development plan for all teachers, to include common...	Neal, Dennis	8/28/2017	Classroom walk through trends, reflection tool and feedback, professional development plan, student products/exemplars, The Teaching Coaching Needs document, data chats/ data days.	5/18/2018 monthly
G3.B2.S2.A1 🔑 A375593	To create and implement a professional development plan for all teachers, to include common...	Neal, Dennis	9/4/2017	Classroom walk through trends, reflection tool and feedback, professional development plan, student products/exemplars, The Teaching Coaching Needs document, data chats/ data days.	5/18/2018 monthly
G1.B2.S3.MA1 🔑 M405860	Weekly Leadership Team meetings to discuss CWT data. Weekly ESE CP/ PLC to discuss SWD's classes...	Killion, Aliyah	9/11/2017	Leadership team minutes, ESE CP/PLC notes, and ESE data chat documents.	5/18/2018 weekly
G1.B2.S3.MA1 🔑 M405861	ESE Common Planning/ PLC meetings discussions regarding Inclusion Plan. Classroom Walkthroughs to...	Williams, Charles	9/4/2017	ESE CP/ PLC notes, CWT data, ESE data chat notes, and IEP meeting documents.	5/18/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A1 🔍 A375586	The Leadership Team will provide PD on the 2017-2018 Inclusion Plan/ BPIE. Monitoring will take...	Williams, Charles	9/4/2017	PD sign-in sheet, Inclusion Plan, CWT Data, and Teacher Needs data.	5/18/2018 weekly
G1.B2.S3.A2 🔍 A375587	Electives and CTE teachers will have regularly scheduled opportunities to consult with ESE teachers...	Killion, Aliyah	9/11/2017	Electives CP/PLC notes, SWD's schedules indicating Culinary, Music, PE, and Media, and weekly emails.	5/18/2018 monthly

V. 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 staff, and administration understand, plan, and implement standards based instruction to the full intent of the standard in all content areas.

G1.B2 Teachers do not have sufficient knowledge of best practices associated with data disaggregation, leading to data-driven instruction, the growth mindset, or high expectations for all students.

G1.B2.S1 Administration and Instructional Coaches will provide, monitor, and support teacher professional development, aligned to copious data disaggregation, leading to data-driven instruction.

PD Opportunity 1

Administration and Instructional Coaches will provide, monitor, and support teacher professional development, aligned to copious data disaggregation, leading to data-driven instruction.The district personnel and/or the leadership team will provide professional development on growth mindset and having high student expectations. Demonstration classrooms will be established so that teachers can observe their colleagues demonstrating a growth mindset in a classroom culture of high expectations. During PLCs, teachers will share best practices in regards to the book study and their personal book study reflections.

Facilitator

Curriculum Coaches

Participants

Instructional Personel

Schedule

Monthly, from 9/4/2017 to 5/18/2018

G1.B2.S2 Administration, Instructional Coaches, and District Program Specialists will provide, monitor, and support teacher professional development, aligned to the growth mindset and communication of high expectations.

PD Opportunity 1

The district personnel and/or the leadership team will provide professional development on the Universal Backward Design model. During common planning the UbD lesson template will be shared and implemented when creating lessons. Teachers will utilize the item specifications when establishing the student task. During monthly PLCs teachers will bring their student products and the lesson template to show the transfer from the lesson template, to the classroom instruction, to the authentic student product.

Facilitator

Leadership/ District Team

Participants

Instructional

Schedule

Monthly, from 8/21/2017 to 5/18/2018

G1.B2.S3 Implement our 2017-2018 Inclusion Plan, so that we support BPIE indicator #2 and indicator #18, by increasing the number of SWD's receiving educational services in inclusive core content classrooms and natural contexts, and scheduling SWD's and SWSCD's into our Culinary, Music, Drama, and Media elective classes.

PD Opportunity 1

The Leadership Team will provide PD on the 2017-2018 Inclusion Plan/ BPIE. Monitoring will take place via the CWT to ensure the transfer happens from the PD. Support will be provided to all faculty and staff from the ESE department.

Facilitator

Leadership Team

Participants

All Instructional and Staff

Schedule

Weekly, from 9/4/2017 to 5/18/2018

G2. Oak Park Middle School will further increase student achievement by ensuring that staff members follow the standard operating procedures to increase student attendance and provide mentoring opportunities in order to maintain a safe and orderly environment.

G2.B1 The Leadership Team will habitually educate the exorbitant number of new teachers to Oak Park Middle School in the policies and procedures that are necessary to ensure meeting the specified goal.

G2.B1.S1 Provide, monitor, and support professional development in implementing standard operating procedures for student attendance and the utilization of disaggregated EWS data.

PD Opportunity 1

The district personnel and/or the leadership team will provide professional development on culturally responsive classrooms. Monitoring for effectiveness will be conducted through discipline referral data, classroom walkthrough data and the deconstruction of the EWS 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. Classroom walkthroughs will also 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 teachers through the development of a weekly lesson by the Potential Specialist and Capacity Builders.

Facilitator

Leadership Team and District personnel

Participants

All instructional staff

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

G2.B2 The Leadership Team will continue to educate and model the bullying proof plan for staff members and keep them well informed with the policies and procedures in order to reduce campus-wide bullying.

G2.B2.S1 Provide, monitor, and support professional development for teachers and students on strategies and practices to bully proofing the school.

PD Opportunity 1

All staff will participate in Bully-Proofing training done by district personnel and/or the leadership team.

Facilitator

Raymond Munoz

Participants

All faculty and staff

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

G3. Oak Park Middle School will increase student achievement by implementing and monitoring a system to analyze and examine student products, while infusing authentic literacy, to increase student mastery of standards in all content areas.

G3.B2 Teachers' inconsistent use of rubrics and scales to create authentic student products that demonstrate a high level of rigor and provide specific academic feedback.

G3.B2.S1 Provide, monitor and support professional development in the creation and utilization of rubrics and scales to analyze student products for their rigor and provide specific academic feedback.

PD Opportunity 1

Collaborative Plan: Writing Teams - Create and Monitor the implementation of scales and rubric to create exemplar student products.

Facilitator

Mack and Davila

Participants

Faculty

Schedule

Semiannually, from 10/21/2017 to 3/17/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop specific look-fors that should transfer into classroom practice as a result of participating in professional learning events.	$0.00
2	G1.B1.S1.A2	Capacity Builders will attend district professional development offerings and bring back their learning to share with leadership and faculty.	$0.00
3	G1.B1.S1.A3	OPMS will implement facilitated common planning to support teachers' understanding, planning, and delivery of standards-based instruction.	$0.00
4	G1.B1.S1.A4	Conduct CWTs to collect data trends and identify strengths and areas in need of refinement among the faculty.	$0.00
5	G1.B1.S2.A1	Professional development will be provided by the curriculum department on implementing text-based writing. These professional development sessions 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. The curriculum department will also provide professional development on creating and implementing Marzano's higher order thinking questions. Through the use of classroom walk through data it will be determined which teachers need additional support by the content area coaches.	$0.00
6	G1.B2.S1.A1	Administration and Instructional Coaches will provide, monitor, and support teacher professional development, aligned to copious data disaggregation, leading to data-driven instruction.The district personnel and/or the leadership team will provide professional development on growth mindset and having high student expectations. Demonstration classrooms will be established so that teachers can observe their colleagues demonstrating a growth mindset in a classroom culture of high expectations. During PLCs, teachers will share best practices in regards to the book study and their personal book study reflections.	$0.00
7	G1.B2.S2.A1	The district personnel and/or the leadership team will provide professional development on the Universal Backward Design model. During common planning the UbD lesson template will be shared and implemented when creating lessons. Teachers will utilize the item specifications when establishing the student task. During monthly PLCs teachers will bring their student products and the lesson template to show the transfer from the lesson template, to the classroom instruction, to the authentic student product.	$0.00
8	G1.B2.S3.A1	The Leadership Team will provide PD on the 2017-2018 Inclusion Plan/ BPIE. Monitoring will take place via the CWT to ensure the transfer happens from the PD. Support will be provided to all faculty and staff from the ESE department.	$0.00
9	G1.B2.S3.A2	Electives and CTE teachers will have regularly scheduled opportunities to consult with ESE teachers and related service providers to implement strategies that support the learning of all SWD's in their classes.	$0.00
10	G1.B3.S1.A1	Student laptops/ Chromebooks and various resources will be purchased, so that teachers can continue implementing standards-based instruction, that will lead to an increase in student achievement.	$1,577.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Oak Park Middle School	General Fund		$1,577.00
			Notes: Chromebooks			
11	G2.B1.S1.A1		The district personnel and/or the leadership team will provide professional development on culturally responsive classrooms. Monitoring for effectiveness will be conducted through discipline referral data, classroom walkthrough data and the deconstruction of the EWS 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. Classroom walkthroughs will also 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 teachers through the development of a weekly lesson by the Potential Specialist and Capacity Builders.			$0.00
12	G2.B2.S1.A1		All staff will participate in Bully-Proofing training done by district personnel and/or the leadership team.			$0.00
13	G3.B1.S1.A1		To create a framework for the common planning and PLCs with clear expectations and protocols that will ensure the transfer into the classroom. The system will include a checklist of protocols for student work products, as well as the non-negotiables for common planning and PLCs. A monitoring system for classroom walk through "look fors," strategies to support mastery of standards, and a reflection tool with targeted feedback will be utilized.			$0.00
14	G3.B2.S1.A1		Collaborative Plan: Writing Teams - Create and Monitor the implementation of scales and rubric to create exemplar student products.			$2,515.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0251 - Oak Park Middle School	Other		$2,515.00
15	G3.B2.S2.A1		To create and implement a professional development plan for all teachers, to include common language for rubrics and scales, an understanding of student exemplars, and a system for providing specific academic feedback.			$0.00
					Total:	$4,092.00