



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Oak Park Middle School

2101 SOUTH ST

Leesburg, FL 34748

352-787-3232

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

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 64%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Oak Park Middle School

Principal

Barbara A. Longo

School Advisory Council chair

Ms. Jenny Larney Co-Chair Lilly Jenkins

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Barbara A. Longo	Principal
Tammy Langley	Assistant Principal
William Redhour	Instructional Dean
Karla Clark	Potential Specialist
Randolph Waite	Instructional Coach
Sandy Powers	Literacy Coach
Jason Roberts	ESE School Specialist
Luther Justus	Content Coach
Tara Carter	Guidance Counselor
Samantha Bentley	Guidance Counselor

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of members from Oak Park Middle School's faculty and staff, a representative from each of our subgroups, community leaders, and students.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will meet monthly to review the implementation of the school improvement plan. They will assist with the evaluation of the effectiveness of the SIP implementation and with adjusting the plan as needed.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Barbara A. Longo		
Principal	Years as Administrator: 16	Years at Current School: 0

Credentials	<p>B.S. degree in Movement Science, Leisure Studies and a M. Ed. in Educational Leadership</p>
Performance Record	<p>2012-2013 School grade B at Seminole Springs Elementary with 61% meeting high standards in reading (adjusted score 75) and 63% in math (adjusted score 77). In writing, 53% scored satisfactory or higher (adjusted score 67). In science, 59% were satisfactory or higher. Gains for students indentified as performing within the lowest quartile were 64% and in math 43% of this group made gains. Total points earned for school grade calculation were 453. All students were tested and total points including adjusted points applicable were 495.</p> <p>2011-2012 School grade A at Seminole Springs Elementary with the implementation of new cut scores we had 67% meeting high standards in reading and 66% in math. In writing, 88% of the students met high standards and 68% met high standards in science. 69% of students made learning gains in Reading and 83% made learning gains in Math. Of the students identified in the lowest quartile, 62% made learning gains in reading and 69% in math.</p> <p>2010-2011 School grade B at Seminole Springs Elementary with 86% meeting high standards in reading and 78% in math. In writing, 91% of the students met high standards and 62% met high standards in science. Of the students identified in the lowest quartile, 57% made learning gains in reading and 39% in math.</p> <p>2009-2010 School grade A at Lost Lake Elementary with 86% meeting high standards in reading and 82% meeting high standards in math. In writing, 88% of the students met high standards and in science 68% percent received a level three or above. Of the students identified in the lowest quartile, 66% made learning gains in reading and 63% made learning gains in math.</p> <p>2008-2009 School grade A at Lost Lake Elementary with 89% meeting high standards in reading and 84% meeting high standards in math. In writing, 90% of the students met high standards and in science 63% percent received a level three or above. Of the students identified in the lowest quartile, 74% made learning gains in reading and 68% made learning gains in math.</p>

Tammy D. Langley

Asst Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Bachelor of Arts St. Leo University
 Master of Science in Educational Leadership Nova Southeastern University
 Certifications: Educational Leadership, Elementary ED 1-6, ESOL Endorsed, School Principal

Performance Record

2012-2013 Assistant Principal of Oak Park Middle School
 School's Preliminary Grade: D
 School's Actual Grade Earned: F
 32% meeting Reading Satisfactory or Higher
 40% meeting Math Satisfactory or Higher
 25% meeting Writing Satisfactory or Higher
 29% meeting Science Satisfactory or Higher
 49 Middle School Acceleration Performance Points
 AMO Subgroups Met AMO Target Math Met AMO Target Reading
 White No No
 Black No No
 Hispanic No No
 Asian No No
 Economically Disadvantaged No No
 ELL, SWD No No
 2011-2012 Assistant Principal of Mount Dora Middle School:
 Curriculum/Department Areas: Reading, Language Arts, and ESE
 School Grade: B
 47% Scoring Satisfactory in math
 51 Target AMO in Math – Target not met
 55 Target AMO in Reading – Target met
 76% gain points for low 25% in reading
 80% writing satisfactory
 AMO Subgroups Met AMO Target Math Met AMO Target Reading
 White No Yes
 Black No Yes
 Hispanic No Yes
 Asian No No
 Economically Disadvantaged No Yes
 ELL, SWD No Yes
 2010-2011 Assistant Principal of Mount Dora Middle School:
 School Grade: B
 63% met high standards in reading
 60% met high standards in math
 85% met high standards in writing
 42% met high standards in science
 60% made learning gains in reading
 63% made learning gains in math
 65% of lowest quartile made learning gains in reading
 66% of lowest quartile made learning gains in math
 School AYP: No 74% of Criteria met
 AYP Subgroups AYP Met Math AYP Met in Reading

White No No
 Black No No
 Hispanic No No
 Economically Disadvantaged No No
 Asian, American Indian, ELL, SWD N/A N/A
 2009-2010 Assistant Principal of Mount Dora Middle School: B
 2008-2009 Assistant Principal of Mount Dora Middle School: A

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sandra Powers

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Educational Leadership, Elementary Education (K-6)
 English (6-12)
 ESOL Endorsed
 Reading Endorsed

Performance Record

2012-2013 Literacy Coach
 School Preliminary Grade: D
 School Actual Grade Earned: F
 32% meeting Reading Satisfactory or Higher
 40% meeting Math Satisfactory or Higher
 25% meeting Writing Satisfactory or Higher
 29% meeting Science Satisfactory or Higher
 49 Middle School Acceleration Performance Points
 AMO Subgroups Met AMO Target Math Met AMO Target Reading
 White No No
 Black No No
 Hispanic No No
 Asian No No
 Economically Disadvantaged No No
 ELL, SWD No No

Luther Justus		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Other	
Credentials	BA History/MS Sports Management/Education Certified in ESE k-12, History 6-12	
Performance Record	90% of my ESE students passed FCAT Math 2010, Palm Beach County FL-Palm Springs Middle. 70% of my U.S. History students passed the EOC(end of course exam) 2013, Umatilla High School-LCS.	

Randolph Waite		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	Credentials (degrees certifications) Certifications: Math 5-9, Business, Educational Leadership Degrees: BS Business MA Mathematics Education Specialist Degree Educational Leadership	
Performance Record	Improvement of lowest 25th percentile in math in year 2012-2013 (100% of students had gains of at least one percent. 85% increased one achievement level)	

William Rednour		
Part-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Science	
Credentials	Educational Leadership-M.A./ MATHEMATICS 6-12 MG SOCIAL SCIENCE 5-9	
Performance Record	2012-2013 Assistant Principal of Oak Park Middle School School Preliminary Grade: D School Actual Grade Earned: F 32% meeting Reading Satisfactory or Higher 40% meeting Math Satisfactory or Higher 25% meeting Writing Satisfactory or Higher 29% meeting Science Satisfactory or Higher 49 Middle School Acceleration Performance Points AMO Subgroups Met AMO Target Math Met AMO Target Reading White No No Black No No Hispanic No No Asian No No Economically Disadvantaged No No ELL, SWD No No	

Classroom Teachers

# of classroom teachers	37
# receiving effective rating or higher	23, 62%
# Highly Qualified Teachers	89%
# certified in-field	33, 89%
# ESOL endorsed	14, 38%
# reading endorsed	10, 27%
# with advanced degrees	18, 49%
# National Board Certified	1, 3%
# first-year teachers	1, 3%

with 1-5 years of experience

18, 49%

with 6-14 years of experience

16, 43%

with 15 or more years of experience

5, 14%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Professional Learning Communities with Professional Learning Time built into the master schedule for collaboration among teachers.
 2. Provide meeting time weekly for cross curriculum teams to meet collaboratively.
 3. Provide Instructional support through in house staff development.
 4. Provide Positive Reinforcement of Highly Effective Teaching through PBS incentives and school wide recognition.
 5. Provide time for teachers to observe best practices strategies in classrooms on and off campus.
 6. Provide Instructional Coaching for new teachers and teachers who are in need of improvement.
 7. Seek new teachers through the district's Search Soft System and Human Resources recommendations, Interview, and obtain professional references to find candidates with the best potential to increase student achievement.
- The school's administrators, content area coaches, and potential specialist will be responsible for carrying out the above strategies.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

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

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team will ensure specific proactive practices that help to ensure fidelity of implementation of the SIP with the School Advisory Council. These practices include linking interventions to improved outcomes (credibility), definitively describe operations, techniques and components of the Rtl process, and clearly define responsibilities of specific persons, explaining the current data system for measuring operations, techniques, and components, providing a system for feedback and decision making, (formative). The Rtl team will meet with the School Advisory Council (SAC) to help develop the SIP. The team will provide data on Tier 1, 2, and 3 targets, academic or behavioral areas that need to be address, systematic curriculum issues, effective instruction, specific instructional materials, results graphed against goals, data graphed against goals, student progress, and decisions regarding curriculum and instruction based on data.

The Rtl leadership team will meet weekly to review and discuss progress monitoring data and student progression within the Rtl tiers. The team will collaborate with classroom instructors, parents, and support staff when applicable to determine needed interventions for students in Tiers 2 and 3. The team will make recommendations for further services needed.

When a student is not progressing in Tier 1 Rtl the classroom teacher will document concerns and relevant data to support the concerns and refer the student to the Rtl leadership team through the guidance department.

If the student's progress is a concern after providing typical academic or behavioral support, then the team prepares for the Tier 1 Grade Level Rtl Team meeting to determine if the student is in need of Tier 2 support. The team will meet to discuss concerns and research based interventions to support the student's learning. This team will provide the teacher with two research based interventions to help improve the student's deficit area.

The Tier 1 Rtl Team assigns interventions using the initial problem solving team meeting form. This intervention should be done daily. If the data indicates the first intervention is not adequate to get the student caught up to grade level, the second intervention is implemented.

Once the interventions are implemented with fidelity, the team reconvenes to evaluate the student's progress. If the student's progress demonstrates success, continue to infuse strategies within the classroom to continue to support student achievement and the problem-solving process is completed. The Rtl process may continue if adequate progress is not noted (a lack of an upward trend of data points more closely aligned to aim line), and the need for additional appropriate and prescriptive interventions will take the problem solving process to the Tier 2 and Tier 3 levels respectively.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration: Provides a common vision and mission for the use of data-based decision-making, ensures that the school-based team is implementing Response to Intervention (RtI), conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communications with parents regarding school-based RtI plans and activities, communicates with parents regarding school-based RtI plans and activities.

Guidance Counselors: Participates in student data collection, interpretation and analysis of data; facilitates and supports data collection activities, provides assistance to teachers for progress monitoring, provides assistance with appropriate interventions, attends all RtI conferences and implementation monitoring.

General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier I instructional/interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 and 3 activities.

Exceptional Student Education (ESE) Teachers: Participates in school data collection, integrates core instructional activities/materials into all Tiers with an emphasis on Tier 3 and collaborates with general education teachers through such activities as co-teaching, support facilitation, and consultation.

Instructional Coaches: 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; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring. Supports the implementation of Tier 1, 2, and 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, facilitates data-based decision making activities.

School Social Worker: Provides data and intervention support when applicable.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

We will monitor the MTSS and SIP through classroom observation, teacher recommendations, RtI weekly meetings, progress monitoring data, OPMS Data Chats (student to teacher, teacher to administration), and District Fidelity documents for individual students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Florida Assessments for Instruction in Reading (FAIR), Lake County Schools Benchmark Assessment (Science, Math, Writing, and Reading), Edusoft Mini Assessments, and Florida Comprehensive Assessment Test (FCAT 2.0), Discipline data through FIDO, AS400 and PBS
Midyear: FAIR, Lake County Schools Benchmark Assessment (Science, Math, Writing, and Reading), Edusoft Mini Assessments, Discipline data through FIDO, AS400 and PBS
End of Year: FAIR, Lake County Schools Benchmark Assessment (Science, Math, Writing, and Reading), Edusoft Mini Assessments, Discipline data through FIDO, AS400 and PBS

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Selected capacity builders will attend the district wide C2 Collaborative cohorts to attain staff development on the MTSS process. These capacity builders will then in turn train OPMS' faculty and staff using the information gathered. Guidance counselors will receive further training in the process during their regularly scheduled guidance meetings and meet with teachers during their PLC's to update and train them.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 3,300

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration will be responsible for monitoring the fidelity of the implementation of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 4,050

Before School Program: 30 mins before the start of school students needing homework support and or students extending their learning through project based activities will be provided instructional support.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

This strategy will be monitored through e-sembler reports of students' homework completion and success.

Who is responsible for monitoring implementation of this strategy?

Administration will be responsible for monitoring the fidelity of the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tammy Langley	Assistant Principal
Sandra Powers	Literacy Coach
Luther Justus	Social Studies Content Coach
Randolph Waite	Math Content Coach
Karla Clark	Potential Specialist
William Rednour	Instructional Dean/Science Coach
Lilly Jenkins	Language Arts Teacher
Samantha Payne	Media Specialist
Elvelyn Ball	Social Studies Teacher
Barbara A. Longo	Principal
Anthony Walker	ESE
Kimberly Olson	Science Teacher

How the school-based LLT functions

The Literacy Coach will lead the LLT as directed through collaboration with administration. The LLT Team will meet at least once monthly and function as the leaders of literacy at Oak Park Middle School (OPMS). The team will assess data and develop action plans. Each representative will be responsible for ensuring that their department or their assigned department have received the appropriate training/information needed in order to successfully implement strategies and procedures established by the LLT. The Literacy Coach will attend Comprehension Instructional Strategies Model (CIS) then train and model lessons for teachers.

Major initiatives of the LLT

Professional development of instructional shifts for transitioning to Common Core Standards, Family Literacy Events, and increase print rich classroom environments.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will be trained on effective research based reading strategies in Professional Learning Communities, District Staff Development days (throughout the year), C2 Cohorts for Capacity Builders, Social Studies teachers will be NGCAR-PD trained and/or Reading endorsed. Administration will lead this movement through classroom walkthroughs, regularly scheduled data chats, student data, TEAM evaluations and meaningful feedback.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Through school Guidance Counselors, CTE Courses and the AVID program.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 courses description and curriculum guidelines.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	32%	No	56%
American Indian				
Asian	61%	50%	No	65%
Black/African American	38%	23%	No	44%
Hispanic	47%	31%	No	52%
White	63%	43%	No	67%
English language learners	28%	0%	No	35%
Students with disabilities	34%	16%	No	41%
Economically disadvantaged	46%	29%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	21%	31%
Students scoring at or above Achievement Level 4	51	9%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	218	39%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	78	62%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	25%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	40%	No	60%
American Indian				
Asian	78%	67%	No	80%
Black/African American	42%	26%	No	48%
Hispanic	61%	33%	No	65%
White	64%	56%	No	68%
English language learners	33%	7%	No	39%
Students with disabilities	31%	16%	No	38%
Economically disadvantaged	53%	36%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	23%	33%
Students scoring at or above Achievement Level 4	51	9%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	233	41%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	65	51%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	44	8%	10%
Middle school performance on high school EOC and industry certifications	42	96%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	55%	50%
Students scoring at or above Achievement Level 4	18	44%	50%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	17%	27%
Students scoring at or above Achievement Level 4	16	10%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		10
Participation in STEM-related experiences provided for students	128	23%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	214	38%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	95	17%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	8%	5%
Students who fail a mathematics course	135	24%	10%
Students who fail an English Language Arts course	130	23%	10%
Students who fail two or more courses in any subject	144	25%	15%
Students who receive two or more behavior referrals	255	45%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	346	61%	25%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our 2013-2014 school year is to increase parental involvement by at least 10% in each of our specific targeted areas.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FCAT Family and Community Night	27	05%	15%%
Literacy Night	29	05%	15%
AVID Parent Night	93	17%	27%
Math Curriculum Night	45	08%	18%
Science Curriculum Night	33	06%	16%
Parent "Hot Topics" Night	28	05%	15%
Annual Title I Meeting	19	03%	13%
Knight of the Museum	180	32%	42%

Goals Summary

- G1.** Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.
- G2.** Oak Park Middle School will meet or exceed proficiency in the area of writing, through the use of Thinking Maps strategies and explicit writing instruction across all grades levels and incorporated within each core discipline.
- G3.** We will increase the proficiency rate of our lowest quartile of students through the implementation of School Wide Progress Monitoring strategies in order to recognize early warning signs.

Goals Detail

G1. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- District C2 Connectors (NGSSS and CCS) - blended curriculum model
- Task Cards - NGSSS standards with question stems, thinking maps suggestions and other instructional delivery support
- Item SPECS - FCAT 2.0 tested skills samples, complexity support etc.
- Instructional Focus Calendars - instruction guide and time frame for delivery
- LBA's (progress monitoring) - progress monitoring tool to assist with guiding instruction. Mini assesments on tested skills
- Thinking Maps software
- District trainers to provide support
- Lake Writes
- Oak Park Middle Writing Plan

Targeted Barriers to Achieving the Goal

- Comprehension and Implementation of content area standards
- Comprehension of rigorous instruction

Plan to Monitor Progress Toward the Goal

Student Outcomes will be monitored through grades, LBA progress monitoring data, and the FCAT 2.0 assessment.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule:

Beginning, Middle and End of the Year, Weekly, and during scheduled TEAM evaluations at least 4 times annually...On-going throughout the year

Evidence of Completion:

Evidence that the goal was completed will be measured through Student Learning Logs, Teacher Lesson Plans, Bell Ringers, TEAM Data, Classroom Walkthrough Data, Coaches Logs, and Student Achievement Data as evidenced by LBA's, Mini Assessments, and FCAT 2.0.

G2. Oak Park Middle School will meet or exceed proficiency in the area of writing, through the use of Thinking Maps strategies and explicit writing instruction across all grades levels and incorporated within each core discipline.

Targets Supported

- Writing
- Civics EOC
- Science - Middle School
- STEM - All Levels
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- Thinking Maps software installed on all instructional staff's computers.
- District trainers to provide support with implementation.
- Oak Park Middle School's Writing Plan
- District and School Instructional Focus Calendars for writing
- Lake Writes 8th Grade

Targeted Barriers to Achieving the Goal

- Teacher buy in
- Time
- Teacher training

Plan to Monitor Progress Toward the Goal

Administration will check for fidelity of the implementation of Thinking Maps, the Writing Plan, and the Writing Instructional Focus Calendar during classroom observations and one on one conferencing. Teachers will ensure progress toward the goal by reviewing student data on a weekly basis. Completing lesson plans and grading with corrective feedback in a consistent timely manner. In addition teachers will monitor students' writing portfolios. Coaches will conduct classroom walkthroughs and engage in data chats with the teachers, students, and administration. Students will record their student data in their data folders and review teacher corrective feedback in order to implement appropriate changes to their writing.

Person or Persons Responsible

Administration, Teachers, Coaches, Students

Target Dates or Schedule:

Weekly Monthly

Evidence of Completion:

Data Folders Coaches Logs Teacher's Data Notebooks Proficient Student Outcomes

G3. We will increase the proficiency rate of our lowest quartile of students through the implementation of School Wide Progress Monitoring strategies in order to recognize early warning signs.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Civics EOC
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- MTSS Rtl process
- Edusoft Assessments (Benchmark and Mini's)
- Writing Portfolios
- Secondary Classroom Framework for Math and Reading
- MTSS Rtl process
- Data Notebooks
- Secondary Classroom Framework for Reading and Math
- Administrative Data Chats
- Edusoft Assessments (Benchmarks and Mini's)
- AS400 and FIDO
- FCAT Star
- Student Data Folders
- FCAT Explorer
- Professional Learning Communities

Targeted Barriers to Achieving the Goal

- Implementation with Fidelity

Plan to Monitor Progress Toward the Goal

Data Chats - Teacher to Student Administration to Teacher and Coaches Coaches to Teacher

Person or Persons Responsible

Administration, Teachers, Coaches, and Students

Target Dates or Schedule:

Monthly/Periodic data chats after formal and informal assessments

Evidence of Completion:

Data Chat notes and Student Outcomes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.

G1.B1 Comprehension and Implementation of content area standards

G1.B1.S1 Professional Development and support in the area of NGSSS and CCS blended curriculum provided by the districts Academic Services Unit.

Action Step 1

Professional Development - the use of district developed tools such as C2 Connector Cards, Task Cards, Curriculum Blueprints, Instructional Focus Calendars, Blended Curriculum (NGSSS and CCS), and Instructional Strategies to Deliver the content will be presented to all Instructional and Administrative personnel. This will be followed and supported through small group content area instruction specific to the needs of Oak Park as identified by student data.

Person or Persons Responsible

Academic Services Department (LCS)

Target Dates or Schedule

Scheduled based on walkthrough data and needs. At least four times throughout the year.

Evidence of Completion

Teacher evaluation documentation, agendas from PD, and PD notes.

Facilitator:

Academic Services Department

Participants:

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

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

The plan will be monitored through classroom observations. Teachers will be observed during classroom walkthroughs conducted by the ASU Team, School Administrators and Coaches. Teachers needing extra assistance will be supported by the Department Heads and Content Area Coaches.

Person or Persons Responsible

District's ASU Team and School Administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Professional Development Agendas and notes, Teacher Lesson Plans,

Plan to Monitor Effectiveness of G1.B1.S1

Successful implementation will be monitored using student performance data as evidence by the Lake Benchmark Assessments, Mini Skills Assessments, and FCAT 2.0. The percent of students scoring at or above grade level will increase by at least 10% as measured by the FCAT 2.0 and the Algebra I EOC.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Data will be collected at the beginning of the year (August-September), middle of the year (December-January), and the end of the year (May-June) of the 2013-2014 school year.

Evidence of Completion

Evidence that the goal was completed will be measured through Student Learning Logs, Teacher Lesson Plans, Bell Ringers, TEAM Data, Classroom Walkthrough Data, Coaches Logs, and Student Achievement Data as evidenced by LBA's, Mini Assessments, and FCAT 2.0.

G1.B1.S2 Professional Learning Communities with a focus on rigorous instructional practices.

Action Step 1

Professional Learning Communities by Curriculum Departments

Person or Persons Responsible

Administration, Content Area Coach, Department Chairs, and District Personnel

Target Dates or Schedule

At least once Monthly (scheduled for once a month may increase based on need)

Evidence of Completion

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

Facilitator:

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

Participants:

All Instructional Personnel and Administration

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Comprehension of rigorous instruction

G1.B2.S1 Model Classroom Observations

Action Step 1

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

Person or Persons Responsible

District Personnel, Coaches, Model Teachers, and Admin

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Lesson Plans, Classroom Observation Schedule, Debriefing notes

Facilitator:

Content Area Coaches, District Support Academic Services Team, Administration

Participants:

Teachers, Coaches, Administration

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

Fidelity will be monitored through observation and participation.

Person or Persons Responsible

Administration and Districts ASU Team

Target Dates or Schedule

When scheduled throughout the year

Evidence of Completion

Observation notes and teacher feedback notes

Plan to Monitor Effectiveness of G1.B2.S1

Lake Benchmark Progress Monitoring will be collected to review the effectiveness of the action plan. Increase in student academic proficiency will result in additional model classrooms (where needed). If student academic proficiency does not increase we will review the model classroom instructional practices to ensure rigorous task are actually being presented, we will note any changes that need to be and implement those changes, and we will identify specific student and teacher needs based on LBA and Instructional Practices data.

Person or Persons Responsible

Administration, Teachers, Coaches and Students

Target Dates or Schedule

Beginning of the School Year (August-September), Mid-Year (December-January, and End of the Year (May). In addition monthly mini assessment data will be reviewed to determine if specific skills are being mastered.

Evidence of Completion

Data Notebooks (Administration, Teachers, Coaches and Students)

G1.B2.S2 Professional Learning Communities

Action Step 1

Professional Learning Communities

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

Once a month

Evidence of Completion

PLC notes and Agendas

Facilitator:

Coaches, District ASU Team, Administration

Participants:

Teachers, Coaches and Administration

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Oak Park Middle School will meet or exceed proficiency in the area of writing, through the use of Thinking Maps strategies and explicit writing instruction across all grades levels and incorporated within each core discipline.

G2.B1 Teacher buy in

G2.B1.S1 Provide support through content area coaches and department chairs.

Action Step 1

Modeling, one to one coaching, observations with feedback

Person or Persons Responsible

All instructional employees

Target Dates or Schedule

During PLC's and classroom walkthroughs

Evidence of Completion

Soft touch classroom visits and coaching logs

Facilitator:

Administration, Coaches and Department Heads

Participants:

All instructional employees

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

Data Chats, collection and review of coaches logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Leadership meetings and monthly data chats

Evidence of Completion

Coaches notes and soft touch observation logs.

Plan to Monitor Effectiveness of G2.B1.S1

Classroom Walkthroughs, Student Outcomes, Feedback and Conferencing

Person or Persons Responsible

Administration, Teachers, Coaches and Students

Target Dates or Schedule

Weekly

Evidence of Completion

Student Artifacts Coaches Logs Administrative Observations Lesson Plans

G2.B1.S2 Provide research based data to support the effectiveness of the Thinking Maps program.

Action Step 1

Progress monitoring data through the Thinking Map program and schools within the district.

Person or Persons Responsible

Administration, District's Teaching and Learning Team, Content Area Coaches

Target Dates or Schedule

Monthly PLC Time Monthly Faculty Meetings Weekly Classroom Walkthroughs Periodic Data Chats

Evidence of Completion

Staff development sign in sheets Coaches Logs Faculty Meeting Agendas and Minutes

Facilitator:

District's Teaching and Learning Team, Content Area Coaches, Administration

Participants:

Administration, District's Teaching and Learning Team, Content Area Coaches

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Observe information has been provided and received by instructional staff. Student and Teacher Data Notebooks

Person or Persons Responsible

Administration

Target Dates or Schedule

During PLC's and Professional Development During Data Chats

Evidence of Completion

Copies of the data information. Updated data notebooks

Plan to Monitor Effectiveness of G2.B1.S2

Review the Coaches Data Notebook and other Progress Monitoring Tools

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data Notebooks (Students, Teachers, and Coaches)

G3. We will increase the proficiency rate of our lowest quartile of students through the implementation of School Wide Progress Monitoring strategies in order to recognize early warning signs.

G3.B1 Implementation with Fidelity

G3.B1.S1 Administrative classroom walkthroughs and data chats.

Action Step 1

Develop student data folders.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-Plan

Evidence of Completion

Student data folders in math and language arts classrooms.

Action Step 2

Scripted classroom frameworks to allow time for data folder conferencing.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-Plan

Evidence of Completion

Classroom Frameworks presented to the teachers.

Action Step 3

Schedule Edusoft Progress Monitoring Assessments

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Data from the Edusoft system

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

Review data collected from classroom walkthroughs, use the data to guide PLC's, direction of coaches, and classroom strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Administrative documentation of walkthroughs.

Plan to Monitor Effectiveness of G3.B1.S1

Administration will monitor the effectiveness through classroom walkthroughs, TEAM Assessments, Coaches Logs, Teacher's e-sembler, and Student Data Folders. Effectiveness will be evident as student outcomes reveal an increase in student proficiency in content area academics.

Person or Persons Responsible

Administration, Teachers, Coaches and Students

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data Folders Data Chat Notes Teacher Data Notebooks Edusoft Reports E-sembler Reports FAIR Reports FCAT 2.0 Reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

- 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 2013-2014 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
Identificartion of ELLS (IPT)

- Title X Homeless

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

- Supplemental Academic Instruction (SAI)

SAI Funding will be used to provide supplemental services to below proficient students. Before and After school programs as outlined in this plan will be funded through this source.

- 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Student achievement will increase through the use of rigorous standards-based instruction in all classrooms.

G1.B1 Comprehension and Implementation of content area standards

G1.B1.S1 Professional Development and support in the area of NGSSS and CCS blended curriculum provided by the districts Academic Services Unit.

PD Opportunity 1

Professional Development - the use of district developed tools such as C2 Connector Cards, Task Cards, Curriculum Blueprints, Instructional Focus Calendars, Blended Curriculum (NGSSS and CCS), and Instructional Strategies to Deliver the content will be presented to all Instructional and Administrative personnel. This will be followed and supported through small group content area instruction specific to the needs of Oak Park as identified by student data.

Facilitator

Academic Services Department

Participants

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

Target Dates or Schedule

Scheduled based on walkthrough data and needs. At least four times throughout the year.

Evidence of Completion

Teacher evaluation documentation, agendas from PD, and PD notes.

G1.B1.S2 Professional Learning Communities with a focus on rigorous instructional practices.

PD Opportunity 1

Professional Learning Communities by Curriculum Departments

Facilitator

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

Participants

All Instructional Personnel and Administration

Target Dates or Schedule

At least once Monthly (scheduled for once a month may increase based on need)

Evidence of Completion

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

G1.B2 Comprehension of rigorous instruction

G1.B2.S1 Model Classroom Observations

PD Opportunity 1

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

Facilitator

Content Area Coaches, District Support Academic Services Team, Administration

Participants

Teachers, Coaches, Administration

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Lesson Plans, Classroom Observation Schedule, Debriefing notes

G1.B2.S2 Professional Learning Communities

PD Opportunity 1

Professional Learning Communities

Facilitator

Coaches, District ASU Team, Administration

Participants

Teachers, Coaches and Administration

Target Dates or Schedule

Once a month

Evidence of Completion

PLC notes and Agendas

G2. Oak Park Middle School will meet or exceed proficiency in the area of writing, through the use of Thinking Maps strategies and explicit writing instruction across all grades levels and incorporated within each core discipline.

G2.B1 Teacher buy in

G2.B1.S1 Provide support through content area coaches and department chairs.

PD Opportunity 1

Modeling, one to one coaching, observations with feedback

Facilitator

Administration, Coaches and Department Heads

Participants

All instructional employees

Target Dates or Schedule

During PLC's and classroom walkthroughs

Evidence of Completion

Soft touch classroom visits and coaching logs

G2.B1.S2 Provide research based data to support the effectiveness of the Thinking Maps program.

PD Opportunity 1

Progress monitoring data through the Thinking Map program and schools within the district.

Facilitator

District's Teaching and Learning Team, Content Area Coaches, Administration

Participants

Administration, District's Teaching and Learning Team, Content Area Coaches

Target Dates or Schedule

Monthly PLC Time Monthly Faculty Meetings Weekly Classroom Walkthroughs Periodic Data Chats

Evidence of Completion

Staff development sign in sheets Coaches Logs Faculty Meeting Agendas and Minutes

Appendix 2: Budget to Support School Improvement Goals