

Oakland Middle School Annual Plan (2018 - 2019)

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OMS will prepare students for college and career readiness by offering classes such as STEM, Content Area Reading Strategies (CARS), and etymology as well as offering the ACT Aspire and YouScience assessments in the 2018-2019 school year.

This goal will continue to focus on preparing our students for high school and post-secondary success by offering classes that target areas on the ACT. The grade-level STEM courses target foundation science and math skills on the ACT at a grade appropriate instructional level. The grade-level CARS courses provide students with reading strategies for success with reading passages on standardized tests. The grade-level etymology courses provide students with vocabulary decoding strategies necessary for reading comprehension. Students will be presented with grade appropriate complex informational and/or literary texts in each course. OMS will also provide 8th grade students with the opportunity to take the ACT Aspire and YouScience assessments for high course placement and career pathways. To provide further detail, we have a STEM program that exposes students to different careers in those areas. The STEM program is designed to also help supplement essential learnings in the math and science classroom. By doing this, there is a connection to real world application with the standards being taught in the core content class. This helps with concepts that correlate with the ACT when they get to high school. The Content Area Reading Strategies (CARS) class at Oakland Middle School is a semester long course that serves as a support to our ELA curriculum. The class covers reading strategies to support all students in ELA and other content areas. It matches up various strategies to (4) main standards in ELA per grade level. The first quarter concentrates on non-fiction and the second quarter covers fictional text. The reading and vocabulary strategies also help students prepare for the ACT and college classes. We also offer a career explorations class to students in the eighth grade. This lets them look at nine careers over the course of a quarter long class to explore different options they may want to choose as their pathways in high school and potentially long term in post-secondary or the workforce. The ACT Aspire and YouScience assessments will be used for high school placement when trying to determine the most appropriate course to meet student needs and a career pathway that may be of interest.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Staff and Personnel We have a grade level teacher for each CARS, STEM, and etymology class. These groups have a common planning time in which to collaborate lessons and strategies for better supporting Math and ELA classes.</p>	<p>iReady Math and Reading Through iReady Math and Reading, the ELA and Math teachers are able to assign tailored lessons that students will complete in the CARS and STEM classes. The students are completing these lessons in those classes so that the STEM and CARS teachers are able to build on those lessons to support the Math and ELA teachers. There is quite a bit of cross-curricular instruction occurring in those classes.</p>	<p>iReady Math and Reading mastery assessments</p>	<p>Lynn Caldwell and Jim Upton</p>	<p>05/31/2019</p>		

<p>Instructional Materials and Resources Oakland Middle School recently purchased iReady Reading as to improve literacy and better prepare student for post-secondary success.</p>	<p>iReady Usage The students are assigned 45 minutes each week to complete iReady reading assignments tailored to their skill level. These lessons are to improve literacy scores.</p>	<p>iReady reading benchmark assessments</p>	<p>Lynn Caldwell</p>	<p>05/31/2019</p>		
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OMS will increase ELA achievement to meet the double AMO targets and achieve level 3 value-added scores to ensure all students are prepared for the next grade level expectations.

This goal will continue to focus on moving all students and all subgroups towards reading on grade-level and being prepared for the challenging standards they will encounter in the next grade or content area. In 6-8, the goal is to increase to 47.3%, and increase from 21.8% in the the students with disabilities subgroup. A specific focus will be placed on creating rigorous common formative assessments with a goal of increasing all students from 40.3% on track or mastered to 43.3% in 6th grade ELA, 31.2% on track or mastered to 34.2% in 7th grade ELA, 18.3% on track or mastered to 24.3% in 8th grade ELA by fall of 2019.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Staff and Personnel OMS uses the CARS (content area reading strategies) teachers to support ELA teachers with those standards that have proven to be difficult to master on iReady reading.</p>	<p>CARS teachers The CARS teachers have the students complete 45 minutes of iReady reading in class and well as reteaching standards that the ELA teachers have identified as needing additional practice.</p>	<p>iReady reading benchmarks and progress monitoring</p>	<p>Takisha Ferguson & Lynn Caldwell</p>	<p>05/30/2019</p>		
<p>Instructional Materials and Resources OMS will use iReady reading and the implementation of more rigorous assessments as tools for improving instruction and assessment practices throughout the department. These two changes will improve value-added and lead to academic growth because teachers are now aligning the rigor of TNReady with classroom instruction and assessment.</p>	<p>Assessments ELA teachers are utilizing mastery assessments as well as assigning point values aligned to Webb's DOK to questions so that we are ensuring rigorous assessments.</p>	<p>common formative benchmarks, iReady mastery assessments</p>	<p>Takisha Ferguson</p>	<p>05/31/2019</p>		

OMS will increase math achievement to meet the double AMO targets and achieve a level 3 value-added score to ensure all students are prepared for the next grade level expectations.

This goal will continue to focus on moving all students and all subgroups towards on grade-level math performance and being prepared for the challenging standards they will encounter in the next grade or content area. In 6-8, the goal is to increase to 52%, and increase from 20.1% in the the students with disabilities subgroup. A specific focus will be placed on creating rigorous assessments for all students that will increase achievement from 38.3% on track or mastered to 41.3% in 6th grade math, 19.8% on track or mastered to 22.8% in 7th grade math, 28.8% on track or mastered to 31.8% in 8th grade math by fall of 2019.

Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Staff and Personnel OMS STEM teachers will reteach difficult math standards using iReady math in class. The optimal amount of time to use iReady math for effectiveness is 45 minutes per week. The STEM teachers are assuring the students spend the necessary amount of time with the program for effectiveness. With the increased usage to iReady, we should see academic growth in the classroom and with the assessment.</p>	<p>STEM teachers The STEM teachers have the students complete 45 minutes of iReady math in class and well as reteaching standards that the math teachers have identified as needing additional practice.</p>	<p>iReady math assessments, common formative benchmarks</p>	<p>Jim Upton & Sarah Beth Britton</p>	<p>05/30/2019</p>		
<p>Instructional Materials and Resources OMS will use iReady math and the implementation of more rigorous assessments as tools for improving instruction and assessment practices throughout the department. These two changes will improve value-added and lead to academic growth because teachers are now aligning the rigor of TNReady with classroom instruction and assessment.</p>	<p>Assessments Teachers will consistently use iReady math standards mastery assessments as we discovered a trend of successful student data with those that used the assessments consistently.</p>	<p>iReady math standards mastery assessments</p>	<p>Christopher Chambers</p>	<p>05/31/2019</p>		

OMS will recruit, retain, and train effective teachers to support our growing and diverse student population.

This goal will continue to focus on ensuring we have effective teachers in every classroom. This includes a focus on recruiting high-performing teachers while providing leadership opportunities, trainings, and incentives to retain our highly-effective educators to maintain over 90% of our teachers scoring a level 4 or 5 with the TEAM evaluation system. At the conclusion of the 2016-17 school year, OMS replaced 19 teaching positions. At the close of the 2017-18 school year, OMS replaced 9 teachers. Our goal is to only replace 5 teachers at the end of the 2018-19 school year.

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<p>Employment Incentives RCS will work to retain high-quality teachers with incentives and professional development geared towards advancement opportunities.</p>	<p>Incentives OMS has a teacher reward system in the form of tokens in which teachers are rewarded for best practices in the classroom, attendance, and going above and beyond for students. The tokens are redeemed at the end of the year during a faculty auction for prizes. Teachers also participate in the house awards ceremony for winning house competitions.</p>	<p>Any teacher receiving shout-outs for attendance, best practices, or going above and beyond are recognized with tokens. The front office administrative assistants are responsible for keeping a log sheet of those teachers having received tokens throughout the year for accountability purposes. Shout-outs are documented in the principal's Sunday reminder emails.</p>	<p>Takisha Ferguson</p>	<p>05/30/2019</p>		
<p>Professional Development for Teachers, Building Leaders, and District Administrators OMS will provide high-quality professional development designed to equip teachers in educating a diverse population of students in an effort to improve the quality of instruction occurring in the classrooms so that all student needs are met.</p>	<p>Professional Development for Teachers Professional development will be offered in a variety of ways to address the needs of all educators in the school. The RTI coach will offer trainings each month which includes topics like TEAM rubric training, classroom management, and TVAAS review. In addition to professional development training the RTI coach and RTI -B coach have organized several book studies to get teachers reinvigorated for their profession. As a whole group,</p>	<p>Teachers will receive quality professional development to improve instruction. In-Service sign-in sheets will also be provided to the appropriate central office staff for record-keeping.</p>	<p>Lisa Snider</p>	<p>04/30/2019</p>		

	<p>teachers will participate in quarterly facility meetings which will train teachers on current needs of the school. Oakland Middle School is fortunate to have a full-time technology coach to provide training, assistance, and educational support to all teachers and students. Part of the technology coach's responsibilities include creating and administrating a technology needs assessment. This assessment measures each teacher's skill level, desire for training, and technology goals for the upcoming year.</p>					
<p>Digital Learning and Teaching The OMS Instructional Technology Coach will provide sustained, intensive, collaborative, job-embedded, data driven and classroom-focused professional development, instructional coaching, and mentoring targeting best practices in digital learning and teaching.</p>	<p>Technology Professional Development After analyzing the Technology Needs Assessment results in conjunction with the Blended Learning Initiative, the OMS Tech Coach will provide targeted professional development for teachers in a variety of formats: after school PDs, in-service day sessions, 10 min PDs before and after school, PLC meetings, and planning times.</p>	<p>Core teachers will apply knowledge gained from professional development sessions by successfully conducting the station rotation model within a Blended Classroom setting as observed through "walk through" observations.</p>	Melinda Reed	04/30/2019	Not Applicable	
<p>OMS will implement strategies to ensure all students receive a well-rounded education and have the opportunity to learn. This goal will continue to emphasize increasing all students' opportunity to learn on a daily basis. The focus of this goal will include decreasing chronic absenteeism rates from 10.8% to 9% and promoting positive behavior and health supports to keep students in the classroom and ready to learn. In addition, the goal includes looking at how we are utilizing supplementary services and enrichment programs to promote a well-rounded education.</p>						
Strategy	Action Step	Benchmark Indicator	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>Providing supplementary services and enrichment programs to promote a well-rounded education</p> <p>Students will be provided services and resources to promote positive behavior and healthy lifestyles to enhance academic achievement and remove barriers through our Response to Instruction and Intervention Behavior program (RTI2B). The RTI2B program seeks to decrease negative student behaviors in an effort to increase academic achievement and growth.</p>	<p>RTI2B Tiered Services/Discipline Plan</p> <p>DisciplineAnother part of our School Climate and Culture is our discipline plan. We do not exceed the state average for expulsion or suspension rates, however we have many steps in place to make certain that our students are in receiving the maximum amount of instructional time as possible. Oakland Middle School has a school-wide policy that is required of all teachers in our building. There are 5 steps, and none of them include missing instructional time. Step 1 is a warning, Step 2 is an Educational Assignment, Step 3 is Early Morning School (served from 7:15 to 7:45 am) Step 4 is After School (3:15 to 4 pm) and Step 5 is a Dean Referral (amounts to minutes of restriction spent in EMS or lunch detention). Parent contact is made at all 5 steps. We also have 6 deans that serve over discipline. There is a female and male dean for each grade level. This process takes the emotion out of the situation for both the student and the teacher when dealing with situations. Deans track their students' progress, contact parents and monitor restriction minutes, as well as keeping the grade level assistant principals up to date on all situations.As</p>	<p>Discipline reports, RTI2B screener and school climate survey</p>	<p>Takisha Ferguson and Lynn Caldwell</p>	<p>05/30/2019</p>		
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	<p>part of our RTI B program we have also implemented some Restorative Practices into our discipline program. This includes hosting a restorative conference/meeting when a suspended student or a student returning from an alternative setting returns to the school. This meeting is open to student, parents, counselors and teachers. The group meets to discuss any issues or questions and strives to start back on a positive note with a success plan and interventions ready. This has shown to help facilitate a much smoother transition, for both students and teachers.</p>					
	<p>Social Emotional Learning Class Period Safe, Supportive and Healthy Environment Finally, one of our main goals at Oakland Middle School is to create a safe, supportive and healthy environment in which our students can grow and learn to the best of their ability. We have two programs in place that assist us in that goal. One is our RTI B program and one is a new class that we have implemented called SEL (Social and Emotional Learning). Our RTI B program focuses on supplying specific students that have been identified through a screening process that would benefit from</p>	<p>Discipline data, RTI2B screener and school climate survey</p>	<p>Takisha Ferguson and Lynn Caldwell</p>	<p>05/30/2019</p>		

	<p>extra behavior interventions to help them be successful in their academic classrooms.</p> <p>Students meet with a case manager and work through various interventions that are individualized to their needs. These interventions are emailed to all of the student's teachers and are immediately put into place. These can be things such as positive feedback, quick non-verbal reminders to get on task, a place where a student may sit for a minute to refocus, etc. Data sheets are collected on the student's behavior bi-monthly and after repeated success, the students may exit the program. Students are also assigned a mentor, this increases the number of positive relationships these students have with people within the building.</p> <p>Social and Emotional Learning class is an Advisory-style period that every student has during the 2nd part of their lunch period. This class was developed to help create an outlet for students to share and discuss social and emotional issues that are so relevant to middle school aged children.</p> <p>There is a curriculum that is given to each teacher based on their grade level and it supports national standards. This is also a time period that the counselors can meet with students, Socratic Seminars are done over social</p>					
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	<p>topics and a community is built within a non-academic classroom. We also have an on-site SRO (security officer) that is in our building at all times. He has a strong presence among the staff and students. This year we have added an extra security measure at the front door with a new system that requires the front office to allow access. Teachers also have new security ID badges that allow them entrance into the school. All teachers and staff must wear these badges every day so that everyone can quickly identify someone that does not belong.</p>					
<p>Increasing Attendance and Opportunity to Learn for students Oakland Middle School has implemented an Internal Truancy Board (ITB) to increase student attendance.</p>	<p>Chronic Absenteeism Plan The ITB has created a chronic absenteeism plan that holds both the student and parent responsible. We have a team of professionals that are part of our Internal Truancy Board (ITB). This team includes Preventative Managers, Data Trackers, Case Managers for each grade level, and Grade Level Mentors. The overall responsibilities of the ITB are home visits for Tier II, Tier III referral meetings and quarterly update meetings. At the beginning of the year, a letter is sent home with each student stating our attendance goals and expectations from Oakland Middle School's principal, Tori Ruis. This letter specifically</p>	<p>Attendance reports</p>	<p>Sarah Beth Britton</p>	<p>05/30/2019</p>		

details each part of our policy. At our school, a First Notice of Absenteeism is mailed home once a student has had more than 5 unexcused absences, and a student is placed in Tier I. Once further unexcused absences occur, the Progressive Truancy Intervention Plan is activated. Meetings are scheduled to monitor the situation. Discussions occur to determine if a disability, IEP/504 may be affecting the student. Once additional absences are occurring, the student is moved to a Tier II level. This level includes an individualized assessment of the student and reasons behind the absences. It may also result in a referral to counseling, community-based services or other resources that are available. Home visits will also be made by the Administration team and the ITB will meet as well. If students and a parent/guardian fail to attend the Tier II assessments, the student will automatically be placed in Tier III. In Tier III students must follow various intervention procedures or it will result in the filing of a petition and/or criminal summons by the local court. However, by this point many interventions have been put in place and offered to help the student be successful and participate in their

	<p>educational process. Also, Oakland Middle School is split into 3 Houses, which is done to build community and relationships within such a large school and is part of our RTI-B program. Houses get points for attendance each quarter and many teachers get competitive and offer classroom incentives for perfect attendance or even increases in attendance. Teachers want their students in their classes each and every day, that has also helped with overall motivation for some of our chronically absent students.</p>					
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