School Improvement Plan

Oakley Park Elementary School
Walled Lake Consolidated Schools

Ms. Kristin Froning
2015 East Oakley Park Rd
Commerce Township, MI 48390-1536
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Description of the School</td>
<td>4</td>
</tr>
<tr>
<td>School's Purpose</td>
<td>5</td>
</tr>
<tr>
<td>Notable Achievements and Areas of Improvement</td>
<td>6</td>
</tr>
<tr>
<td>Additional Information</td>
<td>7</td>
</tr>
<tr>
<td>Improvement Plan Stakeholder Involvement</td>
<td>10</td>
</tr>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Improvement Planning Process</td>
<td>11</td>
</tr>
<tr>
<td>School Data Analysis</td>
<td>13</td>
</tr>
<tr>
<td>Introduction</td>
<td>13</td>
</tr>
<tr>
<td>Demographic Data</td>
<td>14</td>
</tr>
<tr>
<td>Process Data</td>
<td>16</td>
</tr>
<tr>
<td>Achievement/Outcome Data</td>
<td>18</td>
</tr>
<tr>
<td>Perception Data</td>
<td>23</td>
</tr>
<tr>
<td>Summary</td>
<td>26</td>
</tr>
</tbody>
</table>
School Additional Requirements Diagnostic

Introduction ........................................................................................................................................ 28

School Additional Requirements Diagnostic ................................................................................. 29


Overview ........................................................................................................................................... 32

Goals Summary ................................................................................................................................. 33
  Goal 1: All students at Oakley Park Elementary will increase their proficient in reading............. 34
  Goal 2: All students at Oakley Park Elementary will increase their proficiency in writing .......... 35
  Goal 3: All students at Oakley Park Elementary will increase their proficiency in math ............. 36

Activity Summary by Funding Source .............................................................................................. 38
Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Oakley Park Elementary is a part of the Walled Lake Consolidated School District, located in Southwestern Oakland County, which encompasses more than 55 square miles and includes all or part of nine governmental units: the cities of Farmington Hills, Novi, Walled Lake, and Wixom, and the townships of Commerce, West Bloomfield, White Lake and Wolverine Lake Village. About 12,500 students attend twelve elementary schools, four middle schools and three high schools. Three hundred and eighty seven students currently attend Oakley Park Elementary. There are twenty operating classrooms, including three self-contained Autism Spectrum Disorder classrooms. Students enjoy Physical Education, Music, and Art education weekly. We have one full time Learning Resource Room teacher, one full time Speech and Language Pathologist and a part time Social Worker. Our school community continues to become more diverse, as is evidenced in the increasing numbers of students who qualify as English Language Learners. Our community is made of up of both professional and hourly workers. Over the past several years Oakley Park Elementary has experienced more student mobility. The school's atmosphere is characterized by strong parent involvement, skilled and passionate staff focusing on high standards for learning in a caring environment.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Oakley Park Elementary is to ensure that all students reach high levels of achievement. This mission/purpose statement along with specific vision, values and goals surround our daily work. Oakley Park has consistently been comprised of staff with an untiring dedication to meeting the needs of students and holding themselves to high, professional standards. Our vision, values and goals are targeted within the following areas:

Students: Oakley Park students are positive, caring, confident, and responsible individuals who show respect and appreciation of others. They strive to be successful and to achieve to their fullest academic, emotional, and social potential. We are committed to guiding students to achieve their personal best in all areas by maintaining high standards of achievement.

School Climate: The dedicated staff, students, and community of Oakley Park strive to create a safe, supportive, and well-maintained school that respectfully welcomes all individuals. We are committed to providing exemplary service for our school community. We will set clear limits for expected behavior and guide our students in making responsible choices.

Curriculum, Instruction and Assessment: The Oakley Park teaching framework is based on a solid core curriculum, current research of best instructional practices, and authentic student assessment. We recognize and provide for individual differences and interests. We are committed to aligning our curriculum with the standards of the district and state and base instructional decisions on the analysis of student achievement data.

Staff: The Oakley Park staff demonstrates the highest level of professional and personal commitment to our school and community. We encourage innovation. We are committed to high standards and engaging in constructive professional dialogue and collaboration.

Shared Leadership: Oakley Park's shared leadership exemplifies a high standard of professional growth and personal balance, caring and respect for all individuals, and collaborative planning and decision-making. We are committed to demonstrating leadership through our actions and collaborating toward common goals.

Our Community: Oakley Park is a proud and unified community of learners with a child-centered focus, strong family partnerships, and meaningful civic engagement. We are committed to maintaining a school, home and community partnership by keeping parents informed, and involved, and providing service to others.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The Oakley Park staff and students continue to engage in community out-reach activities. During the 2014-2015 school year, over $8000.00 was raised for local and national charitable organizations. Oakley Park has been recognized as a Green School for the sixth consecutive years based on efforts of both students and staff to support a wide variety of recycling initiatives. In April, all kindergarten students participated in TICCIT (Trees into Cartons, Cartons into Trees) an outreach and educational program sponsored by the Nordson Company. Our upper elementary classrooms partner with lower elementary classrooms as they share academic and exploratory activities. We have implemented a program in grades 4th and 5th called SNAPs (Students Need a Pal). Students develop supportive friendships with students in our Autistic Syndrome Disorder (ASD) program. These students are educated about Autism and how to support by our ASD staff. This peer to peer model benefits all involved. We continue to focus on every child, every day by targeting curriculum and instruction based on each student's needs. Through purposeful and focused teaching, our students score at or near the highest level in the district on standardized testing. Through professional development we are targeting differentiation of curriculum based on individual student needs and the implementation of specific and direct interventions when students are not progressing. Our staff continues to work to better utilize student data to assist in intervention planning. We are beginning our fourth year of our School-wide Positive Behavioral Interventions and Supports (PBIS). During this past year, our positive school culture continued to grow as staff and students live into our three expectations: Be Respectful, Be Responsible, and Be Safe. These expectations continue to be taught, modeled and reflected on thought-out the school day, in all areas.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our students have opportunities to participate in extra-curricular and enrichment programs throughout the school year. These programs are not possible without the support of our entire staff and dedicated parents. Many students were also recognized for their outstanding efforts/participation:

- Super Summer Success Reading Program (targets at-risk readers)
- Cross Grade Level Classroom Buddies (classrooms engage in reading, writing and social activities)
- SNAPS (Students Need a Pal: Over 40 students in grades 4th and 5th volunteer to foster and support friendships with students in our Autism Syndrome Disorder (ASD) program.
- Songsters: Our choir includes students in grades 3rd, 4th and 5th.
- Evening Music Performances by each grade level
- 70 students participated the Oakley Park Math Club
- Many Math Club students competed at the Michigan Regional Pentathlon Tournaments earning 2 Silver, 5 Bronze, and 11 Honorable Mentions
- Student Council: Organized and ran the School Store, sponsored School Spirit Days.
- Artsonia: an online art portfolio for all students
- 14 students had art work displayed in January at our Education Services Center and these students were recognized at the School Board Meeting.
- 16 students had art work selected for display at the Walled Lake Schools Student Art Gallery
  - 10 students had art work selected for display at the Walled Lake Schools K-12 Art Exhibition at the Commerce Township Hall
- Over 45 students participated in the PTA Reflections Contest: "The World would be a better place if..."
  * 10 of those entries were recognized at the District level
  * 1 entries was a National Finalists
- Michigan Green School recognition for our recycling efforts
- TICCIT: Trees into Cartons, Cartons into Trees Earth Day/Arbor Day activity

Our PTA continues to be a wonderful asset to the children of Oakley Park. This year our PTA sponsored multiple family and school wide events:

- A record breaking fall fundraiser:
- Fall Family Halloween Bash (all entertainment and food provided at no cost to families)
- Media Center/Teacher Workroom Volunteer Program
- Literacy Tutoring Program
- Family Bingo Night
- Mother/Son Laser Tag Night
- Daddy/Daughter Laser Tag Night
- Fall Scholastic Book Fair
- Spring Scholastic Book Fair
- End of the Year School Fair
- All School Field Trip to the Michigan Science Center
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Oakley Park staff uses the Professional Learning Community model, meeting monthly to reflect on the current school improvement goals and plans and to further research instructional practices. We meet for extended periods of time on four occasions over the course of the school year. The staff works within three specific task teams focusing on: curriculum/instruction, intervention and student/school culture. (Each team develops a SMART goal to guide the work for the school year.) These teams are comprised of staff from various grade levels and certifications. Task teams typically meet once a month (in addition to the monthly staff meeting.) All agendas, meeting notes and other materials are stored on a shared Google drive for reference throughout the school year. Information/updates on task team SMART goals shared with members of the PTA.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

General education teachers, fine arts, physical education staff, and special education staff participate process of reviewing goals and plans. The staff works within three specific task teams focusing on: curriculum/instruction, intervention and student/school culture. These teams are comprised of staff from various grade levels and certifications. Goals (SMART) and plans are carefully reviewed and specific responsibilities are assigned to one (or more) task team.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to all staff at the opening staff meeting of the 2015-2016 school year. It will be communicated to the community when presented at the first PTA meeting of the school year on October 6, 2015.
School Data Analysis
Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data-related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.
Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Oakley Park has been experiencing a slight decline in enrollment which is resulting in fewer sections at each grade level. In some cases, these fewer sections have higher class sizes.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

A slight increase in the number of students “tardy” for school each day has been noted. This could be attributed to two things: families choosing to drive their students rather than using the provided transportation. Students who are in-district transfers and/or School of Choice tend to have a high rate of tardiness (transportation is not provided to those families.)

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Since the implementation of a building wide PBIS system in the fall of 2012, discipline referrals and suspension have decreased. There are no notable challenges at this time.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Continued monitoring (including surveying students and families) helps to determine areas of concerns and actions to be taken. Nine members of the Oakley Park staff serve on the "Student Task Team". This group meets monthly, focusing on the ongoing changes to the building wide PBIS plan.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The average years of services for the Oakley Park staff is 15-20 years. The experience and ongoing professional learning of the staff benefits student achievement. Oakley students continue to perform at or above the district average on local and state assessments.
Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The average years of services for the Oakley Park staff is 15-20 years. The experience and ongoing professional learning of all staff benefits student achievement. Oakley students continue to perform at or above the district average on local and state assessments.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and/or due to illness, what impact might this have on student achievement?

The Oakley Park staff is cognizant of absences related to professional learning. Walled Lake Schools provides professional learning opportunities after school hours and throughout the summer to minimize the impact on student achievement due school leader absences. Based on the total number of days for school leader absences, there is no concerns in regards to the impact on student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The Oakley Park staff is cognizant of absences related to professional learning. Walled Lake Schools provides professional learning opportunities after school hours and throughout the summer to minimize the impact on student achievement due to teacher absences. Teacher attendance is a component of the evaluation process. Based on the total number of days for teacher absences, there is no concerns in regards to the impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

There are no identified challenges at this time.
Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The standards of Governance and Leadership, Teaching and Assessing for Learning, and Resources and Support Systems were each notable strengths for Oakley Park. The teacher evaluation system and ongoing professional learning opportunities were specific indicators of strength within the Governance and Leadership standard. The equitable and challenging curriculum along with highly effective instructional strategies were specific indicators of strength within the Teaching Assessing for Learning standard. The quality of the technology infrastructure allowing staff to use a variety of technology to enhance instruction was a noted strength in the Resources and Support Systems standard.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The standard of Purpose and Direction was the standard with the lowest overall rating. The challenge within that standard lies in the ability of school leadership to prioritize the time to effectively and efficiently analyze data.

12. How might these challenges impact student achievement?

Generally speaking, data is used regularly to support instructional decisions however a more consistent and systematic process would benefit students.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Continued professional learning focused on data along dedicated time for data analysis and development of action plans base on the data would be beneficial.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Walled Lake Schools adhere to all State and Federal laws pertaining to Special Education. Walled Lake has a comprehensive process for the identification of students with disabilities. Individual Educational Plans or 504 plans are developed based on the constant monitoring of students. A fully array of intervention programs are available to students in Walled Lake.
15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Communication Education Programming offers a variety of opportunities to all students at a minimal cost.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Walled Lake provides information regarding program opportunities via the website, newsletters and emails. All programs are available to all students.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Walled Lake

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Walled lake does not utilize a health survey/screener.
Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert ‘See Student Performance Diagnostic’ in each text box.

19a. Reading- Strengths

Students at Oakley Park continue to demonstrate continued growth and strength in word recognition/word study skills as well as the identification of informational genres. Within the context of informational genres, students show strong skill-sets in their ability to identify the use/importance of informational text features. Overall student performance on assessments continue to be at or above the district average.

19b. Reading- Challenges

Students at Oakley Park struggle with overall comprehension skills. Specifically, their ability to compare/contrast relationships within/across texts.

19c. Reading- Trends

Student performance (those performing at the proficient and advanced levels) is trending upwards. While there was a moderate increase the overall performance of most students, there was a significant number of students in 5th grade whose overall proficiency declined. Demographics such as race, religion and gender do not seem to play a role in noted trends in student achievement.

19d. Reading- Summary
Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Oakley Park continues to place an emphasis on the instruction of comprehension strategies within the Workshop Model. Staff will continue to research and implement instructional approaches including the use of frequent formative assessment to better determine student growth. Improving students comprehension skills is the core of our first goal in the School Improvement Plan.

20a. Writing- Strengths

Students display a solid sense of how to write for a specific purpose to a specific audience. Based on the 2013-2014 MEAP, most students performed better on the informational writing portion of the assessment. Overall, students demonstrated grade level ability within the spelling domain on the MEAP.

20b. Writing- Challenges

The development of ideas and use of conventions were both areas of weakness based on the 2013-2014 MEAP. This data correlates with the data from the Developmental Writing Assessment (DWA).

20c. Writing- Trends

A slight increase (about 2%) the overall performance of Oakley Park students was noted from 2012 to 2013. Females continued to outperform the males.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.
The staff will continue to implement strategies that better engage/motivate the males. Direct instruction will focus on the use of graphic organizers, rubrics and editing checklists to help students better develop their ideas both in narrative and information writing.

21a. Math- Strengths

Generally, students performed well on the 2013-2014 MEAP test. Approximately 25% of all students in grades 3rd- 5th improved upon their performance level from the 2012-2013 assessment. Multiplication and division of whole numbers is a strength of students in grades 3rd - 5th as indicated on the 2013-2014 MEAP.

21b. Math- Challenges

While the overall percentage of students who perform at the proficient level or above is consistently 80% or higher, geometry concepts such as area and perimeter continue to be challenging for many students. Quick recall of basic facts is also a challenge based on the MEAP and District Benchmark Assessments. Students continue practice making their learning visible, meaning being about to explain their problem solving both orally and in writing.

21c. Math- Trends

Overall performance of students is consistently between 80% - 90% proficient. Over a 5 year period, a slight decline was noted in all grades on the 2011-2012 MEAP test. There are no significant differences noted based on gender, ethnicity, or economics.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will continue to refine their knowledge and skills of the implementation of Math Workshop. Within the workshop model, targeted
instruction will occur based on student needs. The use or pre-test and formative assessment will help determine student growth. Teachers will continue to work with those students struggling with basic fact recall (as determined by a pre-test), striving for proficient in basic fact recall.

22a. Science- Strengths

Students performed well in the Life Science discipline on the 2013 2014 MEAP. The district uses a kit system which includes hand on labs and reflective writing regarding the scientific findings during each experiment. Materials are provided to allow all students to take an active part in the science lessons. Life Science is a discipline that is consistently covered across the grade levels.

22b. Science- Challenges

While 42 percent of our students were proficient and our scores have improved over the past 3 years, students struggle with concepts with the Physical Science discipline. The curriculum does include units that align with those concepts, however inconsistent performance on Benchmark Assessments indicates the need to take a deeper look at the direct instruction of those concepts. Increasing the use of formative assessment will also help better gauge students understanding as the learning happens.

22c. Science- Trends

MEAP scores continue to trend upwards through the 2013 2014 school year.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Within our school improvement plan, we will look to focus on formative assessment as a means to support our students academically. This will support a focus on problem solving for math and science skills.

23a. Social Studies- Strengths

This data does not apply to Oakley Park's improvement plan at this time
23b. Social Studies- Challenges

This data does not apply to Oakley Park's improvement plan at this time.

23c. Social Studies- Trends

This data does not apply to Oakley Park's improvement plan at this time.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This data does not apply to Oakley Park's improvement plan at this time.
Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert ‘See Stakeholder Feedback Diagnostic’ in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students continue to be very satisfied with the entire staff. Students indicated that they consistently feel safe, respected and important. They enjoy the overall sense of community and the All School Field Trip was definitely a highlight for most.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Students indicated the clarity of instructions given by staff as an area of concern. Likewise, they indicted that they are not always sure what they are learning and why. Students also indicated they would like to use technology while learning.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The staff will continue to refine their use of Learning Targets and the concept of Visible Thinking. Professional learning time will focus on both of the areas.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents continue to be overall, satisfied with the Oakley Park staff. During the 2014-2015 school year the staff place an emphasis on increased communication with families (as a result of previous survey responses) and based on parent responses in May/June, the staff's efforts had made a positive impact.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?
Parents indicated they would like more frequency feedback about their child's daily performance.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Staff will work to utilize the various communication tools to ensure specific feedback is being given regarding student performance.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Overall, the staff feels support by the administrator. They feel confident in the procedural changes made to ensure the safety of all. The staff is highly satisfied with the classroom technology which is now standard in each classroom.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The staff continues to express dissatisfaction with the availability of financial resources to better support students. There is also concern regarding the lack of common time for staff collaboration, professional learning and grade level planning.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Recent changes in the procedures for the planning and implementation of Professional Learning will help teacher to collaborate more frequently. Continuing efforts to partner with local businesses to obtain funding for resources and programing will also continue.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The community/stakeholders are very satisfied with the safety, security and technology enhancements that have been implemented over the past year.

27b. Stakeholder/Community Perception Data
What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Community/stakeholders share concerns about the arrival and dismissal congestion and its impact on adjoining neighborhoods.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We are working with the Oakland County Road Commission and the Oakland County Sheriffs department to improve the flow of traffic and safety of families during the arrival and dismissal times.
28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Oakley Park continues to experience a slight decline in enrollment, however, student mobility remains low. Due to increasing numbers of School of Choice and Transfers, many students are driven to school. We are working to create a safe arrival and dismissal procedures. Academically, students continue to perform at to above district and state levels in all areas. While our students perform well on Reading assessments, students perform lower on comprehension tasks that involve deeper comprehension, specifically, their ability to compare and contrast text. Oakley Park remains a high achieving school where families are overall very satisfied with the learning environment.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The Oakley Park staff will continue to focus on instructional and intervention practices that will help boost student achievement. With an emphasis on the instruction of comprehension strategies within the Workshop Model, staff will continue to research and implement instructional approaches including the use of frequent formative assessment to better determine student growth. Improving students comprehension skills is the core of our first goal in the School Improvement Goal.

28c. Summary

How will these challenges be addressed in the School Improvement Plan’s Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Our staff continues to identify students that need a greater level of targeted intervention. We will use the collaborative inquiry process to work through our instruction, testing our practice and working together to determine the best strategies for student achievement. Each goal in our School Improvement Plan outlines the professional learning needed ensure each student will reach his/her highest level of achievement.
School Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.
## School Additional Requirements Diagnostic

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>Yes</td>
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<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
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<td>2.</td>
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<td>Yes</td>
<td>No link available at the time.</td>
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<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.</td>
<td>Yes</td>
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<tr>
<td>3.</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>Margaret Hazlett Assistant Superintendent of Human Resources 850 Ladd Road Walled Lake, Michigan 248-956-2000</td>
<td></td>
</tr>
</tbody>
</table>

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7. The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. The School has additional information necessary to support your improvement plan (optional).

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>The School has additional information necessary to support your improvement plan (optional).</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overview

Plan Name


Plan Description
Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students at Oakley Park Elementary will increase their proficient in reading.</td>
<td>Objectives:1 Strategies:1 Activities:2</td>
<td>Academic</td>
<td>$100</td>
</tr>
<tr>
<td>2</td>
<td>All students at Oakley Park Elementary will increase their proficiency in writing.</td>
<td>Objectives:1 Strategies:3 Activities:3</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>All students at Oakley Park Elementary will increase their proficiency in math.</td>
<td>Objectives:1 Strategies:2 Activities:3</td>
<td>Academic</td>
<td>$250</td>
</tr>
</tbody>
</table>
Goal 1: All students at Oakley Park Elementary will increase their proficiency in reading.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all reading standards in English Language Arts by 06/30/2022 as measured by MStep.

Strategy 1:
Reading Comprehension - Teachers will develop and implement lessons aimed at improving students' text comprehension in all subject areas. This will include strategies that help students analyze text through discussion, writing, questioning and increasing vocabulary. Teachers will deepen their knowledge of formative assessment, identifying/developing specific assessments to better determine student growth.

Category:

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Comprehension Strategies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will continue to implement Readers Workshop, including guided reading practices that focus on comprehension. In addition to developing solid instructional plans to teach/practice comprehension skills, staff will also work to better understand/implement formative assessment to better monitor students comprehension growth.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional staff, Support staff, Principal, and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Progress Monitoring</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use grade level Progress Monitoring Kits adapted from the work of Linda Dorn to identify and address areas of need with at-risk students.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$100</td>
<td>General Fund</td>
<td>Instructional staff, Support staff, Principal, and others</td>
</tr>
</tbody>
</table>
Goal 2: All students at Oakley Park Elementary will increase their proficiency in writing.

Measurable Objective 1:
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all writing standards in Writing by 06/30/2022 as measured by MStep.

Strategy 1:
Non-Fiction Writing - Teachers will continue to implement and enhance the effectiveness of Writers Workshop focusing on students writing to learn. This may include: compare and contrast, procedural writing, argumentative writing and the use of content vocabulary.

Category:

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Writers Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement and enhance the effectiveness of the writers workshop focusing on students writing to learn. This may include: compare and contrast, procedural writing and the use of content vocabulary.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Use of graphic organizers, rubrics and editing checklist.</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will model the use of graphic organizers, rubrics, and editing checklists within the Writers Workshop.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
</tbody>
</table>

Activity - Writing Structures Professional Learning

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
</table>
**Goal 3: All students at Oakley Park Elementary will increase their proficiency in math.**

**Measurable Objective 1:**
85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in all standards in Mathematics by 06/30/2020 as measured by MStep.

**Strategy 1:**
Problem Solving - Using the math workshop model, teachers will focus on improving students ability to represent and solve multi-step problems. An emphasis will be placed upon students ability to share their thinking/problem solving both orally and written.

Category:

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Math Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will use the math workshop model including strategies introduced through professional learning provided by the Walled Lake School District.</td>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
</tbody>
</table>

**Strategy 2:**
Differentiated Instruction - Teachers will use data (including pre and post-testing) to best differentiate instruction for all students.

Category:
Research Cited: Tomlinson, Carol A.. The differentiated classroom: responding to the needs of all learners. Alexandria, Va.: Association for Supervision and Curriculum SY 2015-2016
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Math Workshop</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional staff will use the math workshop and engage students in learning math concepts and skills based on ability/need. In addition to developing solid instructional plans to teach/practice math skills, staff will also work to better understand/implement formative assessment to better monitor student growth.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Directors, and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Basic Facts</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students identified through pre-testing as having weak computational skills will be engaged in specific intervention instructional groups.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$250</td>
<td>General Fund</td>
<td>Instructional Staff, Support Staff, Principal</td>
</tr>
</tbody>
</table>
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Strategies</td>
<td>Teachers will continue to implement Readers Workshop, including guided reading practices that focus on comprehension. In addition to developing solid instructional plans to teach/practice comprehension skills, staff will also work to better understand/implement formative assessment to better monitor students comprehension growth.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional staff, Support staff, Principal and others</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Instructional staff will use the math workshop and engage students in learning math concepts and skills based on ability/need. In addition to developing solid instructional plans to teach/practice math skills, staff will also work to better understand/implement formative assessment to better monitor student growth.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal, District Curriculum Directors, and others</td>
</tr>
<tr>
<td>Writing Structures</td>
<td>Instructional staff will participate professional development to build a repertoire of writing techniques including different structures and organizers.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of graphic organizers</td>
<td>Teachers will model the use of graphic organizers, rubrics, and editing checklists within the Writers Workshop.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
<tr>
<td>Writers Workshop</td>
<td>Teachers will implement and enhance the effectiveness of the writers workshop focusing on students writing to learn. This may include: compare and contrast, procedural writing and the use of content vocabulary.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$0</td>
<td>Instructional Staff, Support Staff, Principal and others</td>
</tr>
</tbody>
</table>
Math Workshop
Instructional staff will use the math workshop model including strategies introduced through professional learning provided by the Walled Lake School District.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
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<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Basic Facts</td>
<td>All students identified through pre-testing as having weak computational skills will be engaged in specific intervention instructional groups.</td>
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<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2013</td>
<td>06/30/2022</td>
<td>$250</td>
<td>Instructional Staff, Support Staff, Principal</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Teachers will use grade level Progress Monitoring Kits adapted from the work of Linda Dorn to identify and address areas of need with at-risk students.</td>
<td>Direct Instruction</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/01/2013</td>
<td>06/30/2022</td>
<td>$100</td>
<td>Instructional Staff, Support staff, Principal, an others</td>
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