



**2010 - 2011
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Plan**

Note: Blank copy is available on www.alsde.edu, e-GAP, Document Library
Federal Programs Director submits required plans to LEA system's e-GAP Document Library



NAME OF SCHOOL: Opp Middle School

STREET ADDRESS: 303 East Stewart Avenue CITY: Opp STATE: Alabama ZIP CODE: 36467

CONTACT: Shawn Short TELEPHONE: 334-493-6332 E-MAIL sshort@oppboe.com

Identified for School Improvement? No Yes Delay Status
Year 1 or Year 2 *Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system's e-GAP Document Library by November 3, 2010.

Year 3 or Year 4 or more Submit to LEA for Board approval. Scan PAGE ONE and PAGE TWO to indicate signatures. Submit the plan and signature pages electronically to your system's e-GAP Document Library by November 3, 2010.

Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/>	Made AMAOs (EL)? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Career Tech Made AYP? YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source? YES <input type="checkbox"/> NO <input type="checkbox"/>	Describe how this plan will be made available to parents and other stakeholders, such as through parent meetings or on Web sites. NOTE: The Parental Involvement section of this plan <u>must</u> be distributed to all parents. The Continuous Improvement Plan (CIP) for Opp Middle School will be available to parents through the school office, school library, and central office. Also, the Continuous Improvement Plan will be posted on the system's website.
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***Board Approval: Yes No Board approval received on _____, 2010.**

Board Signature:

Superintendent Signature: _____ **Date:** _____

System: Opp City Schools
School: Opp Middle School

Federal Programs Coordinator Signature:		Date:
Principal Signature:		Date:

CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

This plan was developed/or revised during the following time period (e.g. April, May – September 200_):
<p>Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):</p> <p>In October 2010, the school leadership team (including parent members) will review the 2009-2010 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information will be shared with all staff and interested parents. The staff and parents will provide input in the following: which elements have been successfully mastered and need not be included in the next years plan; the elements that have been mastered but still require continued monitoring during the 2010-2011 school year; the elements that have not been mastered and must be included in the 2010-2011 CIP. In 2010 the school leadership team and school staff, along with interested parents did convene to disaggregate standardized assessment data, Pride survey data, School Incident Report, Administrative Walk Throughs, Educate Alabama, Improvement Plan data and other local data. Results will be shared with school faculty, staff, and parents. STI Assessment will be used in reading and math for grades 5-8 for the 2010-2011 school year. Benchmark tests will be given three times of year to evaluate our students and find out how to align our objectives to meet each student’s needs. The school leadership team will meet to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The CIP for the 2010-2011 school years will then be published and shared with the community and stakeholders. Requested modifications will be examined and decisions made by school leadership team and faculty/staff. Our local school board will be given a copy of our final CIP Plan.</p>

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<p align="center">Instructional Leadership Team Names</p> <p align="center">(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</p>	<p align="center">Positions</p> <p align="center">(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</p>	<p align="center">Signatures</p> <p align="center">(Indicates participation in the development of the CIP)</p>
<p align="center">Aaron Hightower</p> <p align="center">Shawn Short</p> <p align="center">Margaret Fox</p> <p align="center">Tanner Jackson</p> <p align="center">Kristi Meeks</p> <p align="center">Connie Free</p> <p align="center">Kelley McCullough</p> <p align="center">Heather Short</p> <p align="center">Julie Worley</p> <p align="center">Cassady Bodry</p>	<p align="center">Principal</p> <p align="center">Assistant Principal</p> <p align="center">Counselor</p> <p align="center">English Teacher</p> <p align="center">Math Teacher</p> <p align="center">Reading Teacher</p> <p align="center">Special Ed. Teacher</p> <p align="center">Paraprofessional Liason</p> <p align="center">Community Stakeholder</p> <p align="center">Parent Stakeholder</p>	

Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

System: Opp City Schools

School: Opp Middle School

Alabama AYP Accountability Reports

School Status Report

Alabama Department of Education
 Adequate Yearly Progress Status for 2010-2011
 Based on School Year 2009-2010 Data
180 Opp City - 0020 Opp Middle School

2010-2011 AYP Status	This school met 17 goals out of 17 (100%).			
	Made AYP			
	Not in School Improvement			

Reading				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	10.13	Yes
Special Education	100	N/A	-25.47	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	Yes	2.71	Yes
Hispanic	~	N/A	~	N/A
White	100	Yes	12.63	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	100	Yes	3.95	Yes

Mathematics				
Made AYP	Percent Participation Goal = 95%	Met Participation Goal	Proficiency Index Goal = 0.00	Met Proficiency Goal
Not in School Improvement				
All Students	100	Yes	18.11	Yes
Special Education	97	N/A	-4.27	N/A
American Indian / Alaskan Native	~	N/A	~	N/A
Asian / Pacific Islander	~	N/A	~	N/A
Black	100	Yes	11.61	Yes
Hispanic	~	N/A	~	N/A
White	99	Yes	20.19	Yes
Limited English Proficient	~	N/A	~	N/A
Free / Reduced Meals	99	Yes	13.81	Yes

Additional Academic Indicator - Attendance Rate		
Made AYP	Attendance Rate Goal = 90%	Met Additional Academic Indicator
Not in School Improvement		
All Students	95%	Yes

Part I - continued – DIRECTIONS: NEEDS ASSESSMENT- SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all

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disaggregated subgroups including those with less than forty students. Additionally, please report data pertaining to the Response to Instruction (RtI) framework, include data used to determine the type of support provided to students (i.e.: universal screening results, benchmark testing, progress monitoring, etc.)

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
Standardized testing data was collected and assessed from the SAT and ARMT. Results of the Alabama Direct Assessment of Writing, Administrative Walk Through Evaluations, PRIDE survey, and Title I parental surveys were collected and assessed in CIP meetings, faculty meetings, and departmental meetings.	
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.	
Number and percentage of teachers Non-HQT:	Number and percentage of Classes Taught by Non-HQT:
99.5% of our staff is currently HQT.	We have a music teacher that teachers a half day of choral to fifth and sixth grade students that is not currently HQ
Alabama High School Graduation Exam (AHSGE):	
Strengths: N/A	Weaknesses: N/A
Alabama Reading and Mathematics Test (ARMT):	
Strengths: 87 % of eighth grade math students scored a Level III and Level IV. We decreased our Level II's in math in grades fifth-eighth. Our students in 5 th , 6 th , 8 th grades for Level IV improved significantly in reading.	Weaknesses: Although our Level II's have decreased in math we still have an average of 26% of our students partially meeting standards. Although we have made progress in our reading we still have an average of 22% of our students not meeting or partially meeting standards.
Alabama Science Assessment:	
Strengths:	Weaknesses:

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Students in the fifth grade scoring Level IV more than doubled from the previous year 2008-2009.	46% of fifth and seventh graders taking the ASA for 2009-2010 scored Level I and Level II.
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Stanford 10

<p>Strengths: 5th grade reading students, as a group, scored 77% on demonstrating reading vocabulary knowledge. 5th grade math students, as a group, scored 71% on Geometry content standards.</p> <p>6th grade reading students, as a group, scored 59% on applying strategies to comprehend literacy/recreational materials. 6th grade math students, as a group, scored 52% on Algebra content standards.</p> <p>7th grade reading students, as a group, scored 60% on applying strategies to comprehend literacy/recreational materials. 7th grade math students, as a group, scored 70% on Geometry content standards.</p> <p>8th grade reading students, as a group, scored 67% on distinguishing among subcategories of poetry based on their characteristics. 8th grade math students, as a group, scored 56% on Numbers and Operations content standards.</p>	<p>Weaknesses: 5th grade reading students, as a group, scored 57% on using strategies to comprehend functional and textual/informational materials. 5th grade math students, as a group, scored 47% on Measurement content standards.</p> <p>6th grade reading students, as a group, scored 57% on using strategies to comprehend functional and textual/informational materials. 6th grade math students, as a group, scored 38% on Data Analysis and Probability content standards.</p> <p>7th grade reading students, as a group, scored 52% on relating literally elements and devices to each other. 7th grade math students, as a group, scored 36% on Measurement content standards.</p> <p>8th grade reading students, as a group, scored 58% on using strategies to comprehend functional and textual/informational materials. 8th grade math students, as a group, scored 42% on Geometry content standards.</p>
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Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

<p>Strengths: N/A</p>	<p>Weaknesses: N/A</p>
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Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
<p>Strengths:</p> <p>For fifth grade the data (holistic scores) shows that 63% of students at Opp Middle School meets or exceeds standards for the ADAW.</p> <p>For seventh grade the data (holistic scores) shows that 53% of students at Opp Middle School meets or exceeds standards for the ADAW.</p>	<p>Weaknesses:</p> <p>For fifth grade the data (holistic scores) shows that 33% partially meets standards and 4% does not meet standard.</p> <p>For seventh grade the data (holistic scores) shows that 44% partially meets standards and 3% does not meet standard.</p>
ACCESS for English Language Learners (ELs):	
<p>Strengths:</p> <p>We have a certified teacher trained in EL instruction and assessment.</p> <p>We have one certified teacher has background in teaching English to Spanish population.</p>	<p>Weaknesses:</p> <p>OMS is in the process of learning how to serve EL population. This is the first year to have EL students attending Opp Middle School.</p>
EducateAL or other Professional Evaluation Profile Information:	
<p>Strengths:</p> <p>Teachers and Administrators have started the process of training in Educate Alabama.</p>	<p>Weaknesses:</p> <p>Due to the implementation of this new program only non-tenured teachers will be evaluated and monitored this current school year.</p>
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
<p>We have one student that took the AAA in 5th grade. This student scored a Level III in Reading and Math. In the eighth grade we had two students that took the AAA. One student scored a Level III in Reading and Math. One student scored a Level II in Math and a Level III in Reading.</p> <p>All teachers at Opp Middle School have a LCD projector in their classroom. Every math teacher has</p>	<p>Weaknesses:</p>

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<p>access to a school pad in his or her classroom. This school pad allows the teachers to interact with their students on a daily basis. Opp Middle School has three computer labs that students and teachers have access to on a daily basis.</p>	<p>Difficult to maintain funding to keep computers current.</p>
<p>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data):</p>	
<p>Strengths:</p> <p>Grade Level Unit Tests in Reading, Data Meetings, Walk-Throughs, Strategic Planning Meetings by subject area, STI Achievement Tests are held on a regular basis.</p> <p>Reading and Math teachers have developed a pacing guide to ensure that objectives are being taught and mastered before the ARMT test in the Spring.</p>	<p>Weaknesses:</p> <p>We are currently working in our Science and Social Studies to develop a pacing guide for grades five through eight.</p>
<p>Career and Technical Education Program Data Reports:</p>	
<p>Strengths:</p> <p>N/A</p>	<p>Weaknesses:</p> <p>N/A</p>

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Part I – Continued (CULTURE RELATED DATA):

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths: Opp Middle School had zero expulsions for the school year. No incidents of bomb threat, drugs, assault, or weapons.	Weaknesses: During the 2009-2010 school year there were several discipline infractions that occurred. There were a total of 176 offenses that resulted in discipline actions taken by our administration. High number of office referrals was due to defiance of authority, which resulted in after-school detention.
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School Demographic Information related to drop-out information and graduation rate data.

Strengths: N/A	Weaknesses: N/A
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School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths: We had a lot of embedded professional development in our school this past year in efforts to increase student achievement.	Weaknesses: Due to this training we have had more teachers out of their classrooms than a normal school year.
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School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

Strengths: As of November 8, 2010 we have an enrollment of 411 students.	Weaknesses: We have had an increase of students with IEP's to move in during the current school year.
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School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

Strengths: N/A	Weaknesses: N/A
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School Perception Information related to student PRIDE data.

Strengths: System: Opp City Schools School: Opp Middle School N/A	Weaknesses: N/A
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School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths: The EL teacher understands how to incorporate the WIDA ELP Standards with the general education	Weaknesses: Classroom teachers have not had sufficient long-term training on curriculum
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Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE AND RtI CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. *DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.* Use the SMART Goals format to address areas of need.

<p>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS): Decrease percentage of students scoring in Levels 1 & 2 on the ARMT in Mathematics. Decrease the number of special education students scoring in Levels 1& 2 on the ARMT Reading.</p>
<p>Data Results on which goal is based: Data from the 2009-2010 ARMT showed a significant gap between students scoring in levels 1 & 2 in math compared to students scoring a 3 & 4. Data from the 2009-2010 Special Education subgroup showed that we were not proficient in the area of reading.</p>

COURSES OF STUDY	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
<p>WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?</p>	<p>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)</p>	<p>HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)</p>	<p>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?</p>	<p>WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)</p>

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<p>Alabama Course of Study Mathematics 5-8</p>	<p>STRATEGY: Classroom and resource teachers will track and document when and how content standards and Course of Study objectives are taught.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> -Implement the strategies of AMSTI Ask higher-level questions/reciprocal teaching - Use manipulatives and other math technology/ Kids College - Use Mathematics Learning Centers - Homework assignments will reinforce skills or concepts previously taught. - Department and grade level meetings - Use Item Specs from ARMT review to cover objectives <p>STRATEGY: Teachers will use instructional materials with a variety of teaching and testing formats, such as multiple choice, grid, and open response.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> - Teacher will use multiple choice assessment practice on each assigned assessment administered. - Teacher will daily follow the pacing guide and document the strategies used in the classroom each day in lesson plans) -Teacher will utilize item specifications for teaching and assessing students on COS, each day of the 2010-2011 school year. 	<p>Progress Reports every nine weeks</p> <p>Full Implementation of AMSTI Math</p> <p>STI Assessment/ Benchmark Tests</p> <p>Kids College</p> <p>Predictive Assessment</p> <p>Daily Assessing by Teacher</p> <p>SAT-10 & ARMT Results</p> <p>Administrative Walkthroughs</p> <p>Pacing Guides</p>	<p>5th and 6th grade students will be pulled 30 minutes daily from their social studies or choral class to work with a math remediation teacher. These students will be targeted based on last year's math ARMT test scores.</p> <p>7th & 8th grade students will be pulled from their elective class to work with a math remediation teacher on a daily basis. These students will be targeted based on last year's math ARMT test scores</p>	<p>Academic Tracking Sheets (ATS)</p> <p>Benchmark Test</p> <p>Kids College</p> <p>Job Embedded Professional Development</p> <p>Math Remediation Teacher</p>
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<p>Special Education Reading</p>	<p>STRATEGY: Implement explicit, intensive instruction through the use of small groups, cooperative learning for every student that has an IEP.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> - Test coordinator will provide faculty with an analysis and ARMT scores in writing to show how various groups performed and weaknesses that we need to work on as a faculty. - Test data will be used by faculty to help identify areas where teachers need additional training. - Provide professional development opportunities for teachers on how to improve reading scores of students. - Reading Intervention daily for special ed. students using “My Sidewalks” - Corrective Reading - Backwards Planning used by the reading teachers to increase comprehension - Reading Mastery - Phoenetic & Fluency Skills 	<p>Progress Reports every nine weeks</p> <p>STI Assessment/ Benchmark Tests</p> <p>Unit Tests</p> <p>Compass Learning</p> <p>Kids College</p> <p>Predictive Assessment</p> <p>Daily Assessing by Teacher</p> <p>SAT-10 & ARMT</p> <p>Administrative Walkthroughs</p>	<p>Students will be able to have smaller instruction in Reading Remediation</p> <p>Reading teachers and Special Ed. teachers will meet weekly to discuss implementation of the instruction and assess each student’s progress.</p>	<p>Compass Learning</p> <p>Special Ed. Teacher</p> <p>Inclusion Teacher</p>
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Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals. If any ELL student did not make AMAOs complete this page.

ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):
 Fifty percent of our EL students will test at an English Proficiency Level of 4 or higher in the language domain of writing to increase our composite score so AMMAO targets are met.

Data on which goal is based:
 2009 ACCESS scores

WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, \$.....00)

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<p>Language Domain -Writing WIDA Standards -Language Arts -Science -Social Studies -Math</p>	<p>STRATEGY: The school counselor and EL teacher will use the WIDA Model Performance Indicators as guidance for developing language objectives that focus on, but not limited to, the language domains of reading and writing.</p> <p>ACTION STEP:</p> <ul style="list-style-type: none"> -School Administrators facilitate planning and collaboration time for EL Professional Development. - EL teacher and classroom teachers to use planning time to develop lesson – plans that integrate language objectives. - Implement a research based systematic model of EL literacy and sheltered instruction strategies within the grade level classroom. 	<ul style="list-style-type: none"> -Walkthroughs -Observations -Lesson Plans -Scott Foresman Reading Street ELL Program Assessment -I-English Language Plan 	<p>Provide explicit and intensive individual or small group EL instruction.</p> <p>The Spanish teacher will also provide one on one instruction at least twice a week.</p>	<p>Professional development for the content area teachers and EL teacher.</p> <p>Professional development in ESL Literacy for middle grades and WIDA standards.</p>
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Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

CULTURE (REFER TO CULTURAL DATA IN NEEDS ASSESSMENT)	REFORM STRATEGIES	BENCHMARKS	INTERVENTIONS	RESOURCES
WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PERCEPTION, AND PROCESS DATA?	WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE CULTURAL BARRIERS IMPACTING STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)	HOW WILL PROGRESS FOR EACH ACTION STEP BE MEASURED? (PERFORMANCE DATA, LISTS, SURVEYS, ETC)	HOW WILL THE SCHOOL PROVIDE TIMELY ADJUSTMENT IF STRATEGIES DO NOT CHANGE PERFORMANCE?	WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: Teacher Incentives, Title II \$.....00, Supplies for Mentors/Mentees, etc)

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<p>Discourage bullying and encourage conflict resolution strategies to our sixth grade students.</p>	<ul style="list-style-type: none"> • Counselor will teach a series of lessons on bullying and conflict resolution. • Students will have access to many research-based character building programs which will discourage bullying and succumbing to peer pressure. • Use of resource officer/guest speaker to discourage bullying and negative peer pressure. • The DARE program will present lessons to students to discourage bullying and negative peer pressure. • All student athletes will participate in the STAR program. 	<p>Surveys will be used to monitor student perceptions of bullying.</p>	<p style="text-align: right;">Couns</p> <p>elor will provide lesson review and enhancement if necessary.</p> <p>Teachers are to fill out a ‘bullying’ form at the occurrence of each incidence.</p>	<p>Learning Through Sports</p> <p>Dare</p> <p>Get Real About Violence</p> <p>Too Good for Violence</p> <p>Character at Heart</p> <p>STAR program</p>
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Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

1. Teacher Mentoring: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

Any time that we have new or inexperienced teachers they are paired with a veteran teacher from their grade level. Central office provides a new teacher orientation that helps teachers to become familiar with the following areas: payroll, sick leave, school calendar, and work days.

2. Budget: Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

See attachment

3. Transition: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

Fourth grade students from Opp Elementary School tour the campus, meet teachers, administrators and staff. During the summer an orientation is held for students and parents. At this time students receive their schedules and locker assignments. We go over school policies and procedures and this beginning of the year orientation for our fifth graders. Opp High School provides an orientation for students entering ninth grade. Students are given career interest inventories, skill inventories, and work value inventories to assist counselors in scheduling their classes and diploma choices. This year we had transition meetings among grades to become better oriented with our new students. For example, our eighth grade teachers met with our ninth grade teachers to discuss student's strengths and weaknesses. Each grade filled out a student profile sheet that consisted of: ARMT scores, SAT scores, Reading Groups, Diebels scores.

4. Highly Qualified Teachers: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

99.5 % of Opp Middle School teachers are highly qualified. The school and LEA follow the state mandates for interviewing and hiring highly qualified applicants.

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5. Assessments and Teacher Involvement: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Teachers meet annually to discuss test scores and disaggregate data. Teachers meet every nine weeks to review assessment data, meet on student's progress and behavior. Math and reading teachers are currently using STI assessment to measure their progress three times a year. This gives the teacher immediate feed back of what objectives have been mastered and what objectives they need to hone in on.

6. Special Populations: Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

All students at Opp Middle School, including migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free, reduced lunch, Title I services, EL services, Special Education services, at Risk, and counseling services. Other services such as: Department of Human Resources, the Department of Mental Health, area churches and other various community resources are utilized to provide students with the necessary school supplies, food, clothing and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education. All these students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test. The W-APT Wida Access Placement Test is used to identify students who may be candidates for English as a second language. It is also used to determine the proficiency level of students new to a school or to the appropriate levels and amounts of instructional services and to accurately assign students identified as EL to one of the three tiers for ACCESS for EL's. If the parents or guardians agree for the student to receive services, an EL committee will convene to determine appropriate services and placement for each individual student. The EL committee consists of the EL teacher, parents or guardians of the students, the student's teacher, an interpreter, and a school administrator. Content area tutoring, pullout ESL, pullout individual support, and content-based-ESL are services that can be provided to the EL student. The counselor provides services to all EL students and works in conjunction with the regular classroom teacher. A teacher in the system serves as an interpreter to communicate with the parents of EL students as needed. Parents are provided the opportunity to receive all updates and important school document in English and their language. The EL committee receives each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level the student becomes eligible to exit the EL program and will be monitored for two years to ensure success.

Parents/guardians of each student enrolling receive a Migrant Education Survey, which determines student eligibility for the migrant program. The Migrant Employment Surveys are sent to the Central Office for further review by the Migrant Coordinator. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students at Opp Middle School.

Homeless students are identified by the school counselor, upon enrollment to the school. The school uses Alabama State Department of Education and federal regulations and definitions to

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identify homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the central office for possible funding of the other needs. Homeless students have access to all services and programs available to the rest of the student population. Opp Middle School uses Title I and community resources to provide homeless students with necessary school supplies, clothes, and other needed items. Homeless informational posters are posted throughout the community. Brochures are available at the front desk at the school. Information is printed in Spanish and English.

Opp Middle School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The special education teacher tracks referrals from Rtl or from parents and informs parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the IEP based on the results of the evaluations, the concerns of the parents, and academic development, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Opp Middle School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled students. Special education students are also provided with an equal opportunity to participate in all extracurricular activities.

Neglected/delinquent students are identified at Opp Middle School when contacted by the Department of Human Resources Social Services, parent, Opp PD, or student. The school counselor and administrator identify possible needed services.

7. Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3): Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency. (N/A for Elementary Schools)

N/A

8. Extended Learning Opportunities: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

The school provides a Race Trac program from 3:00-5:00. We have highly qualified teachers and helpers to provide instruction to students who need help with their homework. The students are provided a snack daily. Also, they take field trips periodically and allow students to play various games.

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Part VI –School Parental Involvement Plan as required by Section 1118 of NCLB [Note: This section of the CIP (Part VI) must be distributed to Parents]:

A. Parental Involvement: Describe how the school will convene an annual meeting to inform parents of the school’s participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

Opp Middle School recognizes that a child’s education is a responsibility that is shared by teachers, parents, and extended family and community members. With this understanding, school and family will work collaboratively in the best interest of the children. The parent and family involvement program will include, but not limited to, the following: support to parents, home-school communication about school programs and children’s progress, and parenting skills. Federal Program Coordinator holds an annual Title I meeting at the beginning of the to year to inform parents of their rights to be involved and provide input in regards to the Title I program.

B. Parental Involvement: Describe: 1. How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school’s process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

During the first month that school is in session, Opp Middle School holds its annual meeting for all parents of participating children. Parents are notified through: notices sent home by students, radio announcements, newspaper announcements, and our website. Topics to be discussed at this year’s meetings are:

- An explanation of the school’s curriculum and the state’s content standards
- The Continuous Improvement Plan
- School-parent compacts
- Parent Surveys

C. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Opp Middle School believes in involving all parents in all aspects of its CIP. We have three parent representatives on our CIP committee who participated in the development of the plan. Parent Needs/Evaluations Surveys are administered each spring to gather information concerning the effectiveness of the overall CIP program and Parental Involvement Plan. Opp Middle School distributes it School-Parent compact at its annual parent meeting. The compact is explained to the parents, and are asked to sign the compacts signifying their commitment to working in partnership with the school and their child ensuring that their child is successful in school. The compacts are discussed with teachers at faculty meetings. Each teacher is given responsibility for explaining the compact to students and obtains the students signatures. The teachers sign the compacts and house them in their classroom for use during Parent-Teacher and/or student-teacher conferences.

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D. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The school parent compact will be signed by the teacher, parent, and teacher at the first open house each year. At this time the teacher will go over the importance of the school compact and will keep it on file for future references.

E. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

If parents disagree with any feature or component of the Opp Middle School CIP, which includes the Parental Involvement Plan, they may express concerns or make comments. They can submit their suggestions in writing to the central office for a timely response from our Title I Federal Program Coordinator.

F. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

- (1) **Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Parents are invited to visit the school, meet the faculty, and ask information regarding the school and its procedures during Orientation. The school provides free brochures to every parent. These brochures cover such topics as, helping students with homework, coping with stress, boosting self-esteem, improving math and reading skills, discipline, and tips on motivating students to learn. This year we sponsored a family fun night at our school. We had different stations that allowed the students and parents to visit these stations for about fifteen minutes. The topics were: disaggregating test data, Title I School, and room visitation.

- (2) **Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Opp Middle School does not currently have a parent center; however we work collaboratively with the Lucile Pierce Literacy Center, which provides literacy training as well as parental involvement resources.

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(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Opp Middle School will actively involve parents as partners in their child's learning. We will provide training for teachers and staff in techniques to engage parents in learning. This year we had a "family fun night" and had an exceptional turnout. We had different stations for our parents to visit and from the parents feedback was very informative. The different stations consisted of: how to disaggregate data of the SAT Home Report, What it means to be a Title I school, Information Now, and room visitation.

(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)

Opp Middle School will recruit parents as volunteers within the school to assist faculty and staff in the education/training of all students. This year we plan to have another parent night for our students, teachers, and parents. This night will consist of a guest speaker and some type of refreshments.

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

At this time Opp Middle School has three EL students. In our voice messages sent out to parent's home we have the capability of choosing the message to be sent in Spanish. A guardian and another classmate of our Chinese student and our Spanish teacher help communicate with our students daily. Also, Opp City Schools uses TRANSACT when necessary to publish paper documents in the native language when necessary.

(6) Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Opp Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Opp Middle School has taken the following actions: 1) maintaining and keeping up to date the school website, 2) using AlertNOW an automated phone system to communicate absences/tardies and other important information to parents at home, at work, and on their cell phone and 3) communicating each student's progress thru Information Now (INow). INOW is a program that allows parents to view grades, discipline and attendance.

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G. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Opp Middle School will provide opportunities for the participation of all parents, including those with limited English proficiency or with disabilities through TRANSACT. All information will be provided in a language and format that parents can understand. This will include, but is not limited to handbooks, report cards, school communication, newsletters, etc. Telephone calls will be made with the assistance of a translator. Every effort is made to accommodate parents with disabilities. Opp Middle School is a handicapped-accessible building.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, RtI FRAMEWORK AND SUPPORTIVE LEARNING ENVIRONMENTS (Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based? **YES** **NO**
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents? **YES** **NO**
- Does the plan include required district-wide training for English language acquisition? **YES** **NO**

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

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WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC (INCLUDING ELL AMAOs) OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?	WHEN WILL THE SESSION BE DELIVERED? (Please list dates of future PD sessions, not those that have already taken place.)	WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING? (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?	WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES? Example: Title II, \$....00 Dr. Verry Goode	DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS
EL students will perform at English proficiency level of 4 in the language domains for writing and reading	School counselor will provide training to grade level teachers on integrating language objectives with content objectives.	January 2011	EL students scoring a level 4 or higher in writing will increase at least 2% on the ACCESS test.	Administrators will look for explicit instruction and monitor progress in small groups and individual settings using the following; walk throughs, observations, and lesson plans.	\$0.00	

DUPLICATE PAGES AS NEEDED

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Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

Example:

I. State Foundation Funds:				TOTAL
State Foundation Funds Earned Units	Enter # FTE's Earned by the school	Enter # of Units Placed at the school		TOTAL OF ALL SALARIES
FTE Teacher Units:	19.60	20.41	Added .81 fractional units to fund teacher salary Per Dr. Pouncey's memo	\$1,636,477.46
Administrator Units:	1			
Assistant Principal:	.50			
Counselor:	1			
Librarian:	1			
Career and Technical Education Administrator:	0			
Career and Technical Education Counselor:	0			
Enter the amount allocated for use at the school for the following:				
Technology				0
Professional Development				0
State ELL Funds				0
Instructional Supplies				0
Library Enhancement				
II. Federal Funds:				
Title I: Part A: Improving the Academic Achievement of the Disadvantaged			TOTAL	\$174,041.39
Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school's portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.) <u>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</u>				

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5 th grade reading teacher (.33)	\$ 19,337.11
8 th grade English teacher (1.0)	59,046.27
5 th grade math teacher (.54)	30,576.79
Instructional Part-Time Tutors	9,722.25
Instructional Supplies and Materials	3,000.00
Renaissance Place Software Renewal	2,700.00
Additional Copier Costs	2,350.00
Testing Resources and Support	2,500.00
Instructional Subs	861.52
Computer Hardware and Infrastructure	37,719.00
Parental Involvement (District Calendar, Parent Instr. Supplies, Food)	1,979.00
Professional Development Travel for Teachers	1,000.00
Summer School	3,249.45
ARRA FUNDS	TOTAL
	\$51,176.62
<u><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></u>	
All salaries include salary and benefits.	
Assistant Principal (.15)	\$12,310.94
Tutors	1,586.17
Prof. Dev. Subs	14,960.00
Additional Copier Costs	2,950.51
Continuation of STI Assessment and the Achievement Program	19,367.00
Title II: Professional Development Activities	TOTAL
	\$67,141.80
<u><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></u>	
5 th Grade Science Teacher	
Title III: For English Language Learners	TOTAL
	0
<u><i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i></u>	

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Title IV: For Safe and Drug-free Schools	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Title VI: For Rural and Low-income Schools	TOTAL	\$2,750.00
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</i>		
Compass Learning Technical and Maintenance Support		\$2,750.00
Career and Technical Education-Perkins IV: Basic Grant (Title I)	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Career and Technical Education-Perkins IV: Tech Prep (Title II)	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant	TOTAL	0
<i>BRIEF EXPLANATION and BREAKDOWN OF SPENDING</i>		
III. Local Funds (if applicable)		
Local Funds	TOTAL	0

Part IX – MONITORING/REVIEW DOCUMENTATION

System: Opp City Schools

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INITIAL REVIEW /DEVELOPMENT
Target Date: August Purpose: Review assessment data to develop plan or make plan adjustments to existing plan.

Date _____

Principal Initials _____

LEA initials _____ Other _____

COMMENTS*(Required)

*Use additional pages, if needed

REVIEW 1
Target Date: September Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.

Date _____

Principal Initials _____

LEA initials _____ Other _____

COMMENTS*(Required)

* Use additional pages, if needed

REVIEW 2
Target Date: October Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.

Date _____

Principal Initials _____

LEA initials _____ Other _____

COMMENTS*(Required)

* Use additional pages, if needed

REVIEW 3
Target Date: November Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.

Date _____

Principal Initials _____

LEA initials _____ Other: _____

COMMENTS*(Required)

* Use additional pages, if needed

REVIEW 4
Target Date: January Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.

Date _____

Principal Initials _____

LEA initials _____ Other _____

COMMENTS*(Required)

*Use additional pages, if needed

REVIEW 5
Target Date: February Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.

Date _____

Principal Initials _____

LEA initials _____ Other _____

COMMENTS*(Required)

* Use additional pages, if needed

REVIEW 6
Target Date: March Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.

System: Opp City Schools
Date _____

School: Opp Middle School
Principal Initials _____

LEA initials _____ Other _____

REVIEW 7
Target Date: April - May Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.

Date _____

Principal Initials _____

Use information from Reviews to Evaluate the plan and to update the plan for the coming year.

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