

Sarasota County Schools

Oak Park School



2016-17 School Improvement Plan

Oak Park School

7285 PROCTOR RD, Sarasota, FL 34241

www.sarasotacountyschools.net/oakpark

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School KG-12	No	64%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	39%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	0
Professional Development Opportunities	42
Technical Assistance Items	45
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	N/A	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Oak Park is to provide exceptional students with experiences leading to successful interactions with others, functional independence, and continued education or post-school employment suited to their individual needs.

b. Provide the school's vision statement

We recognize each student's right to receive instruction to maximize individual potential. This will be accomplished by providing an optimal learning environment, using progress monitoring for innovative lesson design, research-based instructional practices and differentiated instruction, accessing current research and technology, and delivering a curriculum that include "access points" to address the individual needs of all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school has an Intake Process, since our students must be eligible for Separate Day School. This process involves the parent, Home School Liaison and/or Guidance Counselor and when appropriate, the student. Our staff becomes knowledgeable about the student's culture, abilities and needs through collaborative discussion, answering specific questions geared to the familiarization of student's family, medical and cultural life. The teacher receives a copy of the Intake paperwork, IEP and Health Plan and Behavior Intervention Plan, if applicable. Our teachers are well informed about the students' family and personal relationships. Our teachers have daily written communication with our parents, which strengthens the relationship between teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

On students' IEPs, "constant supervision" is indicated, meaning all of our students are monitored by staff at all times. Our students may not conduct teacher errands or walk the campus without a staff member. During student arrival and dismissal at the bus zones, teachers and paraprofessionals unload and load each student one by one. We offer a free before school care option for our students. Oak Park has a Response Team. One of the team's prime purpose is to respond to student crisis' by going to the location of the crisis and removing the student using deescalation techniques. The majority of our campus staff is Crisis Prevention Intervention trained. The Response Team is TEAM trained. Our implementation of PBIS, Positive Behavior Intervention Support, creates an environment where students feel safe, respected and valued. Oak Park has a full time SRO, School Resource Officer, to ensure safety before, during and after school. In addition, we have two security monitors who ensure campus safety by actively monitoring the campus and verification of visitor arrivals.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school-wide behavioral system in place is centered around Positive Behavior Intervention Support, PBIS. We have established three school wide expectations: Respectful, Responsible and Ready to Learn. We have a PBIS committee to make school wide decisions regarding our behavior system based on data. We have established protocols for disciplinary incidents, use of the refocus room, removal of a student, FBA and BIP process, restraint and seclusion and data collection. The majority of our students have a Behavior Intervention Plan in place to ensure minimal distraction during the students instructional time and transitions. In addition, we have two full time Behavior Specialist to support students and teachers. Our entire campus has been trained for the full implementation of our PBIS program and Total Progress System, (TPS) data collection, to ensure fidelity. Students are rewarded with "paws" as they meet daily classroom and school wide expectations. As students are meeting expectations, less distractions are taking place which leads to more student engagement during instructional time.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Oak Park ensures the social-emotional needs of all students are being met by collaborating with outside counseling agencies and outside agencies, such as Severe Emotional Disturbed Network, (SEDNET), so students may receive counseling at school and teachers can have the appropriate training to support our students' emotional needs. We have student mentoring on campus among the different teams. Our neighboring elementary school collaborates with our PE department and mentors our students once a week. We have a full time School Home Liaison and Guidance Counselor. The guidance counselor provides counseling as a related service in a small group setting and one to one. The School Home Liaison provides emotional support by mentoring students and conducting one to one counseling when needed. We have other agencies through collaborative efforts who provide services, such as Pet Therapy, Music Therapy-Tidewell and Instride Hippo-therapy. These therapies are provided based on student needs. All teachers provide direct instruction in Social/Emotional skills and it is infused throughout our campus.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Every student at Oak Park has an Individualized Education Plan, IEP, which addresses the behavioral/social-emotional, communicative and academic needs of the student. The IEP is a part of our early warning system, since it addresses all needs, including attendance. In addition, we have a Student Support Team (SST), five academic teams and an Attendance Team. These teams are part of our system that identify and monitor students. Our behavior specialists meet and analyze behavior data, submitted by our teachers, monthly, to address suspension and behavioral needs. Each school team monitors academic performance, attendance and behavior. If a student is in need, interventions are created and monitored. Support staff work collaboratively along with parent to support intervention. If the intervention is not successful, student is then referred to SST and/or Attendance team, the team collaboratively re-evaluates the students to develop a plan that meets the needs of the student and outside agencies are contacted.

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	6	3	3	5	5	9	8	7	7	3	3	16	76
One or more suspensions	0	4	0	5	14	9	27	34	38	0	1	1	0	133
Course failure in ELA or Math	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	4	5	4	7	7	4	0	0	0	0	31
Level 1, 2 or 3 on alternate assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	4	3	11	8	9	0	0	0	0	36

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All students who are identified by the early warning system have supports in place to improve their academic performance. Students who scored a level 1 on the statewide assessment for reading have extended uninterrupted reading time of 90 minutes and an additional 30 minute reading intervention time within their schedule. All students who scored a level 1, 2 or 3 on the alternate assessment may have one to one support from the teacher and/or paraprofessional during instructional time. Students who have had more than 5 days suspension, have a behavior intervention plan in place and counseling as a related service. Students who are identified as an attendance issue, may have several supports in place including, a BIP, outside counseling, intermittent hospital instruction, a mentor, school counseling and instruction in social/emotional skills.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Oak Park keeps our families involved with their students progress and successes. Teachers reach out daily through communication logs to parents. We have a school wide newsletter that is distributed 4 times per year highlighting student celebrations and happenings on campus. Each parent is invited to the student's yearly IEP meeting to review yearly progress. Additionally, we offer parent workshops provided by our Board Certified Behavior Analysts to assist families with behaviors and building positive relationships. In addition, parents are invited to attend an interactive workshop for Agencies for Persons with Disabilities and school wide events such as Meet the Teacher, Open House, FSAA Parent Information night, Fall Festival, Spring Fling, and Panther Prowl.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Oak Park has outstanding partnerships with 53 local community businesses and agencies. Due to the nature of our school and the students we serve, many community businesses and organizations, reach out to us in order to provide support to our students with special needs. At times, we do reach out to the community to secure funding for additional resources. This year we have team up with the Baltimore Orioles to create and implement a Health and Fitness Challenge. This Health and Fitness program will be a school wide 5 week activity where students will be engaged in learning about healthy lifestyles through social, personal and physical fitness learning activities. Students will earn the opportunity to participate in school wide community based instruction activity where all students attend a spring training game hosted by the Baltimore Orioles as well as earning various rewards presented by the Orioles as students complete goals in this Health and Fitness program. We have a business partner coordinator who will solicit local businesses and organizations to educate them about the diverse student population and their unique needs. we serve, refers them to our website and asks if they are interested in collaborating with us to support our students. This year our Transition Coaches are working with local businesses to provide our students with real world work experiences that are engaging and skill specific to individual students. Newsletters throughout the year are created and shared out to the community so that we can recognize the relationships we have built with local businesses and to share the positive events our students are participating in on and off campus. We also have a very involved Parent Teacher Student Organization (PTSO) which assists our school to secure funding and resources for our students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Oliver, Edwina	Principal
Morales, Dawn	Assistant Principal
Hirst, Ron	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators: Provides support with instructional initiatives, curriculum, classroom management, collaborate with staff on parental concerns as well organizational management of the school.
 ESE and Home School Liaison: Provides information about transition and IEP planning and services.
 Behavior Specialists: Provides information about behavior interventions and relevant behavioral data
 Guidance Counselor: Provide input on student social and emotional well-being.
 Exceptional Student Education (ESE) Teachers: Provides information about individual student needs, grades, effort, data assessments, strengths and weaknesses.
 Speech/Language Pathologists: Provides information and data regarding language and communication.
 Team Leaders: Representatives from each Academic Team meet with Administration every other week to ensure the alignment of school resources, curriculum and school issues/events. During their weekly team meetings and Collaborative Planning Team meetings, team leaders facilitate

collaborative planning to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine intervention and support. Administration meets weekly to discuss, plan and problem solve school trends, concerns and instructional practices.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based SST (Student Support Team) is responsible for supporting and coordinating interventions for individual students, once the interventions made by the grade level team were deemed unsuccessful. The SST team will define the problem using data, observations and relevant information; analyze and identify the problem revealing barriers and challenges; develop and implement a plan; evaluate the effectiveness of the strategies and plan. Often times, the IEP must be amended and re-evaluations are opened to further analyze the problem. The SST team comprises of Principal, Asst. Principal, Behavior Specialist, School Psychologist, Guidance Counselor, Home-School Liaison, ESE Liaison and therapists, Occupational, Physical and Speech-Language. The team will align available resources in order to meet the needs of our students. The Guidance Counselor is responsible for documenting meeting notes, interventions, support, services and data.

Input for the School Improvement Plan (SIP) structures will be gathered from the academic teams, School Advisory Council (SAC) and Program Specialists in individual areas of instructional need. Each academic team on our campus has specific input into the SIP that is related to the exceptionality of the students that he/she teaches. Our Team Leaders are responsible for disseminating information to their teams during weekly team meetings. Each organizational structure will make recommendations to school administration regarding programming and the expenditure of school, district and state funds, when applicable.

Federal, state and local funds, services, and programs are integrated at Oak Park School. Our school integrates the federal nutrition program of free and reduced lunch since 60% of students receive benefits. Another federal program that is accessed is IDEA, Individuals with Disabilities Education Act. 40% of IDEA funds are allocated to support two liaison positions, one Deaf & Hard of Hearing Teacher, one Autistic Teacher and two ESE Autistic Aides. Through IDEA funding, teachers may receive professional development during the summer. Another program that is integrated for students who receive job training and supervised job coaching. Funds are allocated from the state to our district for that program and service. ACCESS is a state funded program that provides teacher training and funds substitute coverage to support instruction for our severely cognitive disabled population. A local program that is funded by the state and local funding is SPARCC, Safe Place and Rape Crisis Center. SPARCC gives instruction regarding bullying, violence, drugs and alcohol to our students. A locally funded food bank program gives packaged food to our needy students on a weekly basis. Finally, our students who are homeless, are monitored and provided services at the district level.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Joan Goveia	Parent
Tamra Soto	Parent
Robyn Sadlo	Teacher
Deb Ezelle	Parent
Edwina M. Oliver	Principal
Anna Mulligan	Education Support Employee
Deb Dziadik	Teacher
Ed White	Education Support Employee
Ron Hirst	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC members will review the evaluation of 2015-2016 school improvement plan and determine if goals were met. If goals were not met, SAC will proposed if current proposed goals are attainable and determine what support is needed to attain the goals. The Principal or Assistant Principal will assist with the evaluation by providing the necessary data to determine if goals were met. SAC makes recommendations for strategies as a result of evaluations.

b. Development of this school improvement plan

SAC members will review proposed draft for 2016-2017 and offer feedback before a final vote to approve the plan. The Assistant Principal will provide any necessary information needed to SAC in regards to questions and data.

c. Preparation of the school's annual budget and plan

SAC members will review our school's annual budget and plan that is submitted by the district.

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

SAC funds will be used to support learning activities for students who participate in assessments for 2016-2017.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
King, Cassandra	Teacher, ESE
Meo, Nicole	Teacher, ESE
Morales, Dawn	Assistant Principal
Adler, Chris	Teacher, ESE
Craycraft, Joe	Teacher, ESE
Quattlebaum, Krysta	Teacher, ESE
Milbourn, Mary	Other
Gradin, Maria	Teacher, ESE
Craft, Angie	Teacher, K-12

b. Duties

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

The Instructional Leadership Team (ILT) will focus on school-wide implementation of our instructional priorities/or initiatives. As a separate day school for severely disabled students, we must incorporate strategies that are tailored to the individual needs of our students while striving to align our daily instruction to state standards for all students. The ILT will help to support the Florida Access Standards and Florida Standards in Reading/ELA initiative for all of our students including those on the autism spectrum, emotional disabilities and other students with communication deficiencies. The team will also meet during once a month during the 2016-2017 year as a voluntary PLC to continue to learn, grow and provide resources to their colleagues. They will support literacy and communication/reading strategies to the instructional staff and paraprofessionals. The team will be able to provide training to staff during their Collaborative Planning Times (CPT) and during Professional Days throughout the year.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Oak Park encourages positive working relationships between teachers. Teachers meet weekly to collaboratively plan for instruction. Teachers also meet with their team before school on a weekly basis to review student concerns and successes. They also collaborate during staff meetings, professional development, school wide events and team gatherings. For the 2016-2017 we have initiated a school wide activity team that will meet monthly to collaborate and organize school wide staff and student activities that build a positive culture of togetherness. Also new this year is our Team S.U.C.C.E.S.S (Sharing out Unique Creative Collaborative Educators Serving Students) program, this program highlights one team a month through a presentation that is created that shows all the dynamics of each team on campus and then it is shared out to the whole school so that everyone has an appreciation for each area of the school. We also built into all staff meetings team building and individual challenges where all staff have the opportunity to participate and win rewards provided by local business partners. For these rewards for teams winning the team building challenges we have had donated from our business partners over \$1500 in gift certificates or gift cards for staff for these activities. Each of these activities are design to enhance positive relationships among the teams and staff morale.

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

As the only ESE Center School in the district our Administration has the opportunity to participate in the district recruitment trip to identify viable candidates with the qualifications to support our students. We have the unique opportunity to design and deliver specialized professional development training throughout the year to support teachers on campus. The Assistant Principal coordinates with our Professional Development Coordinator at the end of the year to outline our PD focus for the upcoming year. The Assistant Principal creates a quarterly survey through Survey Monkey to provide teachers the opportunity to give feedback on initiatives, school culture, and organizational concerns.

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

Oak Park School utilizes the Sarasota County Teacher Mentoring Program. The program incorporates weekly meetings, curriculum training and coaching on a monthly basis. The rationale for pairing mentors include teachers having similar class assignments with adjoining classrooms and pairing veteran teachers who are very knowledgeable of best practices, curriculum and teacher resources.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We utilize the district's adopted curriculum programs and materials. The two most recent implementation of the district's curriculum were adopted to address and incorporate the new Florida standards and Depth of Knowledge cognitive levels, GO Math, Big Idea Math, and iReady. Teachers have taken the necessary trainings to assist with a successful implementation. Webinars are provided to provide continuous support. Teachers also utilize the teacher resources that are available within the online support. Long term instructional planning is conducted by the district and is reflected in the Instructional Focus Guides (IFG), in order to ensure all standards are taught within a structured timeline. This year we have our teachers of students on Access Point Standards who take the FSAA following an ELA scope and sequence for grades K-12 on all academic teams. These specific teachers will continue to use Unique Learning Systems (ULS), Teach town, SuccessMaker and will implement iReady along with Achieve 3000 this year. All Oak Park teachers meet during their CPTs to review, plan, adjust their instructional programs and lessons to ensure alignment. They review and implement the district's Instructional Focus Guides. Administration observes and provides feedback to teachers regarding instructional programs and material alignment.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

During CPTs, teachers and administration, review student data, IEP goals and behavior plans to get a focus and plan of action to address student needs and strengths. Differentiated instruction takes place for all students, since many of our classrooms are mixed grade levels and varying abilities. Teachers may modify the amount of time that is given to complete an activity or assessment, questions, physical prompting, use of assistive technology, varying of tasks, scaffolded supports, visual representations and flexible groupings. Additionally, teachers supplement the support that is given by providing one to one instruction. Online reading and math supplemental programs are aligned to the student's ability levels, and individualized learning pathways are created and delivered

based on need. Teachers are able to generate reports and determine if additional instruction is needed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 7,200

Students will attend Extended School Year for reading, math and behavioral enrichment and instruction.

Strategy Rationale

Students who qualify for Extended School Year are able to maintain their mastered skills by working on fluency, math, reading independent functioning and behavioral skills. Also, students are able to learn skills which they were not proficient, giving them a stronger foundation for the upcoming school year.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Morales, Dawn, dawn.morales@sarasotacountyschools.net

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

ESY Teachers will assess students to gather a base line and at the end of the program. This data will be analyzed to determine if skills were maintained or improved. Data will be entered on the district's data collection form and on the IEP.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We support our 8th grade standard diploma track students outgoing cohort by holding a transition meeting with the high school liaison, parent, student and current teacher. At this meeting, students and parents become familiar of student expectations, school supports and activities. At the elementary level, students who are being considered for exiting, attend inclusion classes at Lakeview Elementary. This allows for the student and teacher to adjust and strengthen needed skills for a successful transitioning process.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Transitioning officially begins at the age of 14 and students' IEPs include plans for their future. All students are given transition assessments yearly to help them determine interest, strengths and

needs. Students as early as Kindergarten are learning basic work skills and about jobs in our community. Our high school aged students are enrolled in career preparation or career experience classes. On campus we have a job training lab(We Work Lab) and many campus wide projects to teach job skills (book bag program, recycling, yarn shop, flier delivery, cafeteria, mosaic classes, horticulture, dog biscuits, and Panera shop). This year the transition coaches have also teamed up with Honeybaked Ham and Elysum Fields to experience real world job activities on campus. Additionally, we have two programs that specifically target off campus job training with their students with our business partners the Hampton Inn and Burlington Coat Factory. We have two full time transition coaches onsite, three additional county wide job coaches and three teachers that work with our students to find the right job placements. We have over 20 of our students off campus at job training or placement sites. We collaborate with Suncoast Technical College (STC) to access certification programs and Community Haven that duplicates job skills used in private industries.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As a center school, we have a diverse population who needs vary greatly. For our students with developmental needs, we have brought in a variety of resources and curriculum to make meaningful connections for students. Though we currently do not offer industry certification opportunities we have expanded the role of our transition job coaches. This year our transition job coaches will be expanding exposure to job skills with all teams by providing job skill experiences in the We Work Lab. The transition coaches are also assisting in with our off campus job skill opportunities at the Hampton Inn and Burlington Coat factory. We have also partnered with The Honeybaked Ham and the Elysum Fields to provide our students real world job skill activities on campus that expose students to real world job applications from these business partners. Teachers infuse real life learning experiences with their lessons. Across campus our students have ongoing access to local community resources. Students experience fire safety training, guest speakers, pet therapy, bike safety, scouting, Special Olympics, Arts, Music, counseling, agencies, community based instruction, work experience, and for some paid employment.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Teachers are participating in CPT's to develop lessons using the Florida Standards and Access Standards to create lessons with great rigor. They are also using ongoing data collection to monitor student progress. Students who are high school level have access to the Florida Ready to Work Program. This is a program that tests and scores students' job skills. It will give students a competitive edge and the opportunity to earn a credential from the state of Florida that proves to employers that they have the right skills and the right attitude for the job want. We have two classes, Practical Arts and Horticulture and the We-Work lab that support student achievement in career and technical education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The strategies for improving student readiness include visual representation support, picture symbols, communication strategies involving Accountable Talk, assistive technology, on site job related tasks, infusion of social skills for independent functioning, mainstreaming of job skills and community based instruction.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, thirty percent of our students will be proficient on state science assessments.
- G2.** By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating Math proficiency on FSAA.
- G3.** By the year 2017, 50% of students will meet their annual learning gains on FSA ELA.
- G4.** By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating ELA proficiency on FSAA.
- G5.** By the year 2017, 50% of students will meet their annual learning gain in FSA Math.
- G6.** By the year 2017, there will be a reduction of time spent in the refocus room by five percent from the previous year.

Strategic Goals Detail

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

G1. By the year 2017, thirty percent of our students will be proficient on state science assessments. **1a**

 G082775

Targets Supported **1b**

Indicator	Annual Target
Science Achievement - Satisfactory or Above	30.0

Targeted Barriers to Achieving the Goal **3**

- Given the diverse population of academic teams, teachers find difficulty locating curriculum resources to support science activities at the varied cognitive levels.

Resources Available to Support the Goal **2**

- District online resources ULS

Plan to Monitor Progress Toward G1. **8**

Administrative team will monitor benchmark and/or teacher assessments.

Person Responsible

Schedule

On 3/10/2017

Evidence of Completion

Benchmark assessment results and teacher assessment results

G2. By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating Math proficiency on FSAA. 1a

G082774

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs.

Resources Available to Support the Goal 2

- iReady Successmaker ULS

Plan to Monitor Progress Toward G2. 8

Administrative team will review ULS, iReady and Successmaker reports.

Person Responsible

Ron Hirst

Schedule

Every 3 Weeks, from 9/12/2016 to 2/24/2017

Evidence of Completion

Report data from curriculum resources mentioned above.

G3. By the year 2017, 50% of students will meet their annual learning gains on FSA ELA. 1a

G082773

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students behavior interferes with learning time in class, therefore leads to large gaps in reading comprehension and inference skills.

Resources Available to Support the Goal 2

- iReady Read Naturally Reading Wonders Literary Resources Holt McDougal Literature Series

Plan to Monitor Progress Toward G3. 8

Administrative team will review mid-year and end of year iReady benchmark assessments.

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/10/2016 to 4/28/2017

Evidence of Completion

iReady midyear and end of year review

G4. By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating ELA proficiency on FSAA. 1a

G081865

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	10.0

Targeted Barriers to Achieving the Goal 3

- Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs.

Resources Available to Support the Goal 2

- *Unique Learning Systems *TeachTown *SuccessMaker * Vizzle * Achieves 3000 * iReady * Reading Wonders *Collaborative Planning Time *Total Progress System * ELA Scope and Sequence
-

Plan to Monitor Progress Toward G4. 8

ULS pre and post assessments, iReady Benchmark assessments, Successmaker Quarterly Reports, Vizzle and Teachtown Monthly Reports,

Person Responsible

Ron Hirst

Schedule

Monthly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Results of monthly and quarterly assessments of Unique Learning Systems, SuccessMaker, Teach Town, iReady and teacher made assessments; results of FSAA.

G5. By the year 2017, 50% of students will meet their annual learning gain in FSA Math. 1a

G081866

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students behavior interferes with learning time in class, which leads to splintered skills in basic Math skills.

Resources Available to Support the Goal 2

- GO Math iReady BIG Ideas

Plan to Monitor Progress Toward G5. 8

Teacher observations, student benchmark assessment data

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Teacher observations, Student data- summative, district quarterly assessments

G6. By the year 2017, there will be a reduction of time spent in the refocus room by five percent from the previous year. 1a

G081867

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Targeted Barriers to Achieving the Goal 3

- Changing the culture from a consequential thinking to a positive reward system
- Applying appropriate behavior strategies based on the student behavior intervention plans
- Staff consistently applying strategies to assist with the behavior function of escape

Resources Available to Support the Goal 2

- TPS Data Collection Behavior Intervention Team Behavior Specialists PBiS Team PBiS Reward System Social Skills Curriculum

Plan to Monitor Progress Toward G6. 8

Time in refocus room, time in supportive learning environment

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Data from refocus room and supportive learning environment room

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2017, thirty percent of our students will be proficient on state science assessments. **1**

 G082775

G1.B1 Given the diverse population of academic teams, teachers find difficulty locating curriculum resources to support science activities at the varied cognitive levels. **2**

 B219353

G1.B1.S1 Teachers will collaborate within their academic teams and grade level bands to explore and review science resources. **4**

 S231707

Strategy Rationale

Teachers will need to learn and apply access point standards for specific science courses to provide varied instructional support.

Action Step 1 **5**

Academic coach will meet with academic teams to explore and select appropriate science resources.

Person Responsible

Cassandra King

Schedule

Monthly, from 9/12/2016 to 4/28/2017

Evidence of Completion

Academic coach meeting log CPT notes Lesson Plans

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

Administrative will schedule monthly meetings with academic coach to review information shared with teachers.

Person Responsible

Edwina Oliver

Schedule

Monthly, from 9/26/2016 to 4/28/2017

Evidence of Completion

Academic coach meeting logs and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative team will review lesson plans and conduct classroom observations to monitor implementation.

Person Responsible

Edwina Oliver

Schedule

On 4/28/2017

Evidence of Completion

Administrative feedback PRIDE observations

G2. By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating Math proficiency on FSAA. 1

G082774

G2.B1 Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs. 2

B219345

G2.B1.S1 Teachers will work to gain a deeper understanding of access points standards for specific math courses. (Such as Algebra and Geometry) 4

S231704

Strategy Rationale

Teachers will need to learn and apply access point standards for specific math courses to give direct instruction and vary instructional support and assessment of students to determine learning outcomes.

Action Step 1 5

We will work collaboratively with teachers to expose them to a deeper understanding math access point standards for specific courses.

Person Responsible

Ron Hirst

Schedule

Quarterly, from 9/12/2016 to 2/24/2017

Evidence of Completion

Collaborative planning notes, feedback from M.A.S. guide

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

Review CPT notes, classroom observations

Person Responsible

Ron Hirst

Schedule

Every 3 Weeks, from 9/12/2016 to 2/24/2017

Evidence of Completion

Observation notes Lesson plans CPT notes

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

Create teacher survey to get feedback on the use of M.A.S. teacher guide.

Person Responsible

Ron Hirst

Schedule

Every 3 Weeks, from 9/12/2016 to 2/24/2017

Evidence of Completion

Survey results

G3. By the year 2017, 50% of students will meet their annual learning gains on FSA ELA. 1

G082773

G3.B1 Students behavior interferes with learning time in class, therefore leads to large gaps in reading comprehension and inference skills. 2

B219344

G3.B1.S1 This year we have an Academic Intervention Coach who will create pull out groups based FSA data to target areas of deficiency. 4

S231701

Strategy Rationale

Using small groups will help in decreasing behaviors and will allow for engaged instruction focused on students specific needs.

Action Step 1 5

Provide small group direct instruction to a targeted group of students based on data.

Person Responsible

Cassandra King

Schedule

Daily, from 10/10/2016 to 4/28/2017

Evidence of Completion

Administrative Observations, Lesson plans, Teacher schedule

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

Administrative observations during scheduled small group instruction.

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/10/2016 to 4/28/2017

Evidence of Completion

Observation notes

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

Administrative team will review progress monitoring reports.

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/10/2016 to 4/28/2017

Evidence of Completion

iReady data

G4. By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating ELA proficiency on FSAA. 1

G081865

G4.B1 Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs. 2

B216513

G4.B1.S1 Become teacher experts with Florida Access Standards and formative assessments by using ELA Scope and Sequence. 4

S228853

Strategy Rationale

Teachers will need to learn and apply ELA standards to give direct focus instruction and vary instructional support and assessment of students to determine learning outcomes.

Action Step 1 5

Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.

Person Responsible

Ron Hirst

Schedule

Quarterly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Lesson plans, CPT Logs, PRIDE observations and IPDP

Action Step 2 5

Teachers will utilize the individualized student assessment, student profile in the ULS, iReady, Achieve 3000, SuccessMaker and TeachTown online teacher resource to obtain base line data for each student.

Person Responsible

Edwina Oliver

Schedule

Biweekly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Report print out of data collection

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of lesson plans, CPT notes and assessment data

Person Responsible

Ron Hirst

Schedule

Weekly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review newly created ELA Scope and Sequence, rubrics and scales.

Person Responsible

Cassandra King

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Weekly assignment guides, rubrics, scales for ELA.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Observation of teachers and student performance, teacher collaboration

Person Responsible

Ron Hirst

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Administration walk throughs, PRIDE observation notes, CPT logs, teacher survey feedback

G4.B1.S2 Understand the data of FSAA, iReady, ULS, SuccessMaker and TeachTown to guide daily instruction. 4

 S228854

Strategy Rationale

Teachers will need time to review and understand data in order to determine student weaknesses and strategize next step in remediation and support.

Action Step 1 5

Professional development in obtaining reports, data review, and planning

Person Responsible

Ron Hirst

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Collaborative planning meetings, review of student data; review lesson plans and CPT notes, classroom observations

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

CPT notes, student achievement on FSAA, PRIDE observation notes

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Student learning growth in the area of reading will be observed

Person Responsible

Phyllis Frederic

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student data sheets, CPT notes, teacher observations

G5. By the year 2017, 50% of students will meet their annual learning gain in FSA Math. 1

G081866

G5.B1 Students behavior interferes with learning time in class, which leads to splintered skills in basic Math skills. 2

B216514

G5.B1.S1 Teachers will attend iReady professional development trainings and webinars 4

S228855

Strategy Rationale

This is a Math supplemental program. Teachers need professional development to gain knowledge how to remediate students who are not able to progress on a learning path or not making adequate learning growth in the math area. They need to have a deeper understanding how to review data and pull the correct reports that will assist with decision making with direct instruction, flexible groupings and progress monitoring.

Action Step 1 5

Professional development in iReady teacher toolbox, math data and resources.

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

CPT notes, collaborative lesson planning

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor iReady data in iReady Notebooks, data sheet, observations during Math time

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

iReady notebooks, iReady data collaborative lesson plans, PRIDE observation

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

PRIDE observations, student learning growth in end of the year iReady assessment

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

observation notes, iReady data

G5.B1.S2 Teachers will attend the district initiative Design to Align Math Standards webinars and professional development trainings. 4

 S228856

Strategy Rationale

Teachers will learn how to design tasks and questions based on DOK levels 1 and 2 and exposure to level 3.

Action Step 1 5

Teachers will participate and apply learned skills from district trainings during Math instruction.

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Student progress monitoring, lesson plans, CPT notes and observations

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Review student data, observe classrooms and students

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

PRIDE observations, student data sheets

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Review and analyze iReady Math benchmark assessments.

Person Responsible

Dawn Morales

Schedule

Quarterly, from 10/3/2016 to 5/19/2017

Evidence of Completion

iReady benchmark assessment data

G6. By the year 2017, there will be a reduction of time spent in the refocus room by five percent from the previous year. 1

G081867

G6.B1 Changing the culture from a consequential thinking to a positive reward system 2

B216515

G6.B1.S1 Staff will continue with implementation of our PBIS system. 4

S228857

Strategy Rationale

Staff need to apply the expectations and rewards of the program in order to fully implement the program in the classroom.

Action Step 1 5

All staff will collaborate on the PBIS program

Person Responsible

Dawn Morales

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

collaborative meetings, classroom environment and structure, walk-through observation notes

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

classroom walk-throughs

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/1/2015 to 5/26/2017

Evidence of Completion

observation notes, data on paw return in store

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Classroom observations

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

observation data, tracking data sheets

G6.B2 Applying appropriate behavior strategies based on the student behavior intervention plans **2**

 B216517

G6.B2.S1 Behavior Specialist will assist teachers with writing and implementing an effective BIP based on data. **4**

 S228859

Strategy Rationale

Teachers need support in analyzing behavior data and creating appropriate goals.

Action Step 1 **5**

Our school psychologist and behavior specialist will review the process of writing BIPs.

Person Responsible

Dawn Morales

Schedule

Annually, from 9/12/2016 to 5/19/2017

Evidence of Completion

BIP plans 2016-2017

Plan to Monitor Fidelity of Implementation of G6.B2.S1 **6**

Revised BIPs will be reviewed by ESE liaisons and behavior specialists at IEP meetings.

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Updated BIP, observation notes by ESE liaison, behavior specialists and school psychologist.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Behavior specialists will attend CPTs, IEPs and BIP meetings to assist with students of concern.

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

TPS data, CPT notes, refocus room data, maladaptives

G6.B3 Staff consistently applying strategies to assist with the behavior function of escape 2

 B216518

G6.B3.S1 Review with staff research based strategies to decrease escape behaviors. 4

 S228860

Strategy Rationale

If staff has appropriate training, they will be equipped to handle varying situations and not send students out of the classroom

Action Step 1 5

Behavior specialists will collaborate with staff to review students BIP.

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Team notes

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Administrative team will have monthly meetings with behavior specialists to review data.

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Refocus room data, Team notes, observations

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Review of CPT notes, teacher survey/feedback

Person Responsible

Dawn Morales

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Team notes and survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2015					
G4.B1.S2.MA1 M292845	Student learning growth in the area of reading will be observed	Frederic, Phyllis	9/1/2015	Student data sheets, CPT notes, teacher observations	5/31/2016 monthly
G4.B1.S2.MA1 M292846	Collaborative planning meetings, review of student data;review lesson plans and CPT notes,...	Frederic, Phyllis	9/1/2015	CPT notes, student achievement on FSAA, PRIDE observation notes	5/31/2016 monthly
G6.B1.S1.MA1 M292854	classroom walk-throughs	Morales, Dawn	9/1/2015	observation notes, data on paw return in store	5/26/2017 monthly
2016					
G4.B1.S1.A1 A291176	Professional development in intentional lesson planning, aligning access standards to a multi-grade...	Hirst, Ron	8/16/2016	Lesson plans, CPT Logs, PRIDE observations and IPDP	5/19/2017 quarterly
G6.B1.S1.A1 A291181	All staff will collaborate on the PBIS program	Morales, Dawn	8/22/2016	collaborative meetings, classroom environment and structure, walk-through observation notes	6/2/2017 quarterly
G5.B1.S1.A1 A291179	Professional development in iReady teacher toolbox, math data and resources.	Morales, Dawn	9/1/2016	CPT notes, collaborative lesson planning	5/19/2017 quarterly
G4.MA1 M292847	ULS pre and post assessments, iReady Benchmark assessments, Successmaker Quarterly Reports, Vizzle...	Hirst, Ron	9/1/2016	Results of monthly and quarterly assessments of Unique Learning Systems, SuccessMaker, Teach Town, iReady and teacher made assessments; results of FSAA.	5/19/2017 monthly
G4.B1.S1.A2 A291177	Teachers will utilize the individualized student assessment, student profile in the ULS, iReady,...	Oliver, Edwina	9/1/2016	Report print out of data collection	5/19/2017 biweekly
G4.B1.S2.A1 A291178	Professional development in obtaining reports, data review, and planning	Hirst, Ron	9/1/2016		5/31/2017 monthly
G6.B1.S1.MA1 M292853	Classroom observations	Morales, Dawn	9/5/2016	observation data, tracking data sheets	5/26/2017 monthly
G2.B1.S1.A1 A296279	We will work collaboratively with teachers to expose them to a deeper understanding math access...	Hirst, Ron	9/12/2016	Collaborative planning notes, feedback from M.A.S. guide	2/24/2017 quarterly
G2.MA1 M299487	Administrative team will review ULS, iReady and Successmaker reports.	Hirst, Ron	9/12/2016	Report data from curriculum resources mentioned above.	2/24/2017 every-3-weeks
G2.B1.S1.MA1 M299485	Review CPT notes, classroom observations	Hirst, Ron	9/12/2016	Observation notes Lesson plans CPT notes	2/24/2017 every-3-weeks
G2.B1.S1.MA1 M299486	Create teacher survey to get feedback on the use of M.A.S. teacher guide.	Hirst, Ron	9/12/2016	Survey results	2/24/2017 every-3-weeks
G1.B1.S1.A1 A296290	Academic coach will meet with academic teams to explore and select appropriate science resources.	King, Cassandra	9/12/2016	Academic coach meeting log CPT notes Lesson Plans	4/28/2017 monthly
G6.B3.S1.MA1 M292859	Review of CPT notes, teacher survey/ feedback	Morales, Dawn	9/12/2016	Team notes and survey results	5/19/2017 monthly
G4.B1.S1.MA1 M292844	Review of lesson plans, CPT notes and assessment data	Hirst, Ron	9/12/2016	Collaborative Planning, Classroom Walkthroughs, assessment data	5/19/2017 weekly
G6.B2.S1.MA1 M292857	Behavior specialists will attend CPTs, IEPs and BIP meetings to assist with students of concern.	Morales, Dawn	9/12/2016	TPS data, CPT notes, refocus room data, maladaptives	5/19/2017 quarterly
G6.B2.S1.MA1 M292858	Revised BIPs will be reviewed by ESE liaisons and behavior specialists at IEP meetings.	Morales, Dawn	9/12/2016	Updated BIP, observation notes by ESE liaison, behavior specialists and school psychologist.	5/19/2017 monthly

Sarasota - 0293 - Oak Park School - 2016-17 SIP
Oak Park School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1 M292843	Observation of teachers and student performance, teacher collaboration	Hirst, Ron	9/12/2016	Administration walk throughs, PRIDE observation notes, CPT logs, teacher survey feedback	5/19/2017 monthly
G5.B1.S1.MA1 M292848	PRIDE observations, student learning growth in end of the year iReady assessment	Morales, Dawn	9/12/2016	observation notes, iReady data	5/19/2017 monthly
G6.MA1 M292861	Time in refocus room, time in supportive learning environment	Morales, Dawn	9/12/2016	Data from refocus room and supportive learning environment room	5/19/2017 quarterly
G6.B3.S1.A1 A291184	Behavior specialists will collaborate with staff to review students BIP.	Morales, Dawn	9/12/2016	Team notes	5/19/2017 monthly
G5.MA1 M292852	Teacher observations, student benchmark assessment data	Morales, Dawn	9/12/2016	Teacher observations, Student data-summative, district quarterly assessments	5/19/2017 quarterly
G5.B1.S1.MA1 M292849	Monitor iReady data in iReady Notebooks, data sheet, observations during Math time	Morales, Dawn	9/12/2016	iReady notebooks, iReady data collaborative lesson plans, PRIDE observation	5/19/2017 monthly
G5.B1.S2.MA1 M292851	Review student data, observe classrooms and students	Morales, Dawn	9/12/2016	PRIDE observations, student data sheets	5/19/2017 monthly
G5.B1.S2.A1 A291180	Teachers will participate and apply learned skills from district trainings during Math instruction.	Morales, Dawn	9/12/2016	Student progress monitoring, lesson plans, CPT notes and observations	5/19/2017 monthly
G6.B2.S1.A1 A291183	Our school psychologist and behavior specialist will review the process of writing BIPs.	Morales, Dawn	9/12/2016	BIP plans 2016-2017	5/19/2017 annually
G6.B3.S1.MA1 M292860	Administrative team will have monthly meetings with behavior specialists to review data.	Morales, Dawn	9/19/2016	Refocus room data, Team notes, observations	5/19/2017 monthly
G4.B1.S1.MA3 M298400	Review newly created ELA Scope and Sequence, rubrics and scales.	King, Cassandra	9/19/2016	Weekly assignment guides, rubrics, scales for ELA.	5/19/2017 monthly
G1.B1.S1.MA1 M299506	Administrative will schedule monthly meetings with academic coach to review information shared with...	Oliver, Edwina	9/26/2016	Academic coach meeting logs and notes	4/28/2017 monthly
G5.B1.S2.MA1 M292850	Review and analyze iReady Math benchmark assessments.	Morales, Dawn	10/3/2016	iReady benchmark assessment data	5/19/2017 quarterly
G3.B1.S1.A1 A296276	Provide small group direct instruction to a targeted group of students based on data.	King, Cassandra	10/10/2016	Administrative Observations, Lesson plans, Teacher schedule	4/28/2017 daily
G3.B1.S1.MA1 M299479	Administrative team will review progress monitoring reports.	Morales, Dawn	10/10/2016	iReady data	4/28/2017 monthly
G3.B1.S1.MA1 M299476	Administrative observations during scheduled small group instruction.	Morales, Dawn	10/10/2016	Observation notes	4/28/2017 monthly
G3.MA1 M299480	Administrative team will review mid-year and end of year iReady benchmark assessments.	Morales, Dawn	10/10/2016	iReady midyear and end of year review	4/28/2017 monthly
G1.MA1 M299508	Administrative team will monitor benchmark and/or teacher assessments.		10/17/2016	Benchmark assessment results and teacher assessment results	3/10/2017 one-time
G1.B1.S1.MA1 M299507	Administrative team will review lesson plans and conduct classroom observations to monitor...	Oliver, Edwina	10/17/2016	Administrative feedback PRIDE observations	4/28/2017 one-time

V. Professional Development Opportunities

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

G4. By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating ELA proficiency on FSAA.

G4.B1 Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs.

G4.B1.S1 Become teacher experts with Florida Access Standards and formative assessments by using ELA Scope and Sequence.

PD Opportunity 1

Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.

Facilitator

Dawn Morales, Ron Hirst and Edwina Oliver

Participants

Teachers on D.A.T, Spectrum and Transition Teams

Schedule

Quarterly, from 8/16/2016 to 5/19/2017

PD Opportunity 2

Teachers will utilize the individualized student assessment, student profile in the ULS, iReady, Achieve 3000, SuccessMaker and TeachTown online teacher resource to obtain base line data for each student.

Facilitator

District facilitators

Participants

Teachers on D.A.T, Spectrum and Transition Teams

Schedule

Biweekly, from 9/1/2016 to 5/19/2017

G4.B1.S2 Understand the data of FSAA, iReady, ULS, SuccessMaker and TeachTown to guide daily instruction.

PD Opportunity 1

Professional development in obtaining reports, data review, and planning

Facilitator

Ron Hirst

Participants

Teachers

Schedule

Monthly, from 9/1/2016 to 5/31/2017

G5. By the year 2017, 50% of students will meet their annual learning gain in FSA Math.

G5.B1 Students behavior interferes with learning time in class, which leads to splintered skills in basic Math skills.

G5.B1.S1 Teachers will attend iReady professional development trainings and webinars

PD Opportunity 1

Professional development in iReady teacher toolbox, math data and resources.

Facilitator

Michelle Kloese

Participants

Teachers

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

G5.B1.S2 Teachers will attend the district initiative Design to Align Math Standards webinars and professional development trainings.

PD Opportunity 1

Teachers will participate and apply learned skills from district trainings during Math instruction.

Facilitator

District facilitator

Participants

FSA Teachers in K-8

Schedule

Monthly, from 9/12/2016 to 5/19/2017

VI. Technical Assistance Items

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

G1. By the year 2017, thirty percent of our students will be proficient on state science assessments.

G1.B1 Given the diverse population of academic teams, teachers find difficulty locating curriculum resources to support science activities at the varied cognitive levels.

G1.B1.S1 Teachers will collaborate within their academic teams and grade level bands to explore and review science resources.

TA Opportunity 1

Academic coach will meet with academic teams to explore and select appropriate science resources.

Facilitator

Cassandra King

Participants

Teachers

Schedule

Monthly, from 9/12/2016 to 4/28/2017

G2. By the year 2017, there will be a minimum of a ten percentage point increase when less than 50% of students are currently demonstrating Math proficiency on FSAA.

G2.B1 Teachers have more than two grade levels in a classroom with students who have varying cognitive abilities and needs.

G2.B1.S1 Teachers will work to gain a deeper understanding of access points standards for specific math courses. (Such as Algebra and Geometry)

TA Opportunity 1

We will work collaboratively with teachers to expose them to a deeper understanding math access point standards for specific courses.

Facilitator

ACCESS Project

Participants

FSAA Teachers

Schedule

Quarterly, from 9/12/2016 to 2/24/2017

G6. By the year 2017, there will be a reduction of time spent in the refocus room by five percent from the previous year.

G6.B3 Staff consistently applying strategies to assist with the behavior function of escape

G6.B3.S1 Review with staff research based strategies to decrease escape behaviors.

TA Opportunity 1

Behavior specialists will collaborate with staff to review students BIP.

Facilitator

Mark Marsh

Participants

Support staff, response team, paraprofessionals

Schedule

Monthly, from 9/12/2016 to 5/19/2017

VII. Budget

Budget Data

1	G1.B1.S1.A1	Academic coach will meet with academic teams to explore and select appropriate science resources.				\$0.00
2	G2.B1.S1.A1	We will work collaboratively with teachers to expose them to a deeper understanding math access point standards for specific courses.				\$0.00
3	G3.B1.S1.A1	Provide small group direct instruction to a targeted group of students based on data.				\$0.00
4	G4.B1.S1.A1	Professional development in intentional lesson planning, aligning access standards to a multi-grade level class and formative assessments.				\$9,792.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1220	120-Classroom Teachers	0293 - Oak Park School	Other		\$9,792.00
			<i>Notes: Funds will be provided back to our district from the ACCESS Project to facilitate travel, meals, and subs for visit to Lake Hills.</i>			
5	G4.B1.S1.A2	Teachers will utilize the individualized student assessment, student profile in the ULS, iReady, Achieve 3000, SuccessMaker and TeachTown online teacher resource to obtain base line data for each student.				\$2,976.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0293 - Oak Park School	General Fund		\$2,976.00
			<i>Notes: Notes</i>			

Budget Data

6	G4.B1.S2.A1	Professional development in obtaining reports, data review, and planning	\$0.00
7	G5.B1.S1.A1	Professional development in iReady teacher toolbox, math data and resources.	\$0.00
8	G5.B1.S2.A1	Teachers will participate and apply learned skills from district trainings during Math instruction.	\$0.00
9	G6.B1.S1.A1	All staff will collaborate on the PBIS program	\$0.00
10	G6.B2.S1.A1	Our school psychologist and behavior specialist will review the process of writing BIPs.	\$0.00
11	G6.B3.S1.A1	Behavior specialists will collaborate with staff to review students BIP.	\$0.00
Total:			\$12,768.00