Sarasota County Schools

Oak Park School

2017-18 Schoolwide Improvement Plan

Oak Park School

7285 HAND RD, Sarasota, FL 34241

www.sarasotacountyschools.net/oakpark

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	0%

School Grades History

Year	2011-12
Grade	F

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Oak Park School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - 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 School is to provide special needs students with access to curriculum that enables them to gain functional independence so that they may pursue post-graduate education or employment.

b. Provide the school's vision statement.

We recognize each student's right to receive high quality instruction to maximize potential. This will be accomplished by utilizing rigorous and relevant standards-based instruction to align academic standards, engaging in effective instruction and leadership, using progress monitoring for innovative lesson design, and maximizing the impact on learning through the use of visible learning influences that yield high effect sizes.

2. School Environment

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

Oak Park School engages in diversity practices which allow administrators and teachers to recognize the many variations in students that impact learning growth. We implement practices that respect diversity in learning needs through our multi-tiered systems of support (MTSS), and make adjustments at the classroom level that accentuate student strengths and promote growth needs. Our staff becomes knowledgeable about the student's culture, abilities and needs through collaborative discussion during the creation of a student's Individualized Education Plan (IEP). We continue to build relationships between teachers and students through communicating high expectations for all students. We foster a learning environment that is student-centered, and maintain a safe, respectful, and inclusive atmosphere that is focused on equitable opportunities for learning.

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

Oak Park School maintains an environment that supports student engagement in learning. We promote a culture where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs. We offer a free before school care option for our students which provides opportunities for peer to peer social interactions and extended learning activities for students participating in the program. During student arrival and dismissal, administrators, teachers and paraprofessionals greet and dismiss each student by name and assist in unloading and loading each student. The majority of our campus staff is Crisis Prevention Intervention trained. Additionally, our implementation of Positive Behavior Interventions and Support (PBIS), creates an environment where students feel safe, respected and valued. Oak Park has a full time School Resource Officer (SRO) 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 verifying 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 utilizes Positive Behavior Interventions and Support (PBIS). We have established three school wide expectations: Students will be Respectful, Responsible and Ready to Learn. We have a PBIS committee who uses data to make school wide decisions regarding our behavior system. We have established protocols for disciplinary incidents, including drafting and implementing Functional Behavior Assessments (FBA) and Behavor Intervention Plans (BIP) , the use of the Refocus Room, and restraint and seclusion techniques if absolutely necessary. In addition, we have two full time Behavior Specialist to support students and teachers. Our entire campus has been trained in the Positive Behavior Interventions and Support (PBIS) program and the Total Progress System (TPS) data collection tool to ensure fidelity. Students are rewarded with "Panther Paws" as they meet daily classroom and school wide expectations. Less distractions lead to increased 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 agencies, including but not limited to Severe Emotional Disturbed Network (SEDNET), Coastal Behavioral Health, and Teen Court, so that students may receive counseling. Through other collaborative partnerships, we have agencies who provide services including pet therapy, music therapy, Tidewell grief counseling, and Instride Hippo-therapy. These therapies are provided based on student needs. Additionally, we have student mentoring on campus provided by our neighboring elementary school. These students collaborate with our PE department and mentor our students weekly. We are fortunate to have a full time school social worker, guidance counselor, and school psychologist. These support professionals provide counseling as a related service in a small group setting and one on one. All teachers provide direct instruction in Social/Emotional skills throughout the curriculum.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 educational, behavioral, social-emotional, and communicative 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 School Wide Student Support Team (SWSST), 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 monthly behavioral data submitted by our teachers 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 with parents to support interventions. When interventions are not successful, students are referred to SWSST and/or the Attendance team. The team re-evaluates each student to develop interventions at higher tiers of MTSS support.

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	9	2	3	1	2	7	5	10	5	2	6	31	84
One or more suspensions	0	1	2	4	4	5	5	10	12	0	0	0	0	43
Course failure in ELA or Math	0	0	0	0	0	0	3	3	1	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	9	4	5	5	9	9	0	0	0	0	41
Level 1, 2 or 3 on alternate assessment	0	0	0	6	7	17	15	14	13	15	20	0	0	107

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	1	0	1	6	4	7	7	12	11	1	0	0	0	50

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 on 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 (BIP) in place and counseling as a related service. Students who are identified as having attendance issues may have several supports in place including, a BIP, outside counseling, intermittent hospital instruction, an amended class schedule, a mentor, school counseling and instruction in social/emotional skills.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Leadership engages parents in actions that promote student achievement and mitigate or eliminate barriers to success. These actions on behalf of the students form a foundation of mutual respect between students, faculty, and parents. Oak Park keeps families involved with their students' progress and successes. Teachers reach out daily through communication logs to parents. The principal utilizes Remind to send out timely information and reminders to families. Our school wide newsletter that is distributed four 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. 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, SAC Meetings, PTSO Meetings, 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.

While maintaining on-site work relationships with faculty and students as a priority, administration continues to develop, support, and sustain key stakeholder relationships with parents, community leaders, businesses, and other school leaders in quality relationship building. 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. We have a business partner coordinator who solicits local businesses and organizations to educate them about the diverse student population and their unique needs. Transition Coaches continue to work with local businesses to provide students with real world work experiences that are engaging and skill specific to students' interests. We also have a very involved Parent Teacher Student Organization (PTSO) who assists our school in securing funding and resources for our students.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Lowicz, Jamie	Principal
Morales, Dawn	Assistant Principal
Hirst, Ron	Assistant Principal
King, Cassandra	Instructional Coach
Marsh, Mark	Teacher, ESE
Holmes, Stacey	Teacher, ESE
Quattlebaum, Krysta	Teacher, ESE
Craycraft, Joe	Teacher, ESE
Craft, Angie	Teacher, ESE
Sadlo, Robyn	Teacher, ESE
Gradin, Maria	Teacher, ESE
Rauh, Brian	Teacher, ESE
Peters, Stefanie	Teacher, ESE
Lee, Mirella	Teacher, ESE
DeCourcey, Gloria	Teacher, ESE
McNair, Denise	School Counselor

b. Duties

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

Jamie Lowicz, Principal:
Responsible for delivering an instructional program that implements the State's adopted academic standards in a manner that is rigorous and culturally relevant to students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals. District supported initiatives focused on student growth are supported by the principal with specific and observable actions including monitoring of implementation and measurement of progress toward goals and professional learning. The principal initiates and supports continuous improvement processes and a multi-tiered system of support focused on students' opportunities for success and well being. The principal personally engages students in under-performing subgroups with support, encouragement and high expectations, and takes action in aligning parent and community resources with efforts to reduce achievement gaps. The principal incorporates teachers and support staff into leadership and decision-making roles in the school, thus developing capacity to distribute shared decision making when appropriate.

Dawn Morales, Assistant Principal:
Responsible for ensuring student achievement by supporting the Principal with the implementation of a strong academic focus/curriculum which is rigorous, reflective upon data analysis for instructional improvement and provide necessary resources to teachers and students. As Assistant Principal, collaboration and continuous communication with the administrative team, faculty, parents and students result in promoting a positive school climate where students flourish as learners; consistently being a support to the principal and district initiatives by monitoring and setting high expectations for teachers to improve student achievement and proficiency.

Ron Hirst, Assistant Principal:
Responsible for providing leadership that promotes positive learning environments focused on the whole child and giving all students an academic experience that meets their individual needs, while also improving their quality of life. The assistant principal assists in building a community of learners who promote collaboration, data analysis, team work, and creating goals that facilitate student growth. In support of the principal, the assistant principal promotes district initiatives, best teaching practices, positive school culture and setting high expectations for all stakeholders.

Krysta Quattlebaum, Brian Rauh, Angie Craft, Maria Gradin, Stefanie Peters, Joe Craycraft, Robyn Sadlo,
Team Leaders:
Responsible for regular and accurate dissemination of information from administration to team members, assists with the hiring and retention of quality employees, provides input in the scheduling of students and the creation of the master schedule, guides substitutes in lesson plans and classroom management in the absence of the teacher, assumes responsibility for assisting the liaisons with the drafting of IEPs, approves purchase orders for team members, and serves as spokespersons for questions and concerns that affect team members.

Stacey Holmes, Mirella Lee, ESE Liaisons:
The liaisons serve as Local Education Agency (LEA) representatives at ESE staffings, provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students, offer assistance and information to parents of ESE students, facilitate Crisis Intervention Services to all ESE staff and students as needed, serve as a resource to the guidance department when needed, conduct classroom observation for students being considered for ESE placement, manage the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled, facilitate training for ESE

teachers on the computerized IEP system and IEP development including measurable goals, facilitate training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students, facilitate training for ESE teachers on the use of district selected research based materials, coordinate articulation between departments, schools and/or agencies for ESE students, coordinate ESE transportation for the school site, and maintain accurate ESE records for auditing purposes.

Mark Marsh, Gloria DeCourcey, Behavior Specialists:
The behavior specialists serve as members of the School Wide Support Team for staffings, assessment planning, and placement of students with special needs, assist in the development and implementation of Individual Education Plans (IEPs) for identified students, serve as members of the school-based crisis intervention team, work with administration to develop and maintain discipline and handle discipline referrals, meet with parents and guardians to implement specially designed Behavior Intervention Plans, serve as leaders of Behavior Assessment/Intervention Team to conduct functional behavior assessments as required by law, communicate regularly with school administration regarding the needs of students, staff and
parents, serve as a member of the School Manifestation Team, use appropriate technology to enhance record keeping and quick retrieval of student information, assist staff in the development and application of behavior management techniques and strategies and the implementation and maintenance of District-wide behavior programs, assist staff in the identification of students who are experiencing difficulty academically or
behaviorally and assist in developing positive interventions to address specific problem areas, recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions.

Denise Morse, Guidance Counselor:
The guidance counselor provides assistance to students in class selection and schedules, offers personal and group counseling to students, identifies and counsels potential dropouts, assists students who are experiencing attendance problems, accurately records and maintains student records, provides input into the development of master schedules, participates in workshops for personal and professional growth, provides orientation of new students to the school, imparts crises intervention skills when needs arise, assists students with special needs according to LRE, IEP and 504 guidelines, assists teachers with intervention and recommendations, serves as a Student Study Team member, assists in selecting a variety of materials for counseling program, exercises confidentiality in sharing test results and other student information, recognizes and appreciates the cultural differences and special needs of students and families, recognizes indicators of student distress or abuse and takes appropriate action, and serves as an advocate for students.

Cassandra King, Data Coach:
Collect baseline test data for k-post-grad students, assist school with analyzing summative school data, plans for improvement using identified strengths and weaknesses,assists teachers and administrators with using formative assessment data, identifies students that have been retained one or more times, encourages, coaches, and monitors data driven instruction, reports data to teachers and administrators regularly, visits classrooms weekly to observe and monitor data driven instruction, completes forms and checklists to submit to supervisors, identifies feasible best practices to increase data driven instruction for teachers, meets and plans with teachers to promote data driven instruction, attends professional development activities, works with district supervisors and school improvement teams to assist in accomplishing goals, objectives, and activities indicated on SIP.

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.

School Leadership identifies and aligns available resources in order to meet the needs of all students and maximizes desired outcomes by providing specific input into the School Improvement Plan. 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 72% 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Audra Bogolo	Parent
Joan Goveia	Parent
Robyn Sadlo	Teacher
Deb Ezelle	Parent
Deb Dziadik	Teacher
Jamie Lowicz	Principal
Handrix Longuefosse	Student
Ashley LeGasse	Parent
Dave Wineland	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members reviewed the evaluation of 2016-2017 School Improvement Plan and determined that goals were not met. SAC will evaluate whether current proposed goals are attainable and determine what support is needed to attain the goals. SAC has made recommendations for strategies as a result of evaluation data. The Principal or Assistant Principal will assist with the evaluation of new goals by providing the necessary data to determine if goals are on track to be met during the 2017-2018 school year.

b. Development of this school improvement plan

SAC members will review the proposed SIP draft for the 2017-2018 school year and offer feedback before a final vote to approve the plan. The Principal will provide any necessary information needed to SAC in regard to questions and data.

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

SAC members will review the 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 2017-2018.

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
Craft, Angie	Teacher, K-12
Duckworth, Tonya	Teacher, ESE

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 and 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 for all of our students including those on the autism spectrum, those with emotional disabilities, and students with communication deficiencies. The team will meet once a month during the 2017-2018 school year as a voluntary PLC to continue to learn, grow and provide resources to our colleagues. We will support literacy and introduce communication/reading strategies to the instructional staff and paraprofessionals. The team will 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 data. They also collaborate during staff meetings, professional development, school wide events and team gatherings. For the 2017-2018 school year, our school wide activity team will continue to meet monthly to collaborate and organize school wide staff and student activities that build a positive culture of togetherness. 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. 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 Principals coordinate with our Professional Development Coordinator at the end of the year to outline our PD focus for the upcoming year. The Assistant Principals create 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 SCIP Program. This program incorporates weekly meetings, curriculum training and coaching on a monthly basis. The rationale for pairing mentors includes common teaching assignments and pairing veteran teachers who are very knowledgeable of best practices, curriculum and teacher resources with teachers new to the profession and/or the district.

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.

Oak Park utilizes the district's adopted curriculum, programs, and materials. The two most recent implementations 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 training to assist with a successful implementation. Webinars are scheduled to provide continuous support. Teachers also utilize the 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. We continue to have teachers of students on Access Point Standards who take the FSAA following an ELA scope and sequence for grades K-12 on most academic teams. These specific teachers will continue to use Unique Learning Systems (ULS), Teach Town, iReady, and Achieve 3000 this year. All Oak Park teachers meet during their common planning time to review, plan, and 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 common planning time, 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 with varying abilities. Teachers may modify the amount of time that is given to complete an activity or assessment, use questioning techniques or physical prompting, assistive technology, vary tasks and scaffold supports, utilize visual representations, and participate in flexible grouping. 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 master skills in which they lacked proficiency, 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 base line data and end of year data. 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 students' IEPs.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 students by holding a transition meeting with the high school liaison, parent, student, and current teacher. At this meeting, students and parents are apprised of student expectations, school supports, and activities. At the elementary level, students who are being considered for transition 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 futures. 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 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). The transition coaches will continue to team up with Honeybaked Ham and Elysum Fields to facilitate 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 bring in a variety or 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. 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 Elysium 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, 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 rigor and relevance. They continue to use ongoing progress monitoring to evaluate student progress. Students who are on high school level have access to the Florida Ready to Work Program. This is a program that tests and scores students' job skills. It gives 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 utilize Practical Arts, Horticulture and the We-Work lab to 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 Visible Learning high effect size strategies, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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.   With high expectations for increased staff hiring and retention, Oak Park will develop recruitment strategies and facilitate a New Employee Orientation Program that includes prescribed professional development which will better prepare new hires for working with our student population.

G2.   By the year 2018, teachers will understand, plan, and deliver differentiated instruction in core content areas for all students, using standards based instruction aligned to the Florida State Standards and the Florida State Access Standards. This will lead to an increase in learning gains in FSA/FSAA ELA by 10% and FSA/FSAA Math by 10% when less than 50% of students are currently demonstrating proficiency. This will also lead to an increase in statewide Science achievement by 30%.

G3.   With high expectations and the belief that all students can learn, by May of 2018, 100% of faculty will focus on Learning Intentions and Success Criteria as Visible Learning is introduced and successfully implemented across various school settings.

G4.   By the year 2018, there will be a reduction of time spent in the Refocus Room by thirty percent from the previous year.

Strategic Goals Detail

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

G1. With high expectations for increased staff hiring and retention, Oak Park will develop recruitment strategies and facilitate a New Employee Orientation Program that includes prescribed professional development which will better prepare new hires for working with our student population. 1a

🔑 G097414

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	70.0
Teacher attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Potential staff may accept employment in other schools if they perceive that the environment is less stressful, there is a pay differential, or if they feel ill-equipped to meet the diverse academic, emotional, or behavioral needs of our students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human Resources Department, Administration, Behavior Specialists, Guidance Counselor

Plan to Monitor Progress Toward G1. 8

Attrition rates will be monitored and reviewed throughout the year to determine if progress has been made.

Person Responsible
Jamie Lowicz

Schedule
Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Letters of resignation, job postings

G2. By the year 2018, teachers will understand, plan, and deliver differentiated instruction in core content areas for all students, using standards based instruction aligned to the Florida State Standards and the Florida State Access Standards. This will lead to an increase in learning gains in FSA/FSAA ELA by 10% and FSA/FSAA Math by 10% when less than 50% of students are currently demonstrating proficiency. This will also lead to an increase in statewide Science achievement by 30%. `1a`

🔑 G097415

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - SWD	10.0
FSA Math Achievement - SWD	10.0
Statewide Science Assessment Achievement	30.0
FSAA ELA Achievement	10.0
FSAA Mathematics Achievement	10.0

Targeted Barriers to Achieving the Goal `3`

- Oak Park School is a center school for students with significant cognitive, emotional, and behavioral disabilities. There are multiple levels of learning in every classroom, which requires differentiated and individualized instruction for all students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Florida State Standards, Florida State Access Standards, Instructional Frameworks (Scope and Sequence Guides, Scales, Assessments), Professional Learning Communities (PLCs), Common Planning Time, TPS Data Tracking System, School Level Curriculum Specialists, District Instructional Priorities (Standards Based Instruction, Accountable Talk, Academic Vocabulary, Visible Learning), Various Curricular Resources (iReady, Achieve 3000, Design to Align)

Plan to Monitor Progress Toward G2. `8`

Lesson plan review, observation data, and post-observation feedback

Person Responsible
Jamie Lowicz

Schedule
Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Final PRIDE Observations and FSA/FSAA student data

G3. With high expectations and the belief that all students can learn, by May of 2018, 100% of faculty will focus on Learning Intentions and Success Criteria as Visible Learning is introduced and successfully implemented across various school settings. `1a`

🔑 G097416

Targets Supported `1b`

Indicator	Annual Target
SWD Separate Class Placement	100.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have had limited exposure to Hattie's research on Visible Learning, and need to understand how learning intentions and success criteria can maximize impact on student learning.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Visible Learning for Teachers by John Hattie, Visible Learning Resources - Corwin

Plan to Monitor Progress Toward G3. `8`

Student growth will be measured using progress monitoring developed by each team.

Person Responsible

Cassandra King

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Participation in professional development, book study outcome, and measurable learning gain data as evidenced by each teacher/team.

G4. By the year 2018, there will be a reduction of time spent in the Refocus Room by thirty percent from the previous year. 1a

🔍 G097417

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	30.0

Targeted Barriers to Achieving the Goal 3

- A significant percentage of Refocus Team calls could be reduced with consistent school-wide implementation of Positive Behavior Interventions and Supports (PBIS).

- Removing a disruptive student from the classroom significantly reinforces students' escape behavior, as well as reinforces teachers' requests for Refocus Team support.

- Any reduction in a student's time in the classroom directly impacts the student's access to instruction, whether it be social & emotional learning or academic instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Time in Refocus Room

Person Responsible
Ron Hirst

Schedule
Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Time spent out of class, discipline data

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. With high expectations for increased staff hiring and retention, Oak Park will develop recruitment strategies and facilitate a New Employee Orientation Program that includes prescribed professional development which will better prepare new hires for working with our student population. `1`

🔑 G097414

G1.B1 Potential staff may accept employment in other schools if they perceive that the environment is less stressful, there is a pay differential, or if they feel ill-equipped to meet the diverse academic, emotional, or behavioral needs of our students. `2`

🔑 B261849

G1.B1.S1 Creating opportunities for staff to reduce stress in the workplace will likely lead to fewer instances of resignation or job abandonment. `4`

🔑 S277308

Strategy Rationale

Improved morale reduces chronic absenteeism and the likelihood of termination of employment.

Action Step 1 `5`

Administration will provide regular activities for staff to be collegial with one another in a supportive, non-judgemental environment.

Person Responsible

Ron Hirst

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Staff sign up sheets

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

Administration will poll staff on preferred activities intended to reduce stress in the workplace.

Person Responsible

Jamie Lowicz

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Survey results, activity flyers, attendance sheets

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

The attrition rate will be monitored at Oak Park School to determine if this strategy has value.

Person Responsible

Ron Hirst

Schedule

On 5/31/2018

Evidence of Completion

Resignations will be documented on a monthly basis.

G1.B1.S2 Paraprofessionals (which comprise over half of our workforce) regularly leave for higher paying SSP-7 jobs at Title I schools. 4

🔑 S277309

Strategy Rationale

Assign SSP-7 designations to all paraprofessionals at Oak Park so that there is equity with similar positions at other schools throughout the district.

Action Step 1 5

Administration will work with Human Resources, the Executive Director of High Schools, the Executive Director of Pupil Support Services, and the district bargaining committee to keep Oak Park competitive in employee recruitment and retention.

Person Responsible

Jamie Lowicz

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting agendas, budget review

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will monitor this action plan to ensure that the retention of quality staff remains a priority and is supported at every level.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agenda meeting minutes, public speaking engagements, board meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration will monitor the attrition rate during the course of the school year, and look at patterns of attrition in terms of where it is occurring, when it is occurring, and why it is occurring.

Person Responsible

Jamie Lowicz

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Staff roster from August and May

G1.B1.S3 Provide relevant and on-going professional development training to all staff. `4`

🔑 S277310

Strategy Rationale

Staff who are well versed in meeting the diverse academic, emotional, and behavioral needs of our students are more likely to have increased job satisfaction and time on staff.

Action Step 1 `5`

Facilitators and funding sources will need to be determined so that professional development opportunities can be scheduled in a timely manner.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Collaboration with Professional Development, FDLRS, and outside agencies, budget review

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration will develop a professional development calendar that recognizes the need for meaningful training and workshops.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Staff survey results, Professional Development Calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Administration will solicit professional development from vendors who have experience in providing training that addresses the diverse academic, emotional, and behavioral needs of our students.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PD flyers, staff sign in sheets

G2. By the year 2018, teachers will understand, plan, and deliver differentiated instruction in core content areas for all students, using standards based instruction aligned to the Florida State Standards and the Florida State Access Standards. This will lead to an increase in learning gains in FSA/FSAA ELA by 10% and FSA/FSAA Math by 10% when less than 50% of students are currently demonstrating proficiency. This will also lead to an increase in statewide Science achievement by 30%. `1`

🔍 G097415

G2.B1 Oak Park School is a center school for students with significant cognitive, emotional, and behavioral disabilities. There are multiple levels of learning in every classroom, which requires differentiated and individualized instruction for all students. `2`

🔍 B261850

G2.B1.S1 Teachers will collaborate with one another to unpack standards so that their lessons demonstrate a clear understanding of the learning goal and related prior learning. `4`

🔍 S277311

Strategy Rationale

Teachers who participate in common planning time should see an improvement in lesson quality, instructional effectiveness, and student achievement.

Action Step 1 `5`

Teachers will collaborate within their academic teams and grade level bands to ensure that their lesson planning reflects appropriate learning experiences that are challenging and cognitively appropriate, and provide in-depth conceptual coverage of the intended learning goal.

Person Responsible

Jamie Lowicz

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Administrative Observations, Lesson Plans, and CPT notes

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

Administration will schedule monthly meetings with Academic Coach to review progress.

Person Responsible

Dawn Morales

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans and meeting minutes

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

Administrative Team will conduct joint observations to determine if lesson delivery reflects standards-based instruction and differentiation.

Person Responsible

Dawn Morales

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walk-through data

G2.B1.S2 The lesson purpose is aligned with curriculum standards, and is differentiated to meet the needs of all students. 4

🔑 S277312

Strategy Rationale

Teachers must be deliberate in the act of differentiation in order to maximize the learning potential in their classrooms.

Action Step 1 5

Content Purpose is written at the appropriate level of rigor and pacing for all students.

Person Responsible

Jamie Lowicz

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans, student assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Data Coach will guide teachers on how to differentiate instruction based on assessment data.

Person Responsible

Cassandra King

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting notes, teacher feedback, teacher implementation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will monitor and support the effectiveness of this strategy by regularly reviewing PRIDE Domain II - Planning for Success and PRIDE Domain III - Instructing and Assessing for Student Achievement competencies with instructional staff.

Person Responsible

Ron Hirst

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Post-observation conferences

G2.B1.S3 Teachers will use data to identify student learning needs and adjust instruction through targeted interventions. `4`

🔑 S277313

Strategy Rationale

Teachers should continually analyze classroom data to identify gaps in understanding, and then provide remediation and extension activities to struggling students.

Action Step 1 `5`

Teachers will adjust instruction and grouping during and after lessons based on student performance.

Person Responsible

Cassandra King

Schedule

On 5/31/2018

Evidence of Completion

Data chats

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Administrative Team will review usage and progress reports in programs such as iReady, ULS, and Achieve3000 to ensure that curriculum supports are being implemented with fidelity.

Person Responsible

Dawn Morales

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Usage and Progress Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Review CPT notes, data from each source, and engage is regular data disaggregation.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Feedback from curriculum specialists and teachers, student achievement data

G2.B1.S4 District Curriculum Specialists will work with specific content area teachers to familiarize them with curricular supports and resources, and assist them in analyzing testing data to determine if learning gaps for specific populations are closing. `4`

🔑 S277314

Strategy Rationale

Curriculum Specialists stay current in the latest trends and instructional pedagogy, and are paramount in providing relevant site based professional development to classroom teachers.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

G3. With high expectations and the belief that all students can learn, by May of 2018, 100% of faculty will focus on Learning Intentions and Success Criteria as Visible Learning is introduced and successfully implemented across various school settings. 1

🔑 G097416

G3.B1 Teachers have had limited exposure to Hattie's research on Visible Learning, and need to understand how learning intentions and success criteria can maximize impact on student learning. 2

🔑 B261851

G3.B1.S1 Teachers will implement learning intentions. A Learning Intention is a statement created by a teacher that describes what the teacher wants students to know, understand, and be able to do as a result of the instructional activities. 4

🔑 S277315

Strategy Rationale

Students will take ownership of their learning and achieve greater independence if they know what they are expected to learn, why they need to learn it, and how they will know when they've mastered it.

Action Step 1 5

The Visible Learning Team will attend VL training so that they are equipped to facilitate professional development to faculty.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Visible Learning Matrix, Teacher Questionnaires, Student Questionaires

Action Step 2 5

The Visible Learning Team will conduct a voluntary book study on Visible Learning for Teachers by John Hattie.

Person Responsible

Jamie Lowicz

Schedule

Biweekly, from 1/8/2018 to 5/31/2018

Evidence of Completion

Attendance Rosters and Participation Journals

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

The Visible Learning Team will work with instructional teams campus wide to assist in the development and implementation of learning intentions.

Person Responsible

Ron Hirst

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Collaborative Planning, Classroom Observations

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

The District Visible Learning Team will work with Oak Park Visible Learning Team to determine effectiveness in implementing Visible Learning on campus.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Visible Learning Matrix, Surveys, Classroom Walk-throughs

G3.B1.S2 Teachers will implement Success Criteria. Success criteria lets students know when they have achieved the learning intention. 4

🔑 S277316

Strategy Rationale

Students will become more motivated and active in their learning if they are able to describe what success looks like.

Action Step 1 5

The Visible Learning Team will work with teachers in developing Success Criteria based on the Learning Intentions created in lesson plans.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, teacher feedback, student conferencing

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The Visible Learning Team will attend team meetings and collaborative planning times to meet with teachers to discuss why and how to include students in developing Success Criteria.

Person Responsible

Cassandra King

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom Observations, teacher feedback, student conferencing

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

The District Visible Learning Team will work with the Oak Park Visible Learning Team to determine if we were successful in coaching teachers on how to create success criteria.

Person Responsible

Cassandra King

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data evidencing student learning gains

G3.B1.S3 Administration will use the Doug Fisher/Nancy Frey Visible Learning for Literacy modules to support teacher efficacy in Learning Intentions and Success Criteria. `4`

🔧 S277317

Strategy Rationale

This resource will be extremely valuable in getting teachers to "know thy impact". The modules will develop teacher efficacy through collaborative planning.

Action Step 1 `5`

Action modules will be regularly introduced to faculty during professional development training opportunities.

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Participation in instructional models, exit slips

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Site based Visible Learning Team will schedule and introduce modules.

Person Responsible

Ron Hirst

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Faculty sign in sheets, classroom observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Administration will conduct classroom walk-throughs to monitor for effectiveness.

Person Responsible

Dawn Morales

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Observation notes, post observation conferences

G4. By the year 2018, there will be a reduction of time spent in the Refocus Room by thirty percent from the previous year. [1]

🔍 G097417

G4.B1 A significant percentage of Refocus Team calls could be reduced with consistent school-wide implementation of Positive Behavior Interventions and Supports (PBIS). [2]

🔍 B261852

G4.B1.S1 Positive Behavior Interventions and Support is a proactive, system-changing process that will reduce the number of disciplinary incidents on campus when used with fidelity. [4]

🔍 S277318

Strategy Rationale

Staff need to buy-in and consistently use positive reinforcement to support an improved culture of behavior management on campus.

Action Step 1 [5]

All staff will be trained and participate in the PBIS program.

Person Responsible

Shane Swezey

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PBIS committee involvement, training sign-in sheets, observation notes, Panther Paw recognitions

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

Classroom observations, PBIS Committee Involvement, teacher conferencing, student feedback

Person Responsible

Ron Hirst

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

observation notes, data on paw return in store, conferencing feedback

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

Monthly review of discipline data

Person Responsible

Jamie Lowicz

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Refocus Room sign in, Incident Referrals documented in SIS

G4.B2 Removing a disruptive student from the classroom significantly reinforces students' escape behavior, as well as reinforces teachers' requests for Refocus Team support. `2`

🔑 B261853

G4.B2.S1 Behavior Specialists will write effective Behavior Intervention Plans (BIP) based on student data and individual needs. `4`

🔑 S277319

Strategy Rationale

Teachers need support in analyzing behavior data and implementing strategies that reduce disruptive behavior so that students may remain engaged, on-task, and in the classroom.

Action Step 1 `5`

Behavior Specialists will update all outdated Behavior Intervention Plans (BIP), and will begin to revise BIPs annually at the time each student's Individualized Education Plan (IEP) is due.

Person Responsible

Mark Marsh

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Behavior Intervention Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Revised Behavior Intervention Plans will be reviewed by ESE Liaisons and Behavior Specialists at yearly IEP meetings, and scanned and uploaded to Enrich at the conclusion of each meeting so that teachers have immediate access.

Person Responsible

Stacey Holmes

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Updated Behavior Intervention Plan, access to documents in Enrich.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Behavior Specialists will be visible in classrooms to assist with implementing intervention strategies included in a student's Behavior Intervention Plan. They will model the use of said strategies for teachers and paraprofessionals, and coach staff during guided practice.

Person Responsible

Mark Marsh

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observations, teacher conferencing, TPS data

G4.B3 Any reduction in a student's time in the classroom directly impacts the student's access to instruction, whether it be social & emotional learning or academic instruction. 2

🔍 B261854

G4.B3.S1 Students will not be removed from the classroom until all recommended strategies have been implemented. Removing disruptive students from the classroom does not improve the offending student's behavior, and leaves the originating problem largely unresolved. 4

🔍 S277320

Strategy Rationale

Removing disruptive students from the classroom significantly reinforces the student's continued use of use of aggression to successfully escape from unwanted social situations, task demands, or transitions to lesser preferred situations.

Action Step 1 5

Refocus Team Members will work with students in the classrooms as behaviors intensify in an attempt to mitigate the need for student removal.

Person Responsible

Ron Hirst

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observations, Refocus Room sign-in sheets, Refocus Team meetings

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Administration will monitor and support the fidelity of this implementation so that every student has access to all areas of instruction.

Person Responsible

Jamie Lowicz

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observation data, student conferences, parent conferences

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Administration will work to create a culture of high expectations for student learning, and will use restorative strategies in lieu of harsh disciplinary consequences to hold students accountable for their behavior.

Person Responsible

Jamie Lowicz

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

New partnerships with community agencies, restorative strategies review with faculty and parents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M402597	Attrition rates will be monitored and reviewed throughout the year to determine if progress has...	Lowicz, Jamie	8/14/2017	Letters of resignation, job postings	5/31/2018 monthly
G2.MA1 M402604	Lesson plan review, observation data, and post-observation feedback	Lowicz, Jamie	8/14/2017	Final PRIDE Observations and FSA/FSAA student data	5/31/2018 monthly
G3.MA1 M402611	Student growth will be measured using progress monitoring developed by each team.	King, Cassandra	8/14/2017	Participation in professional development, book study outcome, and measurable learning gain data as evidenced by each teacher/team.	5/31/2018 monthly
G4.MA1 M402618	Time in Refocus Room	Hirst, Ron	8/14/2017	Time spent out of class, discipline data	5/31/2018 monthly
G1.B1.S1.MA1 M402591	The attrition rate will be monitored at Oak Park School to determine if this strategy has value.	Hirst, Ron	8/14/2017	Resignations will be documented on a monthly basis.	5/31/2018 one-time
G1.B1.S1.MA1 M402592	Administration will poll staff on preferred activities intended to reduce stress in the workplace.	Lowicz, Jamie	8/14/2017	Survey results, activity flyers, attendance sheets	5/31/2018 quarterly
G1.B1.S1.A1 A373673	Administration will provide regular activities for staff to be collegial with one another in a...	Hirst, Ron	8/14/2017	Staff sign up sheets	5/31/2018 monthly
G2.B1.S1.MA1 M402598	Administrative Team will conduct joint observations to determine if lesson delivery reflects...	Morales, Dawn	8/14/2017	Walk-through data	5/31/2018 weekly
G2.B1.S1.MA1 M402599	Administration will schedule monthly meetings with Academic Coach to review progress.	Morales, Dawn	8/14/2017	Lesson plans and meeting minutes	5/31/2018 monthly
G2.B1.S1.A1 A373676	Teachers will collaborate within their academic teams and grade level bands to ensure that their...	Lowicz, Jamie	8/14/2017	Administrative Observations, Lesson Plans, and CPT notes	5/31/2018 daily
G3.B1.S1.MA1 M402605	The District Visible Learning Team will work with Oak Park Visible Learning Team to determine...	Lowicz, Jamie	8/14/2017	Visible Learning Matrix, Surveys, Classroom Walk-throughs	5/31/2018 monthly
G3.B1.S1.MA1 M402606	The Visible Learning Team will work with instructional teams campus wide to assist in the...	Hirst, Ron	8/14/2017	Collaborative Planning, Classroom Observations	5/31/2018 monthly
G3.B1.S1.A1 A373679	The Visible Learning Team will attend VL training so that they are equipped to facilitate...	Lowicz, Jamie	8/14/2017	Visible Learning Matrix, Teacher Questionnaires, Student Questionaires	5/31/2018 monthly
G3.B1.S1.A2 A373680	The Visible Learning Team will conduct a voluntary book study on Visible Learning for Teachers by...	Lowicz, Jamie	1/8/2018	Attendance Rosters and Participation Journals	5/31/2018 biweekly
G4.B1.S1.MA1 M402612	Monthly review of discipline data	Lowicz, Jamie	8/14/2017	Refocus Room sign in, Incident Referrals documented in SIS	5/31/2018 monthly
G4.B1.S1.MA1 M402613	Classroom observations, PBIS Committee Involvement, teacher conferencing, student feedback	Hirst, Ron	8/14/2017	observation notes, data on paw return in store, conferencing feedback	5/31/2018 monthly
G4.B1.S1.A1 A373683	All staff will be trained and participate in the PBIS program.	Swezey, Shane	8/14/2017	PBIS committee involvement, training sign-in sheets, observation notes, Panther Paw recognitions	5/31/2018 quarterly
G4.B2.S1.MA1 M402614	Behavior Specialists will be visible in classrooms to assist with implementing intervention...	Marsh, Mark	8/14/2017	Classroom observations, teacher conferencing, TPS data	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.MA1 M402615	Revised Behavior Intervention Plans will be reviewed by ESE Liaisons and Behavior Specialists at...	Holmes, Stacey	8/14/2017	Updated Behavior Intervention Plan, access to documents in Enrich.	5/31/2018 monthly
G4.B2.S1.A1 A373684	Behavior Specialists will update all outdated Behavior Intervention Plans (BIP), and will begin to...	Marsh, Mark	8/14/2017	Behavior Intervention Plans	5/31/2018 annually
G4.B3.S1.MA1 M402616	Administration will work to create a culture of high expectations for student learning, and will...	Lowicz, Jamie	8/14/2017	New partnerships with community agencies, restorative strategies review with faculty and parents	5/31/2018 daily
G4.B3.S1.MA1 M402617	Administration will monitor and support the fidelity of this implementation so that every student...	Lowicz, Jamie	8/14/2017	Classroom observation data, student conferences, parent conferences	5/31/2018 weekly
G4.B3.S1.A1 A373685	Refocus Team Members will work with students in the classrooms as behaviors intensify in an attempt...	Hirst, Ron	8/14/2017	Classroom observations, Refocus Room sign-in sheets, Refocus Team meetings	5/31/2018 daily
G1.B1.S2.MA1 M402593	Administration will monitor the attrition rate during the course of the school year, and look at...	Lowicz, Jamie	8/14/2017	Staff roster from August and May	5/31/2018 quarterly
G1.B1.S2.MA1 M402594	Administration will monitor this action plan to ensure that the retention of quality staff remains...	Lowicz, Jamie	8/14/2017	Agenda meeting minutes, public speaking engagements, board meetings	5/31/2018 monthly
G1.B1.S2.A1 A373674	Administration will work with Human Resources, the Executive Director of High Schools, the...	Lowicz, Jamie	8/14/2017	Meeting agendas, budget review	5/31/2018 semiannually
G2.B1.S2.MA1 M402600	Administration will monitor and support the effectiveness of this strategy by regularly reviewing...	Hirst, Ron	8/14/2017	Post-observation conferences	5/31/2018 monthly
G2.B1.S2.MA1 M402601	Data Coach will guide teachers on how to differentiate instruction based on assessment data.	King, Cassandra	8/14/2017	Meeting notes, teacher feedback, teacher implementation	5/31/2018 weekly
G2.B1.S2.A1 A373677	Content Purpose is written at the appropriate level of rigor and pacing for all students.	Lowicz, Jamie	8/14/2017	Lesson plans, student assessment data	5/31/2018 one-time
G3.B1.S2.MA1 M402607	The District Visible Learning Team will work with the Oak Park Visible Learning Team to determine...	King, Cassandra	8/14/2017	Data evidencing student learning gains	5/31/2018 monthly
G3.B1.S2.MA1 M402608	The Visible Learning Team will attend team meetings and collaborative planning times to meet with...	King, Cassandra	8/14/2017	Classroom Observations, teacher feedback, student conferencing	5/31/2018 biweekly
G3.B1.S2.A1 A373681	The Visible Learning Team will work with teachers in developing Success Criteria based on the...	Lowicz, Jamie	8/14/2017	Lesson plans, teacher feedback, student conferencing	5/31/2018 monthly
G1.B1.S3.MA1 M402595	Administration will solicit professional development from vendors who have experience in providing...	Lowicz, Jamie	8/14/2017	PD flyers, staff sign in sheets	5/31/2018 monthly
G1.B1.S3.MA1 M402596	Administration will develop a professional development calendar that recognizes the need for...	Lowicz, Jamie	8/14/2017	Staff survey results, Professional Development Calendar	5/31/2018 monthly
G1.B1.S3.A1 A373675	Facilitators and funding sources will need to be determined so that professional development...	Lowicz, Jamie	8/14/2017	Collaboration with Professional Development, FDLRS, and outside agencies, budget review	5/31/2018 monthly
G2.B1.S3.MA1 M402602	Review CPT notes, data from each source, and engage is regular data disaggregation.	Lowicz, Jamie	8/14/2017	Feedback from curriculum specialists and teachers, student achievement data	5/31/2018 monthly
G2.B1.S3.MA1 M402603	Administrative Team will review usage and progress reports in programs such as iReady, ULS, and...	Morales, Dawn	8/14/2017	Usage and Progress Reports	5/31/2018 monthly
G2.B1.S3.A1 A373678	Teachers will adjust instruction and grouping during and after lessons based on student performance.	King, Cassandra	8/14/2017	Data chats	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.MA1 🔍 M402609	Administration will conduct classroom walk-throughs to monitor for effectiveness.	Morales, Dawn	8/14/2017	Observation notes, post observation conferences	5/31/2018 weekly
G3.B1.S3.MA1 🔍 M402610	Site based Visible Learning Team will schedule and introduce modules.	Hirst, Ron	8/14/2017	Faculty sign in sheets, classroom observations	5/31/2018 monthly
G3.B1.S3.A1 🔍 A373682	Action modules will be regularly introduced to faculty during professional development training...	Lowicz, Jamie	8/14/2017	Participation in instructional models, exit slips	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. With high expectations for increased staff hiring and retention, Oak Park will develop recruitment strategies and facilitate a New Employee Orientation Program that includes prescribed professional development which will better prepare new hires for working with our student population.

G1.B1 Potential staff may accept employment in other schools if they perceive that the environment is less stressful, there is a pay differential, or if they feel ill-equipped to meet the diverse academic, emotional, or behavioral needs of our students.

G1.B1.S3 Provide relevant and on-going professional development training to all staff.

PD Opportunity 1

Facilitators and funding sources will need to be determined so that professional development opportunities can be scheduled in a timely manner.

Facilitator

Jamie Lowicz

Participants

Classified and Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G2. By the year 2018, teachers will understand, plan, and deliver differentiated instruction in core content areas for all students, using standards based instruction aligned to the Florida State Standards and the Florida State Access Standards. This will lead to an increase in learning gains in FSA/FSAA ELA by 10% and FSA/FSAA Math by 10% when less than 50% of students are currently demonstrating proficiency. This will also lead to an increase in statewide Science achievement by 30%.

G2.B1 Oak Park School is a center school for students with significant cognitive, emotional, and behavioral disabilities. There are multiple levels of learning in every classroom, which requires differentiated and individualized instruction for all students.

G2.B1.S1 Teachers will collaborate with one another to unpack standards so that their lessons demonstrate a clear understanding of the learning goal and related prior learning.

PD Opportunity 1

Teachers will collaborate within their academic teams and grade level bands to ensure that their lesson planning reflects appropriate learning experiences that are challenging and cognitively appropriate, and provide in-depth conceptual coverage of the intended learning goal.

Facilitator

Cassandra King

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 5/31/2018

G3. With high expectations and the belief that all students can learn, by May of 2018, 100% of faculty will focus on Learning Intentions and Success Criteria as Visible Learning is introduced and successfully implemented across various school settings.

G3.B1 Teachers have had limited exposure to Hattie's research on Visible Learning, and need to understand how learning intentions and success criteria can maximize impact on student learning.

G3.B1.S1 Teachers will implement learning intentions. A Learning Intention is a statement created by a teacher that describes what the teacher wants students to know, understand, and be able to do as a result of the instructional activities.

PD Opportunity 1

The Visible Learning Team will attend VL training so that they are equipped to facilitate professional development to faculty.

Facilitator

Jamie Lowicz, Ron Hirst, Cassandra King, Lauren Bacus

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

The Visible Learning Team will conduct a voluntary book study on Visible Learning for Teachers by John Hattie.

Facilitator

Jamie Lowicz, Ron Hirst, Cassandra King, Lauren Bacus

Participants

Instructional Staff

Schedule

Biweekly, from 1/8/2018 to 5/31/2018

G3.B1.S2 Teachers will implement Success Criteria. Success criteria lets students know when they have achieved the learning intention.

PD Opportunity 1

The Visible Learning Team will work with teachers in developing Success Criteria based on the Learning Intentions created in lesson plans.

Facilitator

Jamie Lowicz, Ron Hirst, Cassandra King, Lauren Bacus

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3.B1.S3 Administration will use the Doug Fisher/Nancy Frey Visible Learning for Literacy modules to support teacher efficacy in Learning Intentions and Success Criteria.

PD Opportunity 1

Action modules will be regularly introduced to faculty during professional development training opportunities.

Facilitator

Administrative Team

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration will provide regular activities for staff to be collegial with one another in a supportive, non-judgemental environment.	$0.00
2	G1.B1.S2.A1	Administration will work with Human Resources, the Executive Director of High Schools, the Executive Director of Pupil Support Services, and the district bargaining committee to keep Oak Park competitive in employee recruitment and retention.	$0.00
3	G1.B1.S3.A1	Facilitators and funding sources will need to be determined so that professional development opportunities can be scheduled in a timely manner.	$0.00
4	G2.B1.S1.A1	Teachers will collaborate within their academic teams and grade level bands to ensure that their lesson planning reflects appropriate learning experiences that are challenging and cognitively appropriate, and provide in-depth conceptual coverage of the intended learning goal.	$0.00
5	G2.B1.S2.A1	Content Purpose is written at the appropriate level of rigor and pacing for all students.	$0.00
6	G2.B1.S3.A1	Teachers will adjust instruction and grouping during and after lessons based on student performance.	$0.00
7	G3.B1.S1.A1	The Visible Learning Team will attend VL training so that they are equipped to facilitate professional development to faculty.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	120-Classroom Teachers	0293 - Oak Park School	Other		$0.00

8	G3.B1.S1.A2	The Visible Learning Team will conduct a voluntary book study on Visible Learning for Teachers by John Hattie.	$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0293 - Oak Park School	General Fund		$2,000.00
			Notes: Notes			

9	G3.B1.S2.A1	The Visible Learning Team will work with teachers in developing Success Criteria based on the Learning Intentions created in lesson plans.	$0.00
10	G3.B1.S3.A1	Action modules will be regularly introduced to faculty during professional development training opportunities.	$0.00
11	G4.B1.S1.A1	All staff will be trained and participate in the PBIS program.	$0.00
12	G4.B2.S1.A1	Behavior Specialists will update all outdated Behavior Intervention Plans (BIP), and will begin to revise BIPs annually at the time each student's Individualized Education Plan (IEP) is due.	$0.00
13	G4.B3.S1.A1	Refocus Team Members will work with students in the classrooms as behaviors intensify in an attempt to mitigate the need for student removal.	$0.00
		Total:	**$2,000.00**