Oak Park School

2018-19 Schoolwide Improvement Plan

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Oak Park School

7285 HAND RD, Sarasota, FL 34241

www.sarasotacountyschools.net/oakpark

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	40%

School Grades History

Year	2011-12
Grade	F

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oak Park School is to promote student achievement and self advocacy in a safe and supportive environment through academics, therapeutic intervention, and community involvement based on the individual needs of each student.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Lowicz, Jamie	Principal
Marsh, Mark	Teacher, ESE
Holmes, Stacey	Other
Sadlo, Robyn	Teacher, ESE
DeCourcey, Gloria	Teacher, ESE
McNair, Denise	School Counselor
Perry, Monica	Attendance/Social Work
Coughlan, Joanne	Administrative Support
Reynolds, Russell	Other
Febinger, Peter	Other
Swezey, Shane	Teacher, ESE
Bassett, Maureen	Assistant Principal
Meo, Nicole	Instructional Coach
Rauh, Brian	Teacher, ESE
Gradin, Maria	Teacher, ESE
Peters, Stefanie	Teacher, ESE
Quattlebaum, Krysta	Teacher, ESE
Craycraft, Joe	Teacher, ESE

Duties

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

Jamie Lowicz, Principal:
The principal is 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.

Maureen Bassett and Nicole Meo, Assistant Principals:
The assistant principals are 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. Collaboration and continuous communication with the administrative team, faculty, parents and students result in promoting a positive school climate where students flourish as learners. Assistant principals support to the principal and district initiatives by monitoring and setting high expectations for teachers to improve student achievement and proficiency. 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.

Stacey Holmes and Peter Febinger, 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 and 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 programs, social skills and coping mechanisms, conducting classroom observations, and providing Counseling As A Related Service (CAARS). Denise exercises confidentiality in sharing test results and other student information, recognizes and appreciates the cultural differences and special needs of students and families, identifies indicators of student
distress or abuse and takes appropriate action, and serves as an advocate for students.

Monica Perry, School Social Worker:
The School Social Worker provides individual, family, group, and crisis counseling to assist students with
strategies and tools to promote academic success, excellent attendance, and appropriate behavior and engagement. At weekly case review meetings, Monica collaborates with other staff in all of these processes. School Social Workers assist their assigned schools by providing a multitude of services with the goal of helping remove obstacles to student academic success. School Social Workers interact with the student, family and school in a number of ways. School Social Workers assist students by conducting assessments and providing appropriate referrals, facilitating groups to address issues such as attendance, social skills and coping mechanisms, conducting classroom observations, and providing Counseling As A Related Service (CAARS).
School Social Workers serve as a liaison between home and school by conducting/coordinating parent conferences, providing referrals based on family need, and assisting families to access community resources. School Social Workers serve on the school wide multidisciplinary teams, conduct student evaluations, and provide collaborative/supportive services to school personnel.

NIcole Meo, Testing Coordinator/Master Scheduler:
The Master Scheduler assists with the development of the master schedule and continuously processes, updates, and corrects all materials related to the school's master schedule and grade reporting. She monitors student programs such as ESE/ELL/Gifted students and providing student information to authorized parties in compliance with established policies and district procedures. The Testing Coordinator works with staff to coordinate district-wide testing programs, including, but not limited to progress monitoring and state testing. She assist in the collection and reporting of pertinent data, and trains employees in test administration, including providing access computer testing information and relevant reporting data.

Shane Swezey, PBIS Coordinator:
The PBIS Coordinator ensures that PBIS is implemented with fidelity in our building. He is the chief communicator and meeting facilitator with all members of the PBIS team, and reports on the research

and practices related to Oak Park's school-wide behavioral support program. This year, the PBIS team is assisting in our new Panther branding effort throughout campus.

Krysta Quattlebaum, Brian Rauh, Joe Craycraft, Maria Gradin, Stefanie Peters, Robyn Sadlo,Team Leaders:
Team Leaders are responsible for regular and accurate dissemination of information from administration to team
members, assisting with the hiring and retention of quality employees, providing input in the scheduling
of students and the creation of the master schedule, guiding substitutes in lesson plans and classroom
management in the absence of the teacher, assuming responsibility for assisting the liaisons with the drafting of IEPs, approving purchase orders for team members, and serving as spokespersons for questions and concerns that affect team members.

Joanne Berry, Administrative Support, Confidential Secretary:
Ms. Berry performs secretarial and clerical tasks and manage the day-to-day processing of communications,
records and secretarial duties for the Principal. She operates a variety of office equipment to transcribe, create and type correspondence, and duplicates, assembles and distributes documents. Joanne maintains office records and files, and processes communications, including telephone calls, faxes and mail. She assists staff and the public by answering routine questions, scheduling appointments, and completing forms, and in preparing communications for students, parents, district staff and/or the public regarding various activities and announcements. Joanne communicates effectively with stakeholders, students, coworkers and administration and responds to inquiries and concerns in a timely manner. She processes payroll, maintains confidential employee site files, and assists in securing substitutes to fill vacancies on a daily basis.

Russ Reynolds, School Resource Officer (Sarasota County Sheriffs Department):
Deputy Reynolds is a visible, uniformed law enforcement figure on campus who deals with law enforcement related issues. He is a classroom resource for instruction in the following areas: safety programs, educational programs in drug and violence prevention and Ident-A-Kid. Deputy Reynolds is an extension of the school administration in dealing with a multitude of issues ranging from student elopement to school security. He builds positive relationships with students so they recognize that law enforcement is here to support and encourage. Russ is also a resource for teachers, parents, guardians and students for conferences related to individual problems or questions.

Early Warning Systems

Year 2017-18

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	4	10	3	6	9	1	4	5	12	9	1	6	24	94
One or more suspensions	2	8	5	6	3	3	6	6	12	3	2	1	4	61
Course failure in ELA or Math	0	0	1	2	0	0	0	0	2	0	0	2	0	7
Level 1 on statewide assessment	0	0	0	9	4	3	5	8	7	0	0	0	0	36

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	3	0	4	3	3	4	7	9	1	1	0	1	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	2	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	1	1	3	0	0	0	0	0	0	5

Date this data was collected

Thursday 9/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA data revealed that students under performed in reading and math across all grade levels tested. This has been a reoccurring trend over the last several years.

Which data component showed the greatest decline from prior year?

More concerning than a significant decline is the fact that students have difficulty making learning gains on state wide assessments, including both FSA and FSAA..

Which data component had the biggest gap when compared to the state average?

Special Education students who were assessed using Florida Standards Assessment showed the largest gap when compared to the state average. All grade levels scored markedly below each grade level average.

Which data component showed the most improvement? Is this a trend?

Out of School suspension incidents per ten day segments decreased from 33 to 12. This is a positive trend when compared to previous years.

Describe the actions or changes that led to the improvement in this area.

The revised implementation of Oak Park's School Wide Positive Behavior Intervention Support Plan, coupled with incorporating a new school wide motto and revamped Panther Paw token economy reward system has led to a decrease in the overall suspension rate.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	68%	60%	0%	67%	55%
ELA Learning Gains	0%	60%	57%	0%	57%	54%
ELA Lowest 25th Percentile	0%	55%	52%	0%	51%	49%
Math Achievement	0%	70%	61%	0%	68%	56%
Math Learning Gains	0%	64%	58%	0%	65%	54%
Math Lowest 25th Percentile	0%	59%	52%	0%	59%	48%
Science Achievement	0%	66%	57%	0%	63%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	0%	84%	77%	0%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4 (1)	10 (9)	3 (2)	6 (3)	9 (1)	1 (2)	4 (7)	5 (5)	12 (10)	9 (5)	1 (2)	6 (6)	24 (31)	94 (84)
One or more suspensions	2 (0)	8 (1)	5 (2)	6 (4)	3 (4)	3 (5)	6 (5)	6 (10)	12 (12)	3 (0)	2 (0)	1 (0)	4 (0)	61 (43)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	2 (0)	0 (0)	0 (0)	0 (3)	0 (3)	2 (1)	0 (0)	0 (0)	2 (0)	0 (0)	7 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (9)	4 (4)	3 (5)	5 (5)	8 (9)	7 (9)	0 (0)	0 (0)	0 (0)	0 (0)	36 (41)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	20%	68%	-48%	57%	-37%
	2017	0%	71%	-71%	58%	-58%
Same Grade Comparison		20%				
Cohort Comparison						
04	2018	0%	67%	-67%	56%	-56%
	2017	0%	69%	-69%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	66%	-66%	55%	-55%
	2017	20%	66%	-46%	53%	-33%
Same Grade Comparison		-20%				
Cohort Comparison		0%				
06	2018	0%	63%	-63%	52%	-52%
	2017	0%	65%	-65%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		-20%				
07	2018	0%	62%	-62%	51%	-51%
	2017	0%	64%	-64%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	70%	-70%	58%	-58%
	2017	0%	65%	-65%	55%	-55%
Same Grade Comparison		0%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	10%	72%	-62%	62%	-52%
	2017	0%	71%	-71%	62%	-62%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	0%	71%	-71%	62%	-62%
	2017	0%	73%	-73%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	72%	-72%	61%	-61%
	2017	10%	70%	-60%	57%	-47%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
06	2018	0%	66%	-66%	52%	-52%
	2017	0%	66%	-66%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		-10%				
07	2018	0%	73%	-73%	54%	-54%
	2017	10%	54%	-44%	53%	-43%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
08	2018	0%	63%	-63%	45%	-45%
	2017	0%	75%	-75%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		-10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	0%	67%	-67%	55%	-55%
	2017					
Cohort Comparison						
08	2018	0%	62%	-62%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	80%	-80%	71%	-71%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Learning Gains and Bottom Quartile
Rationale	The Leadership Team reviewed FSA and categorical data to determine the priority areas of weakness for our lowest quartile students.
Intended Outcome	By the end of school year 18/19, 50% of the lowest quartile students will be successful in making learning gains on the FSA Reading and Math assessments.
Point Person	Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Action Step	
Description	1. Teachers will participate in on-going professional development centered around John Hattie's Visible Learning and Visible Learning for Literacy and Collective Efficacy.

2. Teachers will participate in professional development on i-Ready that is facilitated by district and school based administration.

3. The Academic Intervention teacher will work with students identified in the bottom quartile to provide
prerequisite and remedial skills. |
| **Person Responsible** | Nicole Meo (nicole.meo@sarasotacountyschools.net) |

Plan to Monitor Effectiveness	
Description	Use i-Ready data to monitor students in the lowest quartile and work on the specific sub-categories where students perform the lowest. Flexible skill based instructional reading and math groups will be developed in each class. Data chats between teacher and students, and daily prescriptive intensive individualized instruction will positively impact learning gains.
Person Responsible	Nicole Meo (nicole.meo@sarasotacountyschools.net)

Activity #2	
Title	Standards-Based Instruction
Rationale	Teachers who participate in common planning time should see an improvement in lesson quality, instructional effectiveness, and student achievement.
Intended Outcome	By the year 2019, 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 demonstrating proficiency.
Point Person	Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)
Action Step	
Description	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. 2. Creation and implementation of individualized CPALMS (ACCESS points standards) notebooks have been disseminated to all instructional staff. Teachers will continue to use Unique Learning Systems and visual supports. Teacher will use content standards in all submitted lesson plans. 3. 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. The Administrative Team will conduct joint observations to determine if lesson delivery reflects standards-based instruction and differentiation.
Person Responsible	Nicole Meo (nicole.meo@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Administration will monitor lesson plans weekly and provide teachers feedback as needed. PRIDE observations will focus on technology implementation and use of engaging strategies.
Person Responsible	Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Activity #3	
Title	Staff Recruitment and Retention
Rationale	Potential staff may accept employment at other schools if they perceive that the environment is less stressful, there is a pay differential, or they feel ill-equipped to meet the diverse academic, emotional or behavioral needs of our students.
Intended Outcome	Staffing will improve and current vacancies will be filled, thus eliminating our need for long term substitutes.
Point Person	Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Action Step	
Description	1. The Leadership Team 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.

2 The Principal will serve on the Collective Bargaining Committee for classified staff. |
| **Person Responsible** | Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net) |

Plan to Monitor Effectiveness	
Description	Attrition rates will be monitored and reviewed throughout the year to determine if progress has been made. A climate survey will be conducted to gauge job satisfaction and level of support given by administration.
Person Responsible	Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Activity #4	
Title	PBIS
Rationale	Positive Behavior Interventions and Support (PBIS) is a proactive, system-changing process that will reduce the number of disciplinary incidents on campus when used with fidelity. Removing a disruptive student from the classroom significantly reinforces escape behavior, as well as teachers' requests for support.
Intended Outcome	A significant number of Refocus Team calls will be reduced with consistent school-wide implementation of PBIS.
Point Person	Shane Swezey (shane.swezey@sarasotacountyschools.net)
Action Step	
Description	1. All staff will be trained and participate in PBIS.

2. Students will not be removed from the classroom until all recommended strategies have been implemented.

3. The Leadership Team 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	Gloria DeCourcey (gloria.decourcey@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Discipline data and time spent in Refocus will be reviewed by the Leadership Team on a quarterly basis.
Person Responsible	Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 BlackboardConnect to disseminate timely information and reminders to families. The school wide newsletter 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 to assist families with transitional planning, guardianship, deferment, and self advocacy. Parents are invited to attend an interactive workshops for Agencies for Persons with Disabilities and school wide events such as Meet the Teacher, Open House, Donuts with

Dads, Fall Festival, SAC Meetings, PTSO Meetings, FSAA Parent Information Night, Spring Fling, and Panther Prowl.

PFEP Link

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

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.

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 transition meetings 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.

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 MTSS (Multi-Tiered System of Support) team is responsible for supporting and coordinating interventions for individual students, once the interventions made by the grade level team are deemed unsuccessful. The MTSS 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, and 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 MTSS team is comprised of the Principal, Asst. Principal, Behavior Specialist, School Psychologist, Guidance Counselor, Home-School Liaison, ESE Liaison and therapists. 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.

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, and dog biscuits). The transition coaches will continue to partner with Honey Baked Ham and Elysium Fields to facilitate real world job activities on campus. Additionally, we have several programs that specifically target off campus job training with students. Our work sites include Home Depot, 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 secure 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.

Part V: Budget

Total:	**$0.00**