2013-2014 SCHOOL IMPROVEMENT PLAN

Oak Park School

7285 PROCTOR RD
Sarasota, FL 34241
941-361-6428
www.sarasotacountyschools.net/oakpark

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	No	*[Data Not Available]*

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Oak Park School

Principal
Edwina Oliver

School Advisory Council chair
Sue Lomas

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Edwina Oliver	Principal
Phylliis Frederic	Asst. Principal
Dawn Morales	Asst. Principal Intern
Brian Rauh	Team Member
Michelle Trizano-Ortiz	Team Member
Deb Dziadik	Team Member
Mirella Lee	Team Member
Robyn Sadlo	Team Member
Elizabeth Lewis	Team Member

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC members will review proposed draft for 2013-2014 and offer feedback before a final vote to approve the plan.

Activities of the SAC for the upcoming school year

Oak Park's SAC will collaborate with members of the school based leadership team to identify strategies and resources that will lead towards continuous academic achievement.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used to support learning activities for students who participate in assessments for 2013-2014.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Edwina Oliver		
Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	M.Ed Educational Leadership, University of South Florida-Tampa;B.S. Specific Learning Disabilities, University of South Florida-Tampa;State of Florida Principal Certification
Performance Record	2010-2011 Grade:A Reading Mastery: 47%, Math Mastery: 73%, Science Mastery: 45%, Writing Mastery: 77% 2011 - 2012 Reading Master 46%; Math Mastery 67%; Writing Mastery 79%;Reading Learning Gains 62%; Math Learning Gains 70%; Lowest 25% Making Learning Gains in Reading 61%; and Lowest 25% Making Learning Gains in Math 77% 2012-2013 53% Reading Gains 10th gr.- 57.8% met predicted expectations 9th gr.- 49.3% met predicted expectations 8th gr.- 61.3% met predicted expectations 62% Math Gains 8th gr.-74.6% met predicted expectations Algebra (9th) 53.3 met predicted expectations 99% students tested Overall School Improvement Rating-improving

Phyllis Fredric		
Asst Principal	Years as Administrator: 10	Years at Current School: 10

Credentials	Music K-12 Bachelors in Music, Manhattanville College; Masters of Science, University of Buffalo; Masters in School Supervision and Administration, Touro College; Principal Certification. State of Florida
Performance Record	2010 NA 74% 2011 NA 85% 2012-2013 Reading -52% learning gains Math-50% learning gains 100% students tested Overall School Improvement Rating-Maintaining

Asst Principal	Years as Administrator:	Years at Current School:

Credentials

Performance Record

Classroom Teachers

# of classroom teachers

58

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

86%

 # certified in-field

50, 86%

 # ESOL endorsed

17, 29%

 # reading endorsed

13, 22%

 # with advanced degrees

40, 69%

 # National Board Certified

3, 5%

 # first-year teachers

11, 19%

 # with 1-5 years of experience

18, 31%

 # with 6-14 years of experience

18, 31%

 # with 15 or more years of experience

22, 38%

Education Paraprofessionals

# of paraprofessionals

93

 # Highly Qualified

93, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Since we're the only ESE Center School in the district we have the unique opportunity to design and deliver specialized professional development trainings throughout the year to support teachers on campus. Mrs, Frederic coordinates with our PD Coordinator at the end of the year to outline our PD focus for the upcoming year.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based MTSS Team will employ the continuous improvement process to identify, monitor and modify the MTSS structures and SIP to address effectiveness of instruction, resources, support systems and student needs. 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; evaluate the effectiveness of the strategies and plan. Input for the SIP structures will be gathered from the grade level teams, the SAC and district teams composed of specialists in individual areas of instructional need. Each team on our campus has specific input into the SIP that is related to the exceptionality of the students that he/she teaches.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators: Provides support in classroom management, curriculum and parent input.
ESE and Home School Liaison: Provides information about transition and IEP planning and services.
Behavior Teachers: Provides information about behavior interventions and relevant behavioral data
Guidance Counselor: Provide input on student social and emotional well-being.
Exceptional Student Education (ESE) Teachers: Provides information about individual student needs, grades, effort, data assessments, strengths and weaknesses.
Speech/Language Pathologists: Provides information and data regarding language and communication.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Administration team will conduct on-going direct observations, meet bi-weekly with Team Leaders, the MTSS team and attend PLCs on a regular basis. The MTSS team will utilize the tools Benchmarks of Quality and PBS Implementation Checklist to allow for measurement of the fidelity and for behavior, the Benchmarks of Advanced Tiers (BAT).

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. The school will utilize the data from the FAIR Reading assessment, Florida Achieves Mathematics, Writing and Science district benchmark assessments to summarize data for students. The Unique Learning Systems pre and post assessments will also be administered and used to analyze intensive instructional supports. Further, the behavioral data sources used are the TPS and AIMS assessments and tracking. The school has developed a data collection system called Total Progress Support (TPS). This data collection system is based on collecting student data in partial intervals. The system offers decision makers, the opportunity to look at meaningful data relative to IEP and academic goals.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school administrative team participated in RTi/MTSS Positive Behavioral Support Model training provided by District instructional specialists. This year a team of teachers participated in refresher training on our RtI/MTSS Positive Behavioral Support Model. The team will provide pertinent information to the teachers in a smaller, more personal monthly meetings to allow the staff to implement the model with greater fidelity. The school Liaisons meet with the teachers and parents regularly to support understanding of MTSS.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Edwina Oliver	Principal
Phyllis Fredricks	Asst. Principal
Dawn Morales	Asst. principal Intern
Angie Craft	Teacher of Deaf/Hearing Imp.
Helen Reardon	IND Teacher
Debra Wardell	ESE Behavior Teacher Middle School

How the school-based LLT functions

Team meets regularly to discuss implementation strategies for SIP literacy goals. Team members construct meaningful activities based on the uniqueness of our students disabilities in an effort to reach our school goals. The team also collaborates and researches resources to assist in the school wide initiative and professional development in Communication Across the Environment.

Major initiatives of the LLT

The LLT will focus on school-wide implementation of our literacy goals. As a separate day school for severely handicapped students, we must incorporate strategies that are tailored to the individual needs of our students. The LLT is to support the Connect to Common Core in Reading/ELA initiative for all of our students including those on the autism spectrum, emotional disabilities and other students with communication deficiencies. The team will also facilitate a literacy event during Support Florida Literacy Week during the school day.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

As a center school, all classes are self-contained and each teacher is certified to instruct reading. At the grade 6-12 level, all instructors are responsible for teaching their students reading strategies within their classes. Our teachers are increasingly faced with the challenge of teaching students with a large range of varying skill levels and behavioral considerations. Teachers need to know how to formulate innovative, engaging and motivating lessons that encompass this range of needs. Every teacher at Oak Park School has had or is taking training in Classroom Instruction That Works (CITW) based on the work of Robert Marzano - or Creating Independence through Student-Owned Strategies, Release of Responsibility by Doug Fisher, CRISS, Differentiated Instruction, McRel, Board Maker for Communication, Unique Learning Skills and Common Core Standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

As a center school, we have a diverse population who needs vary greatly. For our students with developmental needs, we have brought in a variety or resources and curriculum to make meaningful connections for students. Many of our classes are using Unique Learning Systems and/or Teach Town to deliver curriculum. Teachers infuse real life learning experiences with their lessons. Across campus our students have ongoing access to local community resources. Students experience fire safety training, guest speakers, pet therapy, bike safety, scouting, Special Olympics, Arts, Music, counseling, agencies, community based instruction, work experience, and for some paid employment.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Transitioning officially begins at the age of 14 and students IEP's include plans for their future. All students are given transition assessments yearly to help them determine interest, strengths and needs. Students as early as Kindergarten are learning basic work skills and about jobs in our community. Our high school aged students are enrolled in career preparation or career experience classes. On campus we have two job training labs and many campus wide projects to teach job skills (book bag program, recycling, yarn shop, flyer delivery, cafeteria, mosaic classes, horticulture, dog biscuits, and pay it forward). Additionally, we have two programs that specifically target off campus job training with their students. We have two full time job coaches onsite, three additional county wide job coaches and 5 teachers that work with our students to find the right job placements. We have over 50 of our students off campus at job training or placement sites. We worked with the vocational school to develop access to certification programs and give student's valuable job training.

Strategies for improving student readiness for the public postsecondary level

Teachers are participating in PLC's to develop lessons using Common Core and Common Core Connectors to create lessons with great vigor. They are also using ongoing data collection to monitor student progress. Students who are high school level have access to the Florida Ready to Work Program. This is a program that tests and scores your job skills. It will give students a competitive edge and the opportunity to earn a credential from the state of Florida that proves to employers that they have the right skills and the right attitude for the job want.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	24	17%	19%
Students scoring at or above Level 7	43	31%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		18%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	30	49%	52%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	40	29%	31%
Students scoring at or above Level 7	31	22%	25%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		42%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		17%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		56%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		32%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		27%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	111	36%	38%
Students in ninth grade with one or more absences within the first 20 days	4	22%	16%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	2	1%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	61	20%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	64	21%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	5	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	1	3%	3%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	5%	5%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	35	52%	52%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

50% of all parents will attend parent orientation night in September.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Orientation Night	80	23%	28%

Goals Summary

G1. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency (at identified level).

G2. By the year 2014, there will be a minimum of a two percentage point increase for all student groups when less than 50% are currently demonstrating 4.0 or higher on the FAA writing essay.

G3. By the year 2014, there will be a minimum of a two percentage point increase for all student subgroups when less thatn 70% are currently demonstrating proficiency (at identified level).

G4.

G5. By the year 2014, there will be a minimum of a two percentage point increase for all subgroups when less than 70% are currently demonstrating proficiency (at identified level).

G6. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.

Goals Detail

G1. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency (at identified level).

Targets Supported

Resources Available to Support the Goal
- *Unique Learning Systems *Teach Town *CPalms *Board Maker *Intelli Tools *Common Core Team *Lesson Design of CCSS Lessons *PLCs
- Specialized therapist including speech, OT, PT, nursing services, behavior specialist and behavior intervention team.

Targeted Barriers to Achieving the Goal
- [OBJ][OBJ][OBJ][OBJ][OBJ][OBJ][OBJ][OBJ]Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance.

Plan to Monitor Progress Toward the Goal

Demonstrating proficiency and/or learning growth at identified level of FAA

Person or Persons Responsible
Teachers, Admin Support Staff, Support Staff

Target Dates or Schedule:
Monthly review

Evidence of Completion:
Results of mini assessments of Unique Learning Systems and Teach Town

G2. By the year 2014, there will be a minimum of a two percentage point increase for all student groups when less than 50% are currently demonstrating 4.0 or higher on the FAA writing essay.

Targets Supported

- Writing

Resources Available to Support the Goal

- *Unique Learning Systems *Teach Town *CPalms *Board Maker *Intelli Tools *Common Core Team *Lesson Design of CCSS Lessons *PLCs

Targeted Barriers to Achieving the Goal

- Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information, communicate ideas and demonstrate performance.

Plan to Monitor Progress Toward the Goal

Demonstrate proficiency and/or learning growth at identified level of FAA.

Person or Persons Responsible

Teachers, Admin Support Staff, Support Staff

Target Dates or Schedule:

Monthly Review, Yearly Review of IEP Plan

Evidence of Completion:

Results of unit assessments of Unique Learning Systems and Teach Town

G3. By the year 2014, there will be a minimum of a two percentage point increase for all student subgroups when less thatn 70% are currently demonstrating proficiency (at identified level).

Targets Supported

- Math (Elementary and Middle FAA)

Resources Available to Support the Goal

- *Unique Learning Systems *Teach Town *CPalms *Board Maker *Intelli Tools *Common Core Team *Lesson Design of CCSS Lessons *PLCs
- Specialized therapist including speech, OT, PT, nursing services, behavior specialist and behavior intervention team.

Targeted Barriers to Achieving the Goal

- Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance

Plan to Monitor Progress Toward the Goal

Demonstrate proficiency and/or learning growth at identified level of FAA

Person or Persons Responsible
Teachers, Admin Support Staff, Support Staff

Target Dates or Schedule:
Monthly Review, Yearly Review of IEP Plan

Evidence of Completion:
Results of unit assessments of Unique Learning Systems and Teach Town

G4.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. By the year 2014, there will be a minimum of a two percentage point increase for all subgroups when less than 70% are currently demonstrating proficiency (at identified level).

Targets Supported
- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

Resources Available to Support the Goal
- *Unique Learning Systems *Teach Town *CPalms *Board Maker *Intelli Tools *Common Core Team *Lesson Design of CCSS Lessons *PLCs

- Specialized therapist including speech, OT, PT, nursing services, behavior specialist and behavior intervention team.

Targeted Barriers to Achieving the Goal
- Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance

Plan to Monitor Progress Toward the Goal

Demonstrate proficiency and/or learning growth at identified level of FAA

Person or Persons Responsible
Teachers, Admin Support Staff, Support Staff

Target Dates or Schedule:
Monthly Review, Yearly Review of IEP Plan

Evidence of Completion:
Results of unit assessments of Unique Learning Systems and Teach Town

G6. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- TPS Data Collection Behavior Intervention Team Behavior Specialist AIMS web PBS Team PBS Reward System Social Skills Curriculum Outside Agency Counseling Program

Targeted Barriers to Achieving the Goal
- Changing the culture from a consequential thinking to a positive reward system

- Parental consent to get students counseling services

- Implementation of appropriate behavior intervention plans for students

Plan to Monitor Progress Toward the Goal

Suspension data, time in refocus room, time in supportive learning environment

Person or Persons Responsible

Behavior Specialist, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Suspension data, Data from refocus room and supportive learning environment room

Action Plan for Improvement

Problem Solving Key

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

G1. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency (at identified level).

G1.B1 ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚OBJ⬚Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance.

G1.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance,

Action Step 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post assessments.

Person or Persons Responsible

Teachers, SLPs, OTs

Target Dates or Schedule

Pre and Post assessments are conducted every 4 - 6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS and Teach Town, Total Progress System data, observatios

Facilitator:

Brain Rauh

Participants:

Teachers on DAT, PRO, Spectrum and Transition Teams

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

Review of lesson plans, PLC notes and assessment data

Person or Persons Responsible

Principal, Asst. Principal, Admin Support Staff, Team Leaders

Target Dates or Schedule

Weekly lesson plan review and PLC notes and monthly assessment data

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Mastery of IEP goals and objectives.

Person or Persons Responsible

Classroom teachers, Team Leaders, Administration, Support Staff

Target Dates or Schedule

Monthly collection of assessment, daily utilization and collection of TPS

Evidence of Completion

Results of ULS and Teach Town assessments and student performance utilizing the TPS tracking system

G2. By the year 2014, there will be a minimum of a two percentage point increase for all student groups when less than 50% are currently demonstrating 4.0 or higher on the FAA writing essay.

G2.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information, communicate ideas and demonstrate performance.

G2.B1.S1 Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Action Step 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Person or Persons Responsible

Teachers, SLPs, OTs

Target Dates or Schedule

Pre and post assessments are conducted every 4 -6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS, Teach Town, Total Progress Systems data and observations.

Facilitator:

Brian Rauh

Participants:

Teachers on PRO, Transition, Spectrum and DAT teams

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

Review of lesson plans, PLC notes and assessment data

Person or Persons Responsible

Principal, Asst. Principal, Admin Support Staff, Team Leaders

Target Dates or Schedule

Weekly lesson plan review and PLC notes; monthly review of assessment data

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

Plan to Monitor Effectiveness of G2.B1.S1

Mastery of IEP goals and objectives

Person or Persons Responsible

Classroom teachers, Team Leaders, Administrative and Support Staff

Target Dates or Schedule

Monthly collection of assessment, daily utilization and collection of TPS, Total Progress System

Evidence of Completion

Results of ULS and Teach Town assessments; student performance utilizing the TPS tracking system

G3. By the year 2014, there will be a minimum of a two percentage point increase for all student subgroups when less thatn 70% are currently demonstrating proficiency (at identified level).

G3.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance

G3.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance.

Action Step 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Person or Persons Responsible

Teachers, SLPs, OTs

Target Dates or Schedule

Pre and post assessments are conducted every 4 -6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS, Teach Town, Total Progress Systems data and observations

Facilitator:

Brain Rauh

Participants:

Teachers on PRO, Transition, Spectrum and DAT teams

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

Review of lesson plans, PLC notes and assessment data

Person or Persons Responsible

Principal, Asst. Principal, Admin Support Staff, Team Leaders

Target Dates or Schedule

Weekly lesson plan review and PLC notes; monthly review of assessment data

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

Plan to Monitor Effectiveness of G3.B1.S1

Mastery of IEP goals and objectives

Person or Persons Responsible

Classroom teachers, Team Leaders, Administrative and Support Staff

Target Dates or Schedule

Monthly collection of assessment, daily utilization and collection of TPS, Total Progress System

Evidence of Completion

Results of ULS and Teach Town assessments; student performance utilizing the TPS tracking system

G5. By the year 2014, there will be a minimum of a two percentage point increase for all subgroups when less than 70% are currently demonstrating proficiency (at identified level).

G5.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance

G5.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance.

Action Step 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Person or Persons Responsible

Teachers, SLPs, OTs

Target Dates or Schedule

Pre and post assessments are conducted every 4 -6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS, Teach Town, Total Progress Systems data and observations

Facilitator:

Brain Rauh

Participants:

Teachers on PRO, Transition, Spectrum and DAT teams

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

Review of lesson plans, PLC notes and assessment data

Person or Persons Responsible

Principal, Asst. Principal, Admin Support Staff, Team Leaders

Target Dates or Schedule

Weekly lesson plan review and PLC notes; monthly review of assessment data

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Mastery of IEP goals and objectives

Person or Persons Responsible

Classroom teachers, Team Leaders, Administrative and Support Staff

Target Dates or Schedule

Monthly collection of assessment, daily utilization and collection of TPS, Total Progress System

Evidence of Completion

Results of ULS and Teach Town assessments; student performance utilizing the TPS tracking system

G6. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.

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

G6.B1.S1 Teachers and support staff will utilize CPI techniques..

Action Step 1

All staff will be trained and use Crisis Prevention Intervention Techniques to verbally deescalate students.

Person or Persons Responsible

Teachers, paraprofessionals, Behavior Intervention Team

Target Dates or Schedule

on going throughout the school year

Evidence of Completion

list of certification completion of training

Facilitator:

Mark Marsh, Sue Rodgers

Participants:

Teachers, parapropfessionals, admin, support staff

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

Looking at evidence of completion

Person or Persons Responsible

Behavior Specialist- CPI Trainer

Target Dates or Schedule

3 times per year

Evidence of Completion

Certifications

Plan to Monitor Effectiveness of G6.B1.S1

Refocus room tracking sheets, Classroom Walkthroughs

Person or Persons Responsible

Behavior Specialist, Administration

Target Dates or Schedule

Monthly, weekly walkthroughs

Evidence of Completion

observation data, tracking data sheets

G6.B2 Parental consent to get students counseling services

G6.B2.S1 Make parent contact to explain benefits of counseling services

Action Step 1

Teachers will make parent contact via phone, email, face to face conferences to explain benefit of services.

Person or Persons Responsible

Teachers, Support Staff

Target Dates or Schedule

On going throughout the school year

Evidence of Completion

Contact log sheets

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

Look for completed log sheets, consent forms

Person or Persons Responsible

Team Leaders, Support Staff

Target Dates or Schedule

During SWST team meetings, IEP conferences, Parent conferences

Evidence of Completion

Teacher contact log, consent forms

Plan to Monitor Effectiveness of G6.B2.S1

Students will receive on site counseling services.

Person or Persons Responsible

Team Leaders, Support Staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Counseling logs sheets, contact data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 64% of students receive benefits. Another federal program that is accessed is IDEA, Individuals with Disabilities Education Act. Our Behavior Specialist and Response to Intervention program is funded with funds from IDEA. Through IDEA funding, teachers receive professional development during the summer. Another program that is integrated is for students who receive job training and go to work supervised by our job coaches. Funds are allocated from the state to our district for that program and service. A local program that is funded by the state and local funding is SPARCC, Safe Place and Rape Crisis Center. SPARCC gives instruction regarding bullying, violence, drugs and alcohol to our students. A locally funded food bank program gives packaged food to our needy students on a weekly basis. Finally, our students who are homeless, are monitored and provided services at the district level.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency (at identified level).

G1.B1 OBJ OBJ OBJ OBJ OBJ OBJ OBJ Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance.

G1.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance,

PD Opportunity 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post assessments.

Facilitator

Brain Rauh

Participants

Teachers on DAT, PRO, Spectrum and Transition Teams

Target Dates or Schedule

Pre and Post assessments are conducted every 4 - 6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS and Teach Town, Total Progress System data, observatios

G2. By the year 2014, there will be a minimum of a two percentage point increase for all student groups when less than 50% are currently demonstrating 4.0 or higher on the FAA writing essay.

G2.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information, communicate ideas and demonstrate performance.

G2.B1.S1 Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

PD Opportunity 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Facilitator

Brian Rauh

Participants

Teachers on PRO, Transition, Spectrum and DAT teams

Target Dates or Schedule

Pre and post assessments are conducted every 4 -6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS, Teach Town, Total Progress Systems data and observations.

G3. By the year 2014, there will be a minimum of a two percentage point increase for all student subgroups when less thatn 70% are currently demonstrating proficiency (at identified level).

G3.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance

G3.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance.

PD Opportunity 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Facilitator

Brain Rauh

Participants

Teachers on PRO, Transition, Spectrum and DAT teams

Target Dates or Schedule

Pre and post assessments are conducted every 4 -6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS, Teach Town, Total Progress Systems data and observations

G5. By the year 2014, there will be a minimum of a two percentage point increase for all subgroups when less than 70% are currently demonstrating proficiency (at identified level).

G5.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance

G5.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance.

PD Opportunity 1

Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post unit assessments.

Facilitator

Brain Rauh

Participants

Teachers on PRO, Transition, Spectrum and DAT teams

Target Dates or Schedule

Pre and post assessments are conducted every 4 -6 weeks (unit length). Students will access curriculum throughout the school year.

Evidence of Completion

Assessment data from ULS, Teach Town, Total Progress Systems data and observations

G6. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.

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

G6.B1.S1 Teachers and support staff will utilize CPI techniques..

PD Opportunity 1

All staff will be trained and use Crisis Prevention Intervention Techniques to verbally deescalate students.

Facilitator

Mark Marsh, Sue Rodgers

Participants

Teachers, parapropfessionals, admin, support staff

Target Dates or Schedule

on going throughout the school year

Evidence of Completion

list of certification completion of training