

Sarasota County Schools

Oak Park School



2021-22 Ungraded Schoolwide Improvement Plan

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Oak Park School

7285 HAND RD, Sarasota, FL 34241

www.sarasotacountyschools.net/oakpark

Demographics

Principal: Jamie Lowicz

Start Date for this Principal: 8/3/2017

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 based on the individual needs of each student while acknowledging that parent and family engagement is a shared responsibility that encourages high quality academic instruction and therapeutic intervention for all learners.

Provide the school's vision statement.

Oak Park School collaboratively works alongside parents and families to ensure each student receives high expertise instruction and therapeutic supports to maximize individual potential.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Oak Park School is comprised of students with varying exceptionalities, grades Pre-K through Post Graduate, and serves Sarasota County Schools as the signature center school in the district. Supports specific to meeting the mission and vision of our school include instructional alignment to academic standards and life skills, progress monitoring for innovative lesson design and IEP Goal setting, maximizing the impact on learning through the use of high expectations teaching strategies, and faculty engagement in relevant professional development and leadership opportunities.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lowicz, Jamie	Principal	<ul style="list-style-type: none"> * (1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. * (10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. * (11) Promote a positive school image through appropriate communication and community involvement. * (12) Develop high expectations for teachers and students and promote this vision to the community. * (13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. * (14) Establish a role model conducive to hard work, caring and consistency for the entire staff. * (15) Utilize managerial skills to design and organize activities to achieve goals. * (16) Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. * (17) Facilitate the resolution of problems and tasks through problem-solving techniques. * (18) Utilize critical thinking skills in analyzing data and reaching conclusions. * (19) Possess an ability to anticipate problems and to react to them prior to conclusion. * (20) Direct the development of the master schedule. * (21) Manage and assign the administration of the school testing program. * (22) Establish job assignments for administrators, teachers and support staff personnel. * (23) Assist in developing short- and long-range facility needs. * (24) Coordinate the completion of plant safety and facility inspections. * (25) Coordinate the school transportation services as required. * (26) Establish procedures for student accounting and attendance procedures. * (27) Establish procedures for property inventory records.

Name	Position Title	Job Duties and Responsibilities
		<p>*(28) Establish a program leading to the secure closure of the school and proper school opening each day.</p> <p>*(29) Supervise the preparation of accurate and timely reports and records.</p> <p>*(30) Assume responsibility for all official correspondence and news releases.</p> <p>*(31) Manage the ordering of textbooks, materials and equipment.</p> <p>*(32) Maintain visibility and accessibility on the school campus.</p> <p>*(33) Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law.</p> <p>*(34) Participate in District management meetings and other meetings appropriate for professional development.</p> <p>*(35) Maintain a close working relationship with District staff.</p> <p>*(36) Develop and monitor an articulation program with feeder schools and community agencies.</p> <p>(37) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*(38) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions</p>
Meo, Nicole	Assistant Principal	<p>* (1) Provides direct support to the Principal in the area of school facilities.</p> <p>* (2) Provides direct support to the Principal for operations related to safety and security.</p> <p>* (3) Provides direct support to the Principal in the school level responsibilities of the operation and supervision of the cafeteria.</p> <p>* (4) Provides direct support to the Principal in the school level responsibilities of transportation.</p> <p>* (5) Provides direct support to the Principal for developing and managing the overall school level discipline and attendance programs including PBS programs.</p> <p>* (6) Works directly with the school's athletic director to manage all aspects of the athletic program.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * (7) Responsible for administrative approval of all field trips. * (8) Provides direct support to the Principal in developing personnel assignments and duty rosters for extracurricular and co-curricular activities. * (9) Responsible for approving and monitoring all school clubs. * (10) Serve as the appeal level for student/parent complaints that are non-curricular. * (11) Assists with the supervision and evaluation of all athletic and other personnel as directed by the Principal. * (12) Responsible for maintaining all records related to safety and security including all fire, safety and weather related drills. * (13) Ensures that the school's discipline policy is consistently and fairly administered. * (14) Develops and implements professional development programs for classified staff and athletic coaches not covered by district level trainings. * (15) Responsible for developing and maintaining the school's safety and security plan. * (16) Responsible for monitoring and assisting substitute teachers. * (17) Distributes instructional materials on campus in coordination with district staff. * (18) Assists the Principal with the daily operation of the school. * (19) Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements as it relates to operations. * (20) Provides direct support to the Principal in the supervision of the maintenance and care of the physical plant. * (21) Provides direct support to the Principal in developing and monitoring the school budget as it relates to operations. * (22) Provides direct support to the Principal in maintaining property inventories. * (23) Provides support to the Principal in identifying facility needs. * (24) Assists in implementing and administering negotiated employee contracts. * (25) Assists with student supervision. * (26) Seeks to improve own skills and knowledge through participation in in-service and other professional development activities. * (27) Models and maintains high standards of professional conduct. * (28) Demonstrates initiative in identifying needs or potential for improvement and take appropriate action. * (29) Maintains visibility and accessibility. * (30) Keeps the Principal informed about potential problems, unusual events or possible opportunities for school improvement.

Name	Position Title	Job Duties and Responsibilities
		<p>*(31) Supports goals and priorities of the District and school.</p> <p>*(32) Provides leadership in developing and implementing goals and priorities of the District and school.</p> <p>*(33) Assists in planning and implementing the school's public relations program.</p> <p>*(34) Serves on advisory committees as requested by the Principal.</p> <p>*(35) Supports and attends community functions.</p> <p>*(36) Uses appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(37) Sets high standards of performance for self, others and the school.</p> <p>*(38) Performs other incidental tasks consistent with the goals and objectives of this position.</p> <p>*(39) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event. All employees are subject to recall around the clock for emergency response operations, which may require irregular work hours, work at locations other than the normal work location, and may include duties other than those specified in the employee's official job description. Assignments in support of emergency operations may be extensive in nature, with little advance notice, and may require employees to relocate to emergency sites with physically and operationally challenging conditions.</p>
Marsh, Mark	Behavior Specialist	<p>* (1) Serve as a member of the Student Study Team for staffings, assessment planning and placement of students with special needs.</p> <p>* (2) Assist in the development and implementation of Individual Education Plans (IEPs) for identified students.</p> <p>* (3) Serve as a member of the school-based crisis intervention team.</p> <p>* (4) Work with administration to develop and maintain discipline and handle discipline referrals.</p> <p>* (5) Meet with parents and guardians to implement specially designed Behavior Intervention Plans.</p> <p>* (6) Serve as leader of Behavior Assessment / Intervention Team to conduct functional behavior assessments as required by law.</p> <p>* (7) Communicate regularly with school administration regarding the needs of students, staff and parents.</p> <p>* (8) Serve as a resource for ESE and regular teachers.</p> <p>* (9) Serve as a member of the School Manifestation Team.</p> <p>*(10) Use appropriate technology to enhance record keeping and quick</p>

Name	Position Title	Job Duties and Responsibilities
		<p>retrieval of student information.</p> <p>*(11) Assist staff in the development and application of behavior management techniques and strategies.</p> <p>*(12) Assist in the implementation and maintenance of District-wide behavior programs.</p> <p>*(13) Assist in campus security.</p> <p>*(14) 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.</p> <p>*(15) Implement a system of program accountability.</p> <p>*(16) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions.</p> <p>*(17) Meet with instructional and support staff as needed to facilitate delivery of behavioral services for students with disabilities.</p> <p>*(18) Participate in inservice and training to keep abreast of current trends and best practices in assigned areas of responsibility.</p> <p>*(19) Provide consultation and training to instructional staff.</p> <p>*(20) Stay abreast of Department of Education rules and regulations.</p> <p>*(21) Submit accurate reports in a timely manner and maintain all appropriate records.</p> <p>*(22) Maintain confidentiality of student records and information.</p> <p>*(23) Maintain effective interpersonal relationships and communication with students, parents, school personnel and the community.</p> <p>*(24) Ensure that student achievement is continuous and appropriate for programs and age group.</p> <p>Indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and/or discipline records.</p> <p>*(25) Ensure that ESE students are placed in the least restrictive environment.</p> <p>*(26) Sustained focus and attention to detail for extended periods of time.</p> <p>(26) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
McNair, Denise	School Counselor	<p>*(1) Provide assistance to students through testing and interpretation.</p> <p>*(2) Provide assistance to students in class selection and schedules.</p> <p>*(3) Provide personal counseling to students.</p> <p>*(4) Provide group counseling when need arises.</p> <p>*(5) Identify and counsel potential dropouts.</p> <p>*(6) Assist students who are experiencing attendance problems.</p> <p>*(7) Assist in accurate recording and proper maintenance of student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>records.</p> <ul style="list-style-type: none"> * (8) Provide input into the development of master schedules in secondary schools. * (9) Participate in workshops for personal and professional growth. * (10) Assist in evaluating the guidance program. * (11) Provide orientation of new students to the school. * (12) Impart crises intervention skills when need arises. * (13) Assist students with special needs according to LRE, IEP and 504 guidelines. * (14) Assist teachers with intervention and recommendations. * (15) Facilitate the Academic Plus Program and other post-secondary programs at high school level. * (16) Serve as a Student Study Team member. * (17) Assist in selecting a variety of materials for counseling program. * (18) Exercise confidentiality in sharing test results and other student information. * (19) Recognize and appreciate the cultural differences and special needs of students and families. * (20) Recognize indicators of student distress or abuse and take appropriate steps. * (21) Serve as an advocate for students. * (22) Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. * (23) Keep updated on student / school legal issues and procedures. * (24) Demonstrate initiative in the performance of assigned responsibilities. * (25) Provide for a safe and secure workplace. * (26) Follow attendance, punctuality and proper dress rules. * (27) Maintain positive relationships with staff and vendors. * (28) Participate in workshops and training sessions as required. * (29) Communicate effectively with staff and vendors. * (30) Keep supervisor informed of potential problems or unusual events. * (31) Respond to inquiries and concerns in a timely manner. * (32) Prepare all required reports and maintain all appropriate records. * (33) Follow all School Board policies, rules and regulations. * (34) Exhibit interpersonal skills to work as an effective team member. * (35) Demonstrate support for the School District and its goals and priorities. (36) Perform other incidental tasks consistent with the goals and objectives of this position
Perry, Monica	Attendance/ Social Work	<ul style="list-style-type: none"> * (1) Provide counseling to individual students at assigned schools having emotional, social, behavioral or attendance problems. * (2) Provide counseling services to parents of students who are having problems. * (3) Assist in the referral process of students or parents to appropriate agencies.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * (4) Develop social and Developmental History from the parent / guardian for assessment and placement of students. * (5) Serve as a member of assessment and support teams with the school. * (6) Provide consultation / collaborative services to teachers, principals, counselors and other school personnel. * (7) Perform classroom observations during the assessment process. * (8) Serve as liaison between school and home. * (9) Make home visits during assessment and follow-up. * (10) Prepare and maintain records as required. * (11) Demonstrate organizational skills and use time effectively. * (12) Help parents understand services from community agencies. * (13) Demonstrate initiative in the performance of assigned responsibilities. * (14) Model and maintain high ethical standards. * (15) Follow attendance, punctuality and proper dress rules. * (16) Maintain confidentiality regarding school matters. * (17) Maintain positive relationships with staff. * (18) When necessary will be able to transport family and or student. * (19) Participate in workshops and training sessions as required. * (20) Communicate effectively with staff, parents and students. * (21) Keep supervisor informed of potential problems or unusual events. * (22) Respond to inquiries and concerns in a timely manner. * (23) Follow all School Board policies, rules and regulations. * (24) Exhibit interpersonal skills to work as an effective team member. * (25) Demonstrate support for the School District and its goals and priorities. (26) Perform other incidental tasks consistent with the goals and objectives of this position.
Swezey, Shane	Behavior Specialist	<ul style="list-style-type: none"> * (1) Serve as a member of the Student Study Team for staffings, assessment planning and placement of students with special needs. * (2) Assist in the development and implementation of Individual Education Plans (IEPs) for identified students. * (3) Serve as a member of the school-based crisis intervention team. * (4) Work with administration to develop and maintain discipline and handle discipline referrals. * (5) Meet with parents and guardians to implement specially designed Behavior Intervention Plans. * (6) Serve as leader of Behavior Assessment / Intervention Team to conduct functional behavior assessments as required by law. * (7) Communicate regularly with school administration regarding the needs of students, staff and parents.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * (8) Serve as a resource for ESE and regular teachers. * (9) Serve as a member of the School Manifestation Team. *(10) Use appropriate technology to enhance record keeping and quick retrieval of student information. *(11) Assist staff in the development and application of behavior management techniques and strategies. *(12) Assist in the implementation and maintenance of District-wide behavior programs. *(13) Assist in campus security. *(14) 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. *(15) Implement a system of program accountability. *(16) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions. *(17) Meet with instructional and support staff as needed to facilitate delivery of behavioral services for students with disabilities. *(18) Participate in inservice and training to keep abreast of current trends and best practices in assigned areas of responsibility. *(19) Provide consultation and training to instructional staff. *(20) Stay abreast of Department of Education rules and regulations. *(21) Submit accurate reports in a timely manner and maintain all appropriate records. *(22) Maintain confidentiality of student records and information. *(23) Maintain effective interpersonal relationships and communication with students, parents, school personnel and the community. *(24) Ensure that student achievement is continuous and appropriate for programs and age group. <p>Indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and/or discipline records.</p> <ul style="list-style-type: none"> *(25) Ensure that ESE students are placed in the least restrictive environment. *(26) Sustained focus and attention to detail for extended periods of time. (26) Perform other incidental tasks consistent with the goals and objectives of this position.
Ruscoe, Serenity	Other	<ul style="list-style-type: none"> *(1) Administer and score state approved basic skills tests, industry certification exams, aptitude and interest inventory tests. *(2) Prepare reports and enter test data for computer generated profiles

Name	Position Title	Job Duties and Responsibilities
		<p>of students.</p> <ul style="list-style-type: none"> *(3) Maintain statistical records associated with the Test Center. *(4) Report test scores to appropriate individuals and/or agency. *(5) Enter student's personal data on server prior to testing. *(6) Maintain computers for Test Center. *(7) Order, maintain and secure materials for Test Center. *(8) Maintain records for all certification testing *(9) Set up testing calendars and schedules. *(10) Assist with special projects as needed. *(11) Provide test accommodations as needed. *(12) Train and monitor additional test administrators as necessary. *(13) Work cooperatively with others, including test vendors and test service providers from the private sector. *(14) Maintain good attendance and punctuality. *(15) Use effective, positive interpersonal communication skills. *(16) Remain sensitive to needs of students and staff. *(17) Sustained focus and attention to detail for extended periods of time. *(18) Perform other incidental tasks consistent with the goals and objectives of this position.
Regan, Heather	Teacher, ESE	<ul style="list-style-type: none"> *(1) Develop appropriate Individual Educational Plans (IEPs), including determining present levels of performance, measurable annual goals (with benchmarks or short-term objectives) and appropriate classroom/testing accommodations. *(2) Collect student performance data and report student progress toward IEP goals. *(3) Support general education teachers in implementing appropriate accommodations or strategies and assist in developing appropriate interventions for students suspected of having a disability. *(4) Schedule and conduct IEP meetings and reevaluation reviews with parents and appropriate school/agency personnel, including understanding and explaining Procedural Safeguards to parents and completion of Matrix of Services, as required. *(5) Participate in Eligibility Determination and Manifestation Determination meetings, and in the development of Functional Behavioral Assessments (FBAs) and implementation of Behavior Improvement Plans (BIPs), as requested. *(6) Serve as Local Education Agency (LEA) Representative, if designated by administrator. *(7) Demonstrate knowledge of the Individuals with Disabilities Education Act (IDEA) and implement all requirements for students with disabilities. *(8) Plan and deliver instruction designed to assist students with

Name	Position Title	Job Duties and Responsibilities
		<p>disabilities in mastering Special Diploma Sunshine State Standards and Access Points. Administer Alternate Assessment, if appropriate, for students participating in Access Point curriculum.</p> <p>*(9) Guide and direct teacher aide or para-professional in the provision of instruction for students.</p> <p>*(10) Develop and implement transition planning for students with disabilities, as required.</p> <p>*(11) Establish short and long-range goals based on student needs, District and state curriculum requirements.</p> <p>*(12) Plan and prepare lessons and strategies which support the School Improvement Plan and District mission and which are meaningful and engaging.</p> <p>*(13) Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>*(14) Assist in assessing changing curricular needs and plans for improvement.</p> <p>*(15) Maintain a positive, organized and safe learning environment.</p> <p>*(16) Manage time, materials and equipment effectively.</p> <p>*(17) Establish and maintain effective and efficient record keeping procedures.</p> <p>*(18) Assist in enforcement of school rules, administrative regulations and School Board policies.</p> <p>*(19) Develop effective assessment strategies to assist the continuous development of students.</p> <p>*(20) Establish appropriate testing environment and test security.</p> <p>*(21) Demonstrate knowledge and understanding of subject matter content.</p> <p>*(22) Apply principles of learning and effective teaching in instructional delivery.</p> <p>*(23) Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students, including assistive devices.</p> <p>*(24) Use appropriate strategies and techniques to enhance critical thinking skills in students.</p> <p>*(25) Provide quality work that is challenging and relevant to the goals and objectives of the class.</p> <p>*(26) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>*(27) Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>*(28) Use appropriate materials, technology and resources to help meet learning needs of all students.</p> <p>*(29) Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>*(30) Communicate effectively, both orally and in writing, with other</p>

Name	Position Title	Job Duties and Responsibilities
		<p>professionals, students, parents and the community.</p> <p>*(31) Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>*(32) Collaborate with peers to enhance the instructional environment.</p> <p>*(33) Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>*(34) Engage in a continuing quest for personal growth through in-service, classes and study.</p> <p>*(35) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>*(36) Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>*(37) Perform and fulfill all professional responsibilities.</p> <p>*(38) Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>*(39) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Flee, Brandie	Reading Coach	<p>*(1) Implement the Reading Recovery program in compliance with the Standards and Guidelines of the Reading Recovery Council of North America.</p> <p>*(2) Collaborate with colleagues on K-2 curriculum, assessments and interventions, and regularly demonstrate competence in front of peers.</p> <p>*(3) Teach four first-grade students per day individually for 30-minute daily sessions in school setting throughout the school year.</p> <p>*(4) Teach daily literacy small groups in primary grades.</p> <p>*(5) Provide literacy professional development to primary grade teachers and staff.</p> <p>*(6) Attend kindergarten, first-grade and second grade Professional Learning Community meetings.</p> <p>*(7) Serve as a member of the school Literacy Leadership Team.</p> <p>*(8) Attend regularly scheduled meetings including SWST/CARE meetings of Reading Recovery students as needed.</p> <p>*(9) Collaborate with all K-2 teachers, the schoolwide literacy team, administration and district personnel.</p> <p>*(10) Maintain progress monitoring data on all Reading Recovery students during the program year and all following years through fifth grade.</p> <p>*(11) Follow attendance, punctuality and proper dress code rules.</p> <p>*(12) Maintain confidentiality regarding all school matters.</p> <p>*(13) Keep supervisor informed of potential problems or unusual events. Respond to inquiries and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>concerns in a timely manner.</p> <ul style="list-style-type: none"> * (14) Follow all School Board policies, rules and regulations. * (15) Exhibit interpersonal skills to work as an effective team member. <p>Demonstrate support for the school district and its goals and priorities.</p> <ul style="list-style-type: none"> * (16) Establish short and long-range goals based on student needs and District and state curriculum requirements. * (17) Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. * (18) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. * (19) Maintain a positive, organized and safe learning environment. * (20) Manage time, materials and equipment effectively. * (21) Use effective student behavior management techniques. * (22) Assist in enforcement of school rules, administrative regulations and School Board policies. * (23) Interpret data for diagnosis, instructional planning and program evaluation. * (24) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. * (25) Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. * (26) Assist others in acquiring skills and knowledge in specific areas of responsibility. * (27) Engage in a continuing quest for personal growth through in-service, classes and study. * (28) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. * (29) Model professional and ethical conduct when dealing with students, peers, parents and the community. * (30) Perform and fulfill all professional responsibilities. * (31) Prepare all required reports and maintain all appropriate records. * (32) Sustained focus and attention to detail for extended periods of time. * (33) Perform other incidental tasks consistent with the goals and objectives of this position.
Hilliard, Susan	Other	<ul style="list-style-type: none"> * (1) Serve as Local Education Agency (LEA) representative at ESE staffings. * (2) Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students.

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		<ul style="list-style-type: none"> * (3) Provide assistance and information to parents of ESE students. * (4) Provide Crisis Intervention Services to all ESE staff and students as needed. * (5) Serve as a resource to the guidance department when needed. * (6) Provide classroom observation for students being considered for ESE placement. * (7) Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. * (8) Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals. * (9) Provide training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students. * (10) Provide training for ESE teachers on the use of district selected research based materials. * (11) Coordinate articulation between departments, schools and/or agencies for ESE students. * (12) Coordinate ESE transportation for the school site. * (13) Maintain accurate ESE records for auditing purposes. * (14) Schedule and conduct student eligibility staffings. * (15) Schedule and conduct initial IEP/placement meetings. * (16) Assist with FTE process and data collection. * (17) Assist with scheduling of ESE students. * (18) Transition incoming ESE transfer students. * (19) Serve as a Children at Risk in Education (CARE) team member for the school site. * (20) Assist with parent-teacher conferences as requested. * (21) Facilitate the referral of students for medical or psychiatric evaluation. * (22) Orient new ESE teachers to ESE curriculum, classroom management and IEP development. * (23) Be willing to serve as a SCIP mentor to new ESE teachers. * (24) Demonstrate initiative in the performance of assigned responsibilities. * (25) Provide for a safe and secure workplace. * (26) Model and maintain high ethical standards. * (27) Follow attendance, punctuality and proper dress rules. * (28) Maintain confidentiality regarding school matters. * (29) Maintain positive relationships with staff, students and parents. * (30) Participate in workshops and training sessions as required. * (31) Communicate effectively with staff, students and parents. * (32) Keep supervisor informed of potential problems or unusual events. * (33) Respond to inquiries and concerns in a timely manner. * (34) Prepare all required reports and maintain all appropriate records. * (35) Follow all School Board policies, rules and regulations. * (36) Exhibit interpersonal skills to work as an effective team member. * (37) Demonstrate support for the School District and its goals and

Name	Position Title	Job Duties and Responsibilities
		<p>priorities.</p> <p>* (38) Sustained focus and attention to detail for extended periods of time.</p> <p>(39) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Farahvar, Natalie	Teacher, ESE	<p>* (1) Develop appropriate Individual Educational Plans (IEPs), including determining present levels of performance, measurable annual goals (with benchmarks or short-term objectives) and appropriate classroom/testing accommodations.</p> <p>* (2) Collect student performance data and report student progress toward IEP goals.</p> <p>* (3) Support general education teachers in implementing appropriate accommodations or strategies and assist in developing appropriate interventions for students suspected of having a disability.</p> <p>* (4) Schedule and conduct IEP meetings and reevaluation reviews with parents and appropriate school/agency personnel, including understanding and explaining Procedural Safeguards to parents and completion of Matrix of Services, as required.</p> <p>* (5) Participate in Eligibility Determination and Manifestation Determination meetings, and in the development of Functional Behavioral Assessments (FBAs) and implementation of Behavior Improvement Plans (BIPs), as requested.</p> <p>* (6) Serve as Local Education Agency (LEA) Representative, if designated by administrator.</p> <p>* (7) Demonstrate knowledge of the Individuals with Disabilities Education Act (IDEA) and implement all requirements for students with disabilities.</p> <p>* (8) Plan and deliver instruction designed to assist students with disabilities in mastering Special Diploma Sunshine State Standards and Access Points. Administer Alternate Assessment, if appropriate, for students participating in Access Point curriculum.</p> <p>* (9) Guide and direct teacher aide or para-professional in the provision of instruction for students.</p> <p>* (10) Develop and implement transition planning for students with disabilities, as required.</p> <p>* (11) Establish short and long-range goals based on student needs, District and state curriculum requirements.</p> <p>* (12) Plan and prepare lessons and strategies which support the School Improvement Plan and District mission and which are meaningful and engaging.</p> <p>* (13) Plan and prepare instructional activities that contribute to a climate where students are actively</p>

Name	Position Title	Job Duties and Responsibilities
		<p>engaged in meaningful learning experiences.</p> <p>*(14) Assist in assessing changing curricular needs and plans for improvement.</p> <p>*(15) Maintain a positive, organized and safe learning environment.</p> <p>*(16) Manage time, materials and equipment effectively.</p> <p>*(17) Establish and maintain effective and efficient record keeping procedures.</p> <p>*(18) Assist in enforcement of school rules, administrative regulations and School Board policies.</p> <p>*(19) Develop effective assessment strategies to assist the continuous development of students.</p> <p>*(20) Establish appropriate testing environment and test security.</p> <p>*(21) Demonstrate knowledge and understanding of subject matter content.</p> <p>*(22) Apply principles of learning and effective teaching in instructional delivery.</p> <p>*(23) Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students, including assistive devices.</p> <p>*(24) Use appropriate strategies and techniques to enhance critical thinking skills in students.</p> <p>*(25) Provide quality work that is challenging and relevant to the goals and objectives of the class.</p> <p>*(26) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>*(27) Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>*(28) Use appropriate materials, technology and resources to help meet learning needs of all students.</p> <p>*(29) Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>*(30) Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.</p> <p>*(31) Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>*(32) Collaborate with peers to enhance the instructional environment.</p> <p>*(33) Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>*(34) Engage in a continuing quest for personal growth through in-service, classes and study.</p> <p>*(35) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>*(36) Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>*(37) Perform and fulfill all professional responsibilities.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>*(38) Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>*(39) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Gutmann, Russell	Attendance/ Social Work	<p>* (1) Provide counseling to individual students at assigned schools having emotional, social, behavioral or attendance problems.</p> <p>* (2) Provide counseling services to parents of students who are having problems.</p> <p>* (3) Assist in the referral process of students or parents to appropriate agencies.</p> <p>* (4) Develop social and Developmental History from the parent / guardian for assessment and placement of students.</p> <p>* (5) Serve as a member of assessment and support teams with the school.</p> <p>* (6) Provide consultation / collaborative services to teachers, principals, counselors and other school personnel.</p> <p>* (7) Perform classroom observations during the assessment process.</p> <p>* (8) Serve as liaison between school and home.</p> <p>* (9) Make home visits during assessment and follow-up.</p> <p>* (10) Prepare and maintain records as required.</p> <p>* (11) Demonstrate organizational skills and use time effectively.</p> <p>* (12) Help parents understand services from community agencies.</p> <p>* (13) Demonstrate initiative in the performance of assigned responsibilities.</p> <p>* (14) Model and maintain high ethical standards.</p> <p>* (15) Follow attendance, punctuality and proper dress rules.</p> <p>* (16) Maintain confidentiality regarding school matters.</p> <p>* (17) Maintain positive relationships with staff.</p> <p>* (18) When necessary will be able to transport family and or student.</p> <p>* (19) Participate in workshops and training sessions as required.</p> <p>* (20) Communicate effectively with staff, parents and students.</p> <p>* (21) Keep supervisor informed of potential problems or unusual events.</p> <p>* (22) Respond to inquiries and concerns in a timely manner.</p> <p>* (23) Follow all School Board policies, rules and regulations.</p> <p>* (24) Exhibit interpersonal skills to work as an effective team member.</p> <p>* (25) Demonstrate support for the School District and its goals and priorities.</p> <p>(26) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Duckworth, Tonya	Teacher, ESE	
Lees, Tatyana	Teacher, ESE	

Name	Position Title	Job Duties and Responsibilities
Rawley, Jayson	Teacher, ESE	
Brinton, Samantha	Behavior Specialist	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Thursday 8/3/2017, Jamie Lowicz

Number of teachers with professional teaching certificates?

51

Number of teachers with temporary teaching certificates?

7

Total number of teacher positions allocated to the school.

58

Total number of students enrolled at the school.

273

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	7	10	21	16	30	14	22	20	19	16	13	12	82	282
Attendance below 90 percent	4	0	11	9	11	5	7	9	4	3	0	2	12	77
One or more suspensions	0	1	8	7	13	5	9	7	3	4	0	2	3	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	2	0	0	8	3	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	2	7	10	3	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	4	2	6	9	8	11	0	0	0	0	40

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	5	11	5	8	12	4	1	0	1	11	63

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	1	0	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	2	0	1	0	0	0	0	0	4

Date this data was collected or last updated

Monday 9/6/2021

2020-21 - 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	
Number of students enrolled	4	9	20	16	29	12	20	21	18	17	13	14	82	275
Attendance below 90 percent	3	0	12	10	12	5	7	11	4	3	0	2	0	69
One or more suspensions	0	1	7	10	14	5	9	10	3	6	0	2	3	70
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	2	5	8	3	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	7	10	3	0	0	0	0	23

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	5	10	14	6	8	14	4	4	0	1	14	81

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	1	0	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	2	0	1	0	0	0	0	0	4

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					67%	61%		68%	60%
ELA Learning Gains					60%	59%		60%	57%
ELA Lowest 25th Percentile					52%	54%		55%	52%
Math Achievement					70%	62%		70%	61%
Math Learning Gains					65%	59%		64%	58%
Math Lowest 25th Percentile					55%	52%		59%	52%
Science Achievement					63%	56%		66%	57%
Social Studies Achievement					88%	78%		84%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	25%	70%	-45%	58%	-33%
Cohort Comparison						
04	2021					
	2019	0%	67%	-67%	58%	-58%
Cohort Comparison		-25%				
05	2021					
	2019	0%	68%	-68%	56%	-56%
Cohort Comparison		0%				
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	63%	-63%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	64%	-64%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	9%	66%	-57%	56%	-47%
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		-9%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	20%	73%	-53%	62%	-42%
Cohort Comparison						
04	2021					
	2019	0%	72%	-72%	64%	-64%
Cohort Comparison		-20%				
05	2021					
	2019	0%	70%	-70%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	73%	-73%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	9%	65%	-56%	46%	-37%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	65%	-65%	53%	-53%
Cohort Comparison						
08	2021					
	2019	10%	62%	-52%	48%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	85%	-43%	71%	-29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	28	45	23	52	71	16	17		100	
BLK	14	13		8	40						
HSP	6	18		5	20						
WHT	24	42		40	74		25			100	
FRL	20	29		24	54	82	14	25			

2019 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 2017-18	C & C Accel 2017-18
SWD	26	41	53	25	45	55	27	50		91	
BLK	48	47		41	25						
HSP	36	50		30	40						
WHT	13	35	50	19	49	59	21	40		92	
FRL	29	42	54	31	45	50	34	58		92	
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	10
Percent Tested	81%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	12
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Progress monitoring for students in the low performing ESSA subgroup was tracked utilizing iReady for students on FSA and Teachtown for students on FSAA. Students who have been retained were referred to the MTSS team and an individualized intervention plan was put in place to provide 30-45 minutes daily of prescribed academic intervention.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

The Students with Disabilities subgroup has shown the most improvement, with a 14% increase from the prior year. With an emphasis on high expertise teaching, we anticipate this trend to continue upward.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The White Students subgroup has demonstrated the lowest performance and has the greatest need for improvement. While there were no scores for the 2019-2020 school year, the White subgroup did show a significant 14% improvement from the 2017-18 school year to the 2018-2019 school year.

What trends emerge across grade levels, subgroups and core content areas?

Across grade levels, subgroups and core content areas, students are demonstrating deficits related to changes in instruction throughout the pandemic. Teachers are implementing individualized and small group interventions to fill gaps for students. Additionally, Jumpstart funding will be utilized to provide remedial instruction for students identified as needing additional support.

What strategies need to be implemented in order to accelerate learning?

Enrichment opportunities will be made available through the use of Jumpstart funding. Staff will be compensated for providing enrichment instruction before and after school in order to support individual student learning needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Instructional staff will participate in a book study utilizing the book "Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms" by Jung, Frey, Fisher and Kroener, in which 60 instructional participants K-12 will meet 1 hour per week for 6 weeks as a group to complete the study. As we move through the ever changing world of special education, we will work as a faculty to address the challenges, map out the solutions and utilize the tools provided within to continue with our work.

Additionally, the instructional leadership team of 25 participants will participate in a book study for "From Goal to Growth: Interventions and Support In Every Classroom" which will allow our team to implement a growth planning process which will integrate seamlessly with existing IEP and MTSS structures as we continue to close the learning gaps for our most at risk students.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Proactive and instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as referrals or suspensions. School wide expectations (ROAR) are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent, and focused on teaching social and emotional competencies.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2021-2022 school year, we will increase the use of restorative strategies by 50%, and reduce the number of In-School Suspensions to 0% through the use of our restorative classrooms (elementary and middle school). In addition, we plan to elevate our model school status from bronze level to silver.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This goal will be monitored through staff feedback collected at voluntary Friday Question and Answer sessions, monthly meetings with Union Reps, staff surveys and district climate surveys.

Person responsible for monitoring outcome:

Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teams and staff review existing discipline practices to ensure inclusionary/restorative practices are used whenever possible and that exclusionary practices are used with discretion for safety purposes only, and always with an instructional component.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We employ and support an instructional approach to discipline that emphasizes teaching pro-social skills rather than using exclusionary discipline and zero tolerance practices. We will continue to examine disciplinary practices for disparate impact and from a power versus purpose perspective (i.e. practices that reflect the preferences of staff versus those with a clear purpose based on educational outcomes).

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Actively seek input from families and the community on discipline strategies and align procedures with community expectations.

Person Responsible

Shane Swezey (shane.swezey@sarasotacountyschools.net)

Create procedures for staff to respond to behaviors by reteaching the skill with a focus on restoring relationships.

Person Responsible

Shane Swezey (shane.swezey@sarasotacountyschools.net)

Provide staff with explicit training and practice in de-escalation techniques (CPI) create professional development opportunities based on system and student outcome data.

Person Responsible

Mark Marsh (mark.marsh@sarasotacountyschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of

The process for progress monitoring our PBIS program includes following the guidelines set forth by Model School requirements through the Florida PBIS Project at USF.

Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. ESSA Subgroup specifically relating to White**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Learning gains for ESSA subgroup specifically relating to students with disabilities. The Leadership Team reviewed FSA, FSAA and categorical data to determine the priority areas of weakness for our under performing subgroups which include: White, Black and Hispanic groups.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022 school year, 50% of the population of students in the under-performing subgroups will be successful in making learning gains on the FSA and FSAA ELA and Math assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the Instructional Leadership Team during weekly PLC meetings utilizing the progress monitoring data collected.

**Person responsible
for monitoring
outcome:**

Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilize iReady, Teachtown, and other data points to monitor students in the under-performing subgroups and provide small group instruction based on skill deficits identified. Students requiring remediation in reading will receive 30-45 minutes of additional ELA instruction daily from the Academic Interventionist or the classroom teacher through a strategic MTSS process. Students requiring remediation in math will receive remediation through the Academic Interventionist or through the classroom teacher providing additional individually designed activities to support growth in deficit areas. Data chats between teacher and students, and daily prescriptive intensive individualized instruction will positively impact learning gains. Data chats between students and teachers will contribute to students awareness of their strengths and needs and will allow them to set individual learning goals.

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Due to missed instructional time related to behavioral, cognitive, and social/emotional challenges associated with their disabilities, students have specific deficit areas. By disaggregating the data collected on students by skill, teachers will be able to provide intensive, prescriptive instruction to fill the gaps in student learning. Providing students additional instructional time in the areas of reading and math will afford additional opportunities to instruct students in deficit areas.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

FSA Instructional Coach will meet with Teacher PLC groups monthly to review (progress monitor) iReady data and assist in disaggregating the data by skill area.

Person Responsible Nicole Meo (nicole.meo@sarasotacountyschools.net)

Students who have been retained will be referred to the MTSS Team to develop an individualized instructional plan.

Person Responsible Nicole Meo (nicole.meo@sarasotacountyschools.net)

Classroom Teachers or Instructional Coach will provide 30-45 minutes of additional Reading instruction for students needing remediation.

Person Responsible Brandie Flee (brandie.flee@sarasotacountyschools.net)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In order to move our school rating from "Maintaining" to "Commendable," members of the leadership team will attend and participate as members of the grade level PLC meetings to ensure all students have access to the highest level of services available to them. By ensuring our students needs are met based on Maslow's Hierarchy of Needs, we can focus our attention on instruction in the classroom.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Oak Park School earned a "Maintaining" rating in 2020-2021. In order to earn a "Commendable" rating, we will meet the federal index for all ESSA subgroups, exceed our previous graduation rate from 98% to 99% and also, be removed from TS&I status.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Federal index for ESSA subgroups will be monitored through PLC notes submitted by each team. Progress monitoring of student growth in core academic areas with emphasis placed on literacy throughout the content areas will drive data discussions and student portfolio development. Graduation rate will be monitored through Project 10. By meeting these outcomes, our school will be removed from the TS&I monitoring list.

Person responsible for monitoring outcome:

Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

High quality, evidence based professional development will be an ongoing, iterative process that will be grounded in student data. This data will be housed in a central location for all team members to access and manipulate in order to develop sound instructional and therapeutic practices to close identified achievement and social-emotional learning gaps.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale of this professional learning is to build instructional pedagogy and capacity that will directly impact student learning by maximizing educator strengths and identifying instructional needs in a collaborative, inquiry- based process that becomes embedded in teaching practice.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade Level Chairs will hold Professional Learning Community (PLC) meetings on a weekly basis with fidelity.

Person Responsible

Nicole Meo (nicole.meo@sarasotacountyschools.net)

Support Team, Specialists, and Electives members will attend the PLC meetings of the grade bands served at least twice per month. The other two meetings will be reserved for team-specific meetings.

Person Responsible

Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus

In order to earn a "Commendable" rating, we will meet the Federal Index for all ESSA subgroups, exceed our previous graduation rate from 98% to 99%, In doing so, we will be removed from TS&I status. Federal index for ESSA subgroups will be monitored through PLC notes submitted by each team. Progress monitoring of student growth in core academic areas with emphasis placed on literacy throughout the

as it relates to all ESSA

subgroups not meeting the 41% threshold according to the Federal Index.

content areas will drive data discussions and student portfolio development. Graduation rate will be monitored through Project 10.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We address building a positive culture and climate through our PBIS program, as supported by the Florida PBIS Project through the University of South Florida. We continuously strive for improvement, as demonstrated by our newly achieved Resiliency Award, as well as our designation as the the only ESE Center School (100% ESE population) that has achieved Bronze Level Model PBIS School status.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in promoting a positive culture and environment on our campus encompasses the entirety of the faculty, student body, families and community partners affiliated with Oak Park School. The faculty are responsible for actively engaging in the PBIS principles and reinforcement activities, while students are responsible for ROAR (being Respectful, On-task, Accepting, and Responsible). Families and community partners act as part of the PBIS team in promoting a culture of positivity by engaging in school sponsored activities and events geared to civility and social-emotional learning.