

Sarasota County Schools

Oak Park School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2021-22 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. * (28) Establish a program leading to the secure closure of the school and

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>* (7) Responsible for administrative approval of all field trips.</p> <p>* (8) Provides direct support to the Principal in developing personnel assignments and duty rosters for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>extracurricular and co-curricular activities.</p> <p>* (9) Responsible for approving and monitoring all school clubs.</p> <p>*(10) Serve as the appeal level for student/parent complaints that are non-curricular.</p> <p>*(11) Assists with the supervision and evaluation of all athletic and other personnel as directed by the Principal.</p> <p>*(12) Responsible for maintaining all records related to safety and security including all fire, safety and weather related drills.</p> <p>*(13) Ensures that the school's discipline policy is consistently and fairly administered.</p> <p>*(14) Develops and implements professional development programs for classified staff and athletic coaches not covered by district level trainings.</p> <p>*(15) Responsible for developing and maintaining the school's safety and security plan.</p> <p>*(16) Responsible for monitoring and assisting substitute teachers.</p> <p>*(17) Distributes instructional materials on campus in coordination with district staff.</p> <p>*(18) Assists the Principal with the daily operation of the school.</p> <p>*(19) Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements as it relates to operations.</p> <p>*(20) Provides direct support to the Principal in the supervision of the maintenance and care of the physical plant.</p> <p>*(21) Provides direct support to the Principal in developing and monitoring the school budget as it relates to operations.</p> <p>*(22) Provides direct support to the Principal in maintaining property inventories.</p> <p>*(23) Provides support to the Principal in identifying facility needs.</p> <p>*(24) Assists in implementing and administering negotiated employee contracts.</p> <p>*(25) Assists with student supervision.</p> <p>*(26) Seeks to improve own skills and knowledge through participation in in-service and other professional development activities.</p> <p>*(27) Models and maintains high standards of professional conduct.</p> <p>*(28) Demonstrates initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(29) Maintains visibility and accessibility.</p> <p>*(30) Keeps the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <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>

Name	Position Title	Job Duties and Responsibilities
		<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>
O'Leary, Brian	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> <p>* (7) Responsible for administrative approval of all field trips.</p> <p>* (8) Provides direct support to the Principal in developing personnel assignments and duty rosters for extracurricular and co-curricular activities.</p> <p>* (9) Responsible for approving and monitoring all school clubs.</p> <p>*(10) Serve as the appeal level for student/parent complaints that are non-curricular.</p> <p>*(11) Assists with the supervision and evaluation of all athletic and other personnel as directed by the Principal.</p> <p>*(12) Responsible for maintaining all records related to safety and security</p>

Name	Position Title	Job Duties and Responsibilities
		<p>including all fire, safety and weather related drills.</p> <p>*(13) Ensures that the school's discipline policy is consistently and fairly administered.</p> <p>*(14) Develops and implements professional development programs for classified staff and athletic coaches not covered by district level trainings.</p> <p>*(15) Responsible for developing and maintaining the school's safety and security plan.</p> <p>*(16) Responsible for monitoring and assisting substitute teachers.</p> <p>*(17) Distributes instructional materials on campus in coordination with district staff.</p> <p>*(18) Assists the Principal with the daily operation of the school.</p> <p>*(19) Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements as it relates to operations.</p> <p>*(20) Provides direct support to the Principal in the supervision of the maintenance and care of the physical plant.</p> <p>*(21) Provides direct support to the Principal in developing and monitoring the school budget as it relates to operations.</p> <p>*(22) Provides direct support to the Principal in maintaining property inventories.</p> <p>*(23) Provides support to the Principal in identifying facility needs.</p> <p>*(24) Assists in implementing and administering negotiated employee contracts.</p> <p>*(25) Assists with student supervision.</p> <p>*(26) Seeks to improve own skills and knowledge through participation in in-service and other professional development activities.</p> <p>*(27) Models and maintains high standards of professional conduct.</p> <p>*(28) Demonstrates initiative in identifying needs or potential for improvement and take appropriate action.</p> <p>*(29) Maintains visibility and accessibility.</p> <p>*(30) Keeps the Principal informed about potential problems, unusual events or possible opportunities for school improvement.</p> <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>

Name	Position Title	Job Duties and Responsibilities
		<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>
Regan, Heather	Instructional Coach	<p>*(1) Communicate and support implementation of state and district wide initiatives.</p> <p>*(2) Demonstrate high expectations and model effective strategies for continuous school improvement in areas such as instructional strategies and materials, classroom climate and organization, behavior management, and professional growth and development to ensure that instruction meets student needs, grade level content standards, the goals of the schools' improvement plans and the goals of Sarasota County schools.</p> <p>INSTRUCTIONAL FACILITATOR</p> <p>*(3) Demonstrate exemplary classroom practice, plan and conduct professional development, and collect, analyze and report school district data to administrators and others as needed and requested.</p> <p>*(4) Assist teachers in the development and use of formative, interim, and summative common assessments to improve student learning and inform instructional decisions in coordination with the RAE (Research, Assessment, and Evaluation) department.</p> <p>*(5) Apply a variety of instructional theories and models, incorporating best practices, lesson design, and student centered learning, and differentiated instruction approaches for the success of all students.</p> <p>*(6) Facilitate communication about instructional practices and student achievement between and among teachers, within and across grade levels.</p> <p>*(7) Use computer technology efficiently to perform job duties and responsibilities (e.g. email, internet, power point, spreadsheets, and word processing). Use data management systems to access student data on the Student Information System (SIS) and to access assessment data (benchmark test</p>

Name	Position Title	Job Duties and Responsibilities
		<p>data, school achievement reports).</p> <p>* (8) Learn, use and incorporate NEW technologies (e.g. Blackboard, Camtasia, ACTIVtechnology) in the development of instructional resources and in the design and delivery of professional development for teachers and school-based administrators.</p> <p>* (9) Effectively present information and respond to questions from district and school-based administrators, teachers, parents, Sarasota County school board members, and the general public.</p> <p>* (10) Lead the process and/or serve on district textbook/instructional resource committees and facilitate professional learning for implementation and analysis of effectiveness.</p> <p>* (11) Assist individual teachers on Performance Improvement Plans (PIPs) as requested by the district.</p> <p>* (12) Participate in ongoing, regular department meetings, collaborative cross-department discussions, district and state level trainings, and all other duties, as assigned and required, in order to perform the above services.</p> <p>* (13) Represent the District in a positive and professional manner.</p> <p>* (14) Provide leadership for the assigned areas of responsibility.</p> <p>* (15) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.</p> <p>* (16) Follow all School Board policies, rules and regulations.</p> <p>* (17) Keep supervisor/director informed of potential problems or unusual events.</p> <p>* (18) Perform other duties as may be assigned to by the Supervisor or Director.</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,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>administration and district personnel.</p> <ul style="list-style-type: none"> * (10) Maintain progress monitoring data on all Reading Recovery students during the program year and all following years through fifth grade. * (11) Follow attendance, punctuality and proper dress code rules. * (12) Maintain confidentiality regarding all school matters. * (13) Keep supervisor informed of potential problems or unusual events. Respond to inquiries and concerns in a timely manner. * (14) Follow all School Board policies, rules and regulations. * (15) Exhibit interpersonal skills to work as an effective team member. Demonstrate support for the school district and its goals and priorities. * (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.

Name	Position Title	Job Duties and Responsibilities
Lees, Robert	Administrative Support	<ul style="list-style-type: none"> * (1) Supervise all areas of the school plant. * (2) Serve as assistant in charge of student affairs. * (3) Confer with parents, students and teachers in areas of student management and conflict resolution. * (4) Supervise school functions before, during and after school hours. * (5) Participate in Staff Development Programs for professional growth. * (6) Work with the School Principal in the budget preparation cycle as a member of the "Shared Decision-Making" Team. * (7) Provide feedback, ideas and observations in areas such as classroom management, behavior models and methods of instruction. * (8) Provide leadership for student testing and designated analysis of student data. * (9) Provide the School Principal with data on all reports prepared for District; e.g., discipline, attendance and in-school suspensions. * (10) Prepare suspension and/or expulsion packets for parents and district personnel. * (11) Communicate in a positive mode with parents, student, teachers, staff and District Personnel. * (12) Demonstrate initiative in the performance of assigned responsibilities. * (13) Provide for a safe and secure workplace. * (14) Model and maintain high ethical standards. * (15) Follow attendance, punctuality and proper dress rules. * (16) Maintain confidentiality regarding school matters. * (17) Participate in workshops and training sessions as required. * (18) Keep School Principal informed of potential problems or unusual events. * (19) Respond to inquiries and concerns in a timely manner. * (20) Prepare all required reports and maintain all appropriate records. * (21) Follow all School Board policies, rules and regulations. * (22) Exhibit interpersonal skills to work as an effective team member. * (23) Demonstrate support for the School District and its goals and priorities. * (24) Perform other incidental tasks consistent with the goals and objectives of this position.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Thursday 8/3/2017, Jamie Lowicz

Total number of students enrolled at the school.

236

Total number of teacher positions allocated to the school.

60

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

4

Number of teachers with ESE certification?

55

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

2022-23

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	2	3	11	17	28	19	26	17	19	9	12	14	58	235
Attendance below 90 percent	1	1	3	11	17	9	13	15	10	3	4	4	17	108
One or more suspensions	0	0	2	6	12	8	11	8	6	0	0	1	0	54
Course failure in ELA	0	0	1	1	2	4	5	4	1	0	0	0	0	18
Course failure in Math	0	0	0	1	0	0	2	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	9	4	6	8	6	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	11	6	7	5	5	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	2	3	12	0	10	8	6	0	0	0	0	41

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	0	1	6	17	9	10	9	6	0	0	1	14	73

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	7	1	0	0	1	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	2	4	2	0	0	0	0	0	8	16

Date this data was collected or last updated

Thursday 9/15/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	3	2	0	0	8	3	0	0	0	16
Level 1 on 2019 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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		69%	55%					67%	61%
ELA Learning Gains								60%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		37%	42%					70%	62%
Math Learning Gains								65%	59%
Math Lowest 25th Percentile								55%	52%
Science Achievement		69%	54%					63%	56%
Social Studies Achievement		66%	59%					88%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	70%	-45%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	0%	67%	-67%	58%	-58%
Cohort Comparison		-25%				
05	2022					
	2019	0%	68%	-68%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	63%	-63%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	64%	-64%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	9%	66%	-57%	56%	-47%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	20%	73%	-53%	62%	-42%
Cohort Comparison		0%				
04	2022					
	2019	0%	72%	-72%	64%	-64%
Cohort Comparison		-20%				
05	2022					
	2019	0%	70%	-70%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	67%	-67%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	73%	-73%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	9%	65%	-56%	46%	-37%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	65%	-65%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	10%	62%	-52%	48%	-38%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	85%	-43%	71%	-29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	37	33	23	28	23	15	30		88	
BLK	21	31		24	7						
HSP	12	50		13	17						
WHT	28	38		25	34		14	38			
FRL	19	33	27	18	19		17	21		92	
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						

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
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	

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	0
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%	0
White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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 related to the Areas of Focus?

Progress monitoring for students in the low performing ESSA subgroup was tracked utilizing iReady, Dreambox, and Penda for students on FSA (now FAST) and Teachtown or iReady, Dreambox, and Penda for students on FSAA. Students who have been retained are referred to the SWST team and an individualized intervention plan was put in place to provide 30-45 minutes daily of prescribed academic intervention.

Which data component showed the most improvement? What new actions did your school take in this area?

The Black/African American and Hispanic Subgroup components showed improvement during the 2021-22 school year, with Black/African American students improving by 2% and Hispanic students improving by 11%.

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?

All five ESSA subgroups show the need for marked improvement during the 2022-23 school year. On the basis of progress monitoring data, all five subgroups are problematic, as we are below the Federal Index in each area.

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

Across grade levels, subgroups and core content areas, students are continuing to demonstrate deficits related to changes in instruction as they re-acclimate to the increase in rigor in a post pandemic school year. While we returned to learning in person, we faced teacher and paraprofessional shortages in critical need areas, a high rate of absenteeism and loss of direct instruction due to quarantining positive cases of Covid, and an increase in the need for mental health supports for students, families, and staff to cope with residual trauma (loss of income, housing, loved ones) in the aftermath of the pandemic.

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

Remedial and enrichment opportunities will be made available through the use of Jumpstart funding. Staff will be compensated for providing instruction before and after school in order to support individual student learning needs. Additionally, we've added a second reading coach and an academic interventionist to assist in accelerated learning.

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

As a district, we will engage in the work of creating viable and highly functioning PLC groups as outlined in the book, "Learning by Doing", by Eaker, DuFour, and DuFour. We are in year one of five of implementation.

Additionally, due to lack of anticipated JumpStart funding last year, the following PD has been requested, funded, and will be delivered during the 2022-23 school year:

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.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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 subgroups including students who are White, Black/African American, Hispanic, Students with Disabilities and Students with Low Socioeconomic Status were reviewed by the Leadership Team. The Leadership Team also reviewed FSA (now FAST), FSAA and categorical data to determine the priority areas of weakness for our under performing subgroups which include: White, Black, Hispanic groups, students with disabilities and students with a low socioeconomic status.

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 2023 school year, 50% of the population of students in the under-performing subgroups will show progress toward grade level proficiency via learning gains on the FAST assessment and district progress monitoring tools. Students on ACCESS points instruction will show learning gains on FSAA from the 2021-2022 to the 2022-2023 school year.

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 PLC times through data reviews following the three data collection periods.

Person responsible for monitoring outcome:

Nicole Meo (nicole.meo@sarasotacountyschools.net)

Utilize iReady, Teachtown, and other data points to monitor students in the under-performing ESSA subgroups including White, Black/African American, Hispanic, Students with Disabilities and Students with Low Socioeconomic Status and provide small group instruction based on skill deficits identified. Students requiring remediation in reading will receive 30-45 minutes of additional reading instruction daily from the Academic Interventionist or the classroom teacher through a strategic SWST process.

Evidence-based Strategy:

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

Utilize Dreambox and Teachtown, to monitor students in the under-performing ESSA subgroups. Students requiring remediation in math will receive remediation 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 the Covid shutdown, Covid quarantines, 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.

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

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

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

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

Classroom Teachers or Interventionist will provide 30 minutes of additional Reading instruction for students needing remediation.

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

Students from underperforming subgroups including; White, Black/African American, Hispanic, Students with Disabilities and Students with Low Socioeconomic Status in grades K-2 will receive daily foundational reading intervention in phonics and phonemic awareness using the Heggerty phonics instruction program delivered by their classroom teacher in alignment with the what works clearinghouse and the district reading plan.

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

Students from underperforming subgroups including; White, Black/African American, Hispanic, Students with Disabilities and Students with Low Socioeconomic Status in grades 3-5 will receive daily foundational reading intervention in phonemic awareness using the Heggerty Bridge the Gap instruction delivered by their classroom teacher in alignment with the what works clearinghouse and the district reading plan.

Person Responsible Nicole Meo (nicole.meo@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.

Related to ESSA Subgroups

#2. 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 (specifically the Guiding Coalition) will work to build a shared knowledge of the current reality of our school rating, using data to help paint the picture for our school-based PLCs.

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 2021-2022. In order to earn a "Commendable" rating, we will meet the federal index for all ESSA subgroups, improve our previous graduation rate from 87% to 100% and be removed from CS&I status through collectively building our shared knowledge, arriving at consensus, and truly living our mission.

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.

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 iterative process that will be grounded in student data while utilizing the Learning by Doing handbook. Data will be readily accessible 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 and the overall mission.

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.

PLCs Will:

Develop clear academic goals for every student

Provide on-going monitoring of student learning

Create systematic interventions

Maintain high expectations for student achievement

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 as it relates to all ESSA

Related to ESSA Subgroups

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

#3. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

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

This area of focus was identified as a result of reviewing School Rating data from the 2021-2022 school year. In the aftermath of the Covid pandemic, most of the marked progress made in the year prior in the White, SWD, and Low SES subgroups declined, while the Black/African American and Hispanic Subgroup components showed improvement.

Measurable Outcome:

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

During the 2022-2023 school year, all ESSA subgroups will improve with at least three of the five subgroups meeting the Federal Index threshold of 41%. The two other subgroups will improve by at least ten percentage points.

Monitoring:

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

As outlined the District Strategic Plan pertaining to Goal #1, "Personalize Learning and Accelerate Growth for All Students" this Area of Focus will be monitored through the Guiding Coalition by completing the "Data Picture of Our School" for three consecutive years and disaggregating the data, through PLC implementation supported by the professional learning through Solution Tree, and by participation in the Learning by Doing handbook Book Study during Year One of implementation (2022-23).

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.

As PLCs, we must:

1. Commit to a focus on learning
2. Create a collaborative culture and collective responsibility
3. Become results orientation driven

Rationale for Evidence-based Strategy:

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

Engaging faculty in reflective dialogue about the fundamental purpose of our school will be a powerful strategy for improvement. Research on effective schools suggests that a shared sense of purpose is the key to high performance. We will use the Learning by Doing (DuFour, DuFour, Eaker, Many, and Mattos) handbook to help us assess the current reality in our school so that we may begin to help all of our students learn at high levels.

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.

Initiating structures and systems to foster qualities and characteristics consistent with a learning-centered school: True priorities will be carefully and systematically addressed.

Person Responsible

Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Creating processes to monitor critical conditions and important goals: Establish the indicators of progress that need monitoring, the process and the timeframe for monitoring them, and the means of sharing results with and getting input from all stakeholders.

Person Responsible

Heather Regan (heather.regan@sarasotacountyschools.net)

Reallocating resources to support priorities: Providing teachers with time to collaborate and students with time for additional support and learning has been made possible through manipulating the master schedule and requesting Jumpstart funding to support.

Person Responsible

Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Posing the right questions:

1. What knowledge or skills should every student acquire as a result of this unit, course, or grade level?
2. How will we know when each student has acquired the essential knowledge and skills?
3. How will we respond when some students do not learn?
4. How will we extend learning for students who are already proficient?

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

Modeling what is valued: "The single most powerful mechanism for creating a learning environment is that the leadership of the organization be willing to model the approach to learning they want others to embrace" (Thompson, 1995, p. 96).

Person Responsible Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Celebrating progress: The Instructional Leadership Team will use every opportunity to to publicly celebrate positive steps toward school improvement.

Person Responsible Jamie Lowicz (jamie.lowicz@sarasotacountyschools.net)

Confronting violations of commitment: Instructional leaders cannot verbally commit to embracing a culture of learning for all but then allow individuals within the organization to act in ways that are counterproductive to the commitment.

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

Related to ESSA Subgroups

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers and Academic Intervention Teachers will utilize Leveled Literacy Intervention (LLI) to provide reading intervention for students with identified skill deficits. They will engage in data chats with students regarding their growth and their ongoing instruction. Students requiring remediation in reading will receive 30-45 minutes of additional guided reading instruction daily through the use of LLI. Data chats between students and teachers will increase student awareness of their strengths and needs and allow them to set individual learning goals. The Literacy Leadership team will review school-wide K-2 data and assist PLC teams in responding to the data at the classroom and student level.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Teachers and Academic Intervention Teachers will utilize Leveled Literacy Intervention (LLI) to provide reading intervention for students with identified skill deficits. They will engage in data chats with students regarding their growth and their ongoing instruction. Students requiring remediation in reading will receive 30-45 minutes of additional guided reading instruction daily through the use of LLI. Data chats between students and teachers will increase student awareness of their strengths and needs and allow them to set individual learning goals. The Literacy Leadership team will review school-wide 3-5 data and assist PLC teams in responding to the data at the classroom and student level.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Given daily prescriptive guided reading instruction, utilizing the Leveled Literacy Intervention Program, 75% of students grades K-2 will make growth toward expected grade level performance by progressing

at least 4 reading levels utilizing running records through the LLI and Benchmark programs as measurement.

Grades 3-5: Measureable Outcome(s)

Given daily prescriptive guided reading instruction, utilizing the Leveled Literacy Intervention Program, 75% of students grades 3-5 will make growth toward expected grade level performance by progressing at least 4 reading levels utilizing running records through the LLI and Benchmark programs as measurement.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teachers are expected to complete running records to monitor the progress of all students on standard curriculum which will be reviewed both in PLC data reviews monthly and in data chats with teachers and administration quarterly.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Meo, Nicole, nicole.meo@sarasotacountyschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. LLI helps teachers match students with texts of progressing difficulty and deliver systematic lessons targeted to a student's reading ability.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Leveled Literacy Intervention (LLI) was chosen as results demonstrate multi-categorical reading gains and increased achievement for students in the areas of phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills and writing. There is evidence documented in the success of the program with students receiving exceptional student education services and who are documented struggling readers.

There is a proven track record of success as demonstrated by multiple published research studies available through the What Works Clearinghouse.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
A paraprofessional from each classroom will be provided professional development in the Leveled Literacy Intervention program in order to partner with the Teacher in providing guided reading instruction and progress monitoring with fidelity. Following PD, trained paraprofessionals will participate in classroom data collection and responsive strategies to improve student learning outcomes.	Flee, Brandie, brandie.flee@sarasotacountyschools.net
Progress monitoring data chats between teachers and administration will be held quarterly related to the progress of all students and adjust intervention support as needed.	Meo, Nicole, nicole.meo@sarasotacountyschools.net
Ongoing professional development for Teachers and new staff will be provided by the Academic Interventionist related to utilizing running records with instruction.	Flee, Brandie, brandie.flee@sarasotacountyschools.net

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Total Progress System (TPS) ratings (0-4) are entered during multiple intervals during the school day that enable us to efficiently categorize our observations of students' increasing and decreasing target behavior. TPS ratings allow us to evaluate progress, evaluate the effectiveness of BIPs, link present levels directly to IEP goals, provide students with earned access to ROAR (Respectful, On-task, Accepting, Responsible) Store, and modify our interventions based on a student's individual needs. By utilizing this system teachers are able to communicate progress to support personnel and parents, conference with students regarding increasing and decreasing targets from their BIPs, and request support from the behavioral team.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Our PBIS team will communicate our positive behavior intervention system routines and procedures and will establish consistent expectations among stakeholders. Our PBIS team will identify discrepancies in the data and determine the action steps to provide stakeholders with additional support to increase the fidelity of our PBIS program. Communication to stakeholders will occur through our school website, youtube channel, social media platforms, school news, email, professional development, parent engagement nights, school newsletter, and faculty meetings. Stakeholders will receive continuous updates through these various outlets, occurring no less than once per quarter.

Describe how implementation will be progress monitored.

We have designed a systematic process to identify early warning indicators through our PLC and SWST processes. The analysis of TPS data through this process will give us the ability to strategically deploy resources and implement interventions efficiently. We will monitor Office Discipline Referrals (ODR), teacher Request for Support (RFS), TPS data, attendance, academic performance, SESIR and OSS data in each of our five ESSA subgroups to ensure equitable, restorative and/or disciplinary practices are being systematically applied across all demographics. Monitoring the progress through these systems will give us the ability to implement the necessary interventions and support to improve behavior, as well as reduce the amount of missed instructional time.

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.

Action Step	Person Responsible for Monitoring
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.	Lees, Robert, robert.lees@sarasotacountyschools.net
Through the implementation of the school's PBIS program, and with the added support of Character Strong, Oak Park will become a Platinum level PBIS school at the end of the 2022-2023 school year.	Lees, Robert, robert.lees@sarasotacountyschools.net
When appropriate and applicable, restorative practices will be utilized in lieu of exclusionary consequences to provide students with the ability to "right their wrong". Restorative processes offer an opportunity for students who have engaged in maladaptive behavior to understand the source of their actions, take responsibility for their choices, and learn to grow from the experience.	Lees, Robert, robert.lees@sarasotacountyschools.net