

Oak Park School

7285 PROCTOR RD, Sarasota, FL 34241

www.sarasotacountyschools.net/oakpark

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

Yes

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oak Park is to provide exceptional students with experiences leading to successful interactions with others, functional independence, and continued education or post-school employment suited to their individual needs.

Provide the school's vision statement

We recognize each student's right to receive instruction to maximize individual potential. This will be accomplished by providing an optimal learning environment, using progress monitoring for innovative lesson design, research-based instructional practices and differentiated instruction, accessing current research and technology, and delivering a curriculum that included "access points" to address the individual needs of all students.

School Environment

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

Our school has an Intake Process, since our students must be eligible for Separate Day School. This process involves the parent, Home School Liaison and/or Guidance Counselor. Our staff becomes knowledgeable about the student's culture, abilities and needs. The teacher receives a copy of the Intake paperwork, Health Plan, IEP and Behavior Intervention Plan. Our teachers are very informed about the students' family and personal relationships. Our teachers have daily communication with our parents, which strengthens the relationship between teachers and students.

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

Our campus is considered a constant supervision campus, meaning all of our students are monitored by staff at all times. Our students may not do teacher errands or walk the campus without a staff member. Student arrival and dismissal at the bus zones, teachers and paraprofessionals unload and load each student one by one. We offer a free before school care option for our students. Oak Park has a Response Team. This team's sole purpose is to respond to student crisis' by going to the location of the crisis and removing the student using deescalating techniques. Our entire campus is Crisis Prevention Intervention trained. The Response Team is TEAM trained. In addition, we have a full time School Resource Officer on campus every day to ensure safety for all.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our schoolwide behavioral system in place the Positive Behavior System, PBS. We have established three school wide expectations: Respectful, Responsible and Ready to Learn. We have a formed PBS committee to make school wide decisions regarding our behavior system based on data. We have established protocols for disciplinary incidents, use of the refocus room, removal of a student, FBA and BIP process, restraint and seclusion and data collection. The majority of our students have a Behavior Intervention Plan in place to ensure minimal distraction during the students instructional

time and transitions. In addition, we have two full time Behavior Specialist to support students and teachers.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Oak Park ensures the social-emotional needs of all students by collaborating with outside counseling agencies so students may receive counseling at school. We have student mentoring on campus among the different teams. Our neighboring elementary school collaborates with our PE department and mentors our students once a week. We have a full time School Home Liaison and Guidance Counselor. We have other agencies through collaborative efforts who provide services, such as Pet Therapy and Hippo-therapy. These therapies are granted on student need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Every student at Oak Park has an Individualized Education Plan, IEP, which addresses the behavioral and academic needs of the student. The IEP is a part of our early warning system, since it addresses all needs, including attendance. In addition, we have a Student Support Team, Professional Learning Communities and Attendance Team. These teams are part of our system that identify and monitor students. Lastly, our behavior specialists meet and analyze behavior data, submitted by our teachers, monthly to address suspension and behavioral needs.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level								Total
	3	4	5	6	7	8	9	10	
Attendance below 90 percent	0	0	0	0	0	0	0	0	
One or more suspensions	4	2	5	6	6	9	0	0	32
Course failure in ELA or Math	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	6	8	5	7	8	9	0	0	43
Level 1, 2 or 3 on alternate assessment	8	8	9	8	9	7	10	10	69

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	4	2	5	6	6	9	32

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All students who are identified by the early warning system have supports in place to improve their academic performance. Students who scored a level 1 on the statewide assessment for reading have extended uninterrupted reading time of 90 minutes and an additional 30 minute reading intervention time within their schedule. All students who scored a level 1, 2 or 3 on the alternate assessment have

one to one support from the teacher during instructional time. Students who have had more than 5 days suspension, have a behavior intervention plan in place and counseling as a related service.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Oak Park keeps our families involved with their students progress and successes. Teachers reach out daily by providing daily communication logs to parents. We have a school wide newsletter that is distributed 4 times per year, highlighting student celebrations and happenings on campus. Each parent is invited to the students yearly IEP meeting. Additionally, we have at least two parent workshops given by our CPI trainers to assist parents with behaviors and positive relationships.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Oak Park has outstanding partnerships with our local community businesses and agencies. Due to the nature of our school and the students we serve, many community businesses and clubs, reach out to us in order to assist our students with special needs. At times, we do reach out to the community to secure funding and resources. When a need arises, a staff member will contact the business or club and inform them of the students we serve, refers them to our website and ask if they are interested in collaborating with us to support our students. We will provide the business with one of our newsletters and brochures and begin to form a relationship. We also have a strong PTSO involvement which assists our school to secure funding and resources for our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Oliver, Edwina	Principal
Morales, Dawn	Assistant Principal
Frederic, Phyllis	Assistant Principal

Duties

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

Administrators: Provides support in classroom management, curriculum and parent input.

ESE and Home School Liaison: Provides information about transition and IEP planning and services.

Behavior Teachers: Provides information about behavior interventions and relevant behavioral data

Guidance Counselor: Provide input on student social and emotional well-being.

Exceptional Student Education (ESE) Teachers: Provides information about individual student needs, grades, effort, data assessments, strengths and weaknesses.

Speech/Language Pathologists: Provides information and data regarding language and communication.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Lomas	Parent
Catherine Carmona	Parent
Joan Goveia	Parent
Kathleen Powers	Education Support Employee
Kim Hewitt	Teacher
Tamra Soto	Parent
Robyn Sadlo	Teacher
Edward White	Education Support Employee
Deb Ezelle	Parent
Edwina M. Oliver	Principal
Anna Mulligan	Education Support Employee
Rich Lomas	Parent
Nancy Flanagan	Business/Community
Tom Flanagan	Business/Community
Synthea Ford	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC members will review the evaluation of 2013-2014 school improvement plan.

Development of this school improvement plan

SAC members will review proposed draft for 2014-2015 and offer feedback before a final vote to approve the plan.

Preparation of the school's annual budget and plan

SAC members will review our school's annual budget and plan that is submitted by the district.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be used to support learning activities for students who participate in assessments for 2014-2015.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
King, Cassandra	Teacher, ESE
Meo, Nicole	Teacher, ESE
Wardell, Deb	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Oak Park encourages positive working relationships between teachers. Teachers meet weekly to collaboratively plan for instruction. Teachers also meet with their team before school on a weekly basis to review student concerns and successes. This builds a positive relationship among the team.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Since we're the only ESE Center School in the district we have the unique opportunity to design and deliver specialized professional development trainings throughout the year to support teachers on campus. Mrs. Frederic coordinates with our PD Coordinator at the end of the year to outline our PD focus for the upcoming year. Additionally, the Admin team, coaches their teachers throughout the school year, facilitates a monthly PLC meeting delivering high yielding instructional strategies and best practices of teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We utilize the district's adopted curriculum programs and materials. The two most recent implementation of the district's curriculum were adopted to address and incorporate the new Florida standards and Depth of Knowledge cognitive levels, Reading Wonders and HMH Collection. Teachers have taken the necessary trainings to assist with the successful implementation. They also utilize the teacher resources that are available within the online support. Long term instructional planning is conducted by the district and is reflected in the Instructional Focus Guides, IFGs, in order to ensure all standards are taught. Oak Park teachers meet during their PLCs to review, plan, adjust their instructional programs and lessons to ensure alignment and reviews and implements the district's Instructional Focus Guides.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

During PLCs, teachers and administration, review student data to get a focus and plan of action to address student needs and strengths. Differentiated instruction takes place for all students, since many of our classrooms are mixed grade levels and abilities. Teachers may modify the amount of time that is given to complete, questions, tasks, scaffolded supports, visual representations and flexible groupings. Additionally, teachers supplement the support that is given by providing one to one instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 7,200

Students will attend Extended School Year for reading math and behavioral enrichment and instruction.

Strategy Rationale

Students who qualify for the summer program are able to maintain their mastered skills by working on fluency, math, reading independent functioning and behavioral skills. Also, students are able to learn skills which they were not proficient, giving them a stronger foundation for the upcoming school year.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Morales, Dawn, dawn.morales@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will assess students to gather a base line and at the end of the program. This data will be analyzed to determine if skills were maintained or improved. Data will be entered on the district's data collection form and on the IEP.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We support our 8th grade standard diploma track students outgoing cohort by holding a transition meeting with the high school liaison, parent, student and current teacher. At this meeting, students and parents become familiar of student expectations, school supports and activities. At the elementary level, students who are being considered for exiting, attend inclusion classes at the neighboring elementary school. This allows for the student and teacher to tweak and strengthen needed skills for a successful transitioning process.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2015, there will be a minimum of a two percentage point increase over year 2014 school year levels of students on FAA who increase or maintain at current identified performance level for Reading.
- G2.** By the year 2015, students will meet the AMO target for each of the subgroups in FSA Math.
- G3.** By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.

Strategic Goals Detail

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

G1. By the year 2015, there will be a minimum of a two percentage point increase over year 2014 school year levels of students on FAA who increase or maintain at current identified performance level for Reading.

1a

G038310

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Proficiency	2.0
FAA Reading Proficiency	2.0

Resources Available to Support the Goal 2

- *Unique Learning Systems *Teach Town *CPalms *Board Maker *Intelli Tools *Core ConnectorTeam *Lesson Design of CCSS Lessons *PLCs *NY2
- Specialized therapist including speech, OT, PT, nursing services, behavior specialist and behavior intervention team.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Phyllis Frederic

Schedule

Evidence of Completion

Results of mini assessments of Unique Learning Systems and Teach Town

G2. By the year 2015, students will meet the AMO target for each of the subgroups in FSA Math. 1a

G038313

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0
AMO Math - ED	58.0
AMO Math - SWD	60.0
AMO Math - White	66.0

Resources Available to Support the Goal 2

- District teacher resources such as IFGs, Math Journals, district professional development, PLCs

Targeted Barriers to Achieving the Goal 3

- New math curriculum integrating the Florida Standards

Plan to Monitor Progress Toward G2. 8

Teacher observations, student data

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Teacher observations, Student data- summative, district quarterly assessment

G3. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year. 1a

G038315

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	2.0

Resources Available to Support the Goal 2

- TPS Data Collection Behavior Intervention Team Behavior Specialist AIMS web PBS Team PBS Reward System Social Skills Curriculum Outside Agency Counseling Program

Targeted Barriers to Achieving the Goal 3

- Changing the culture from a consequential thinking to a positive reward system
- Parental consent to get students counseling services
- Implementation of appropriate behavior intervention plans for students
- Staff needs to learn strategies to assist with the behavior function of escape

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Dawn Morales

Schedule

Quarterly, from 9/8/2014 to 5/15/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. By the year 2015, there will be a minimum of a two percentage point increase over year 2014 school year levels of students on FAA who increase or maintain at current identified performance level for Reading. **1**

 G038310

G1.B1 Severity of student's cognitive disabilities, physical disabilities, communication disorders and/or behavioral difficulties interfere with their ability to retain knowledge, recall information and demonstrate performance. **2**

 B091975

G1.B1.S1 Develop appropriate student IEP goals, Nursing and Behavior Intervention plans to increase students ability to access curriculum and demonstrate performance. **4**

 S102881

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Phyllis Frederic

Schedule

Evidence of Completion

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

Action Step 2 5

Teachers will utilize the individualized student assessment, student profile in the ULS online teacher resource to obtain base line data for each student.

Person Responsible

Edwina Oliver

Schedule

Evidence of Completion

Report print out of data collection

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

Review of lesson plans, PLC notes and assessment data

Person Responsible

Phyllis Frederic

Schedule

Weekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Collaborative Planning, Classroom Walkthroughs, assessment data

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

Mastery of IEP goals and objectives.

Person Responsible

Phyllis Frederic

Schedule

Evidence of Completion

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

G2. By the year 2015, students will meet the AMO target for each of the subgroups in FSA Math. 1

G038313

G2.B1 New math curriculum integrating the Florida Standards 2

B128672

G2.B1.S1 Teacher collaboration with other elementary schools 4

S140809

Strategy Rationale

Since we have one teacher teaching at each grade level, collaborating with other schools will be effective time management and allow teachers to dig deeper in regards to instructional practices.

Action Step 1 5

Teacher collaboration with Lakeview Elementary

Person Responsible

Dawn Morales

Schedule

On 3/2/2015

Evidence of Completion

PLC notes, collaborative lesson plans

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

Monitor or PLC notes, lesson plans

Person Responsible

Dawn Morales

Schedule

On 4/6/2015

Evidence of Completion

PLC notes, collaborative lesson plans

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

Review of PLC notes, observations

Person Responsible

Dawn Morales

Schedule


Quarterly, from 10/6/2014 to 5/22/2015

Evidence of Completion


PLC notes, observations

G3. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.


1

 G038315

G3.B1 Changing the culture from a consequential thinking to a positive reward system 2

 B091979

G3.B1.S1 Teachers and support staff will utilize CPI techniques.. 4

 S102886

Strategy Rationale

This strategy focuses on verbal and nonverbal communication, building positive relationships, de-escalation techniques and nonviolent physical intervention techniques.

Action Step 1 5

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

Person Responsible

Dawn Morales

Schedule

Evidence of Completion

list of certification completion of training

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

As staff complete trainings, a list of completion will be compiled.

Person Responsible

Dawn Morales

Schedule

Evidence of Completion

Certifications

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

Refocus room tracking sheets, Classroom observation

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

observation data, tracking data sheets

G3.B2 Parental consent to get students counseling services 2

 B091980

G3.B2.S1 Make parent contact to explain benefits of counseling services 4

 S102887

Strategy Rationale

Parent consent is needed

Action Step 1 5

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

Person Responsible

Phyllis Frederic

Schedule

Quarterly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Contact log sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Look for completed log sheets, consent forms

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Teacher contact log, consent forms

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Students will receive on site counseling services.

Person Responsible

Phyllis Frederic


Schedule

Quarterly, from 10/6/2014 to 5/15/2015


Evidence of Completion

Counseling logs sheets, contact data

G3.B3 Implementation of appropriate behavior intervention plans for students 2

 B091981

G3.B3.S1 Behavior Specialist will assist teachers with writing and implementing an effective BIP based on data. 4

 S140826

Strategy Rationale

Teachers need support in analyzing behavior data and creating appropriate goals.

Action Step 1 5

Professional assistance

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

PLC notes, BIP plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Professional assistance to teachers during PLC

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

PLC notes, flow chart

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student behavior will decrease

Person Responsible

Dawn Morales

Schedule

Quarterly, from 10/6/2014 to 5/22/2015

Evidence of Completion

TPS data, refocus room data, maladaptives

G3.B4 Staff needs to learn strategies to assist with the behavior function of escape **2**

 B128685

G3.B4.S1 Train staff with strategies to work with students in the classroom so escape can be reduced

4

 S140843

Strategy Rationale

If staff has appropriate training, they will be equipped to handle varying situations and not send students out of the classroom

Action Step 1 **5**

Training

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 1/29/2015

Evidence of Completion

Team notes

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6**

Observations

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Team notes, observations

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Review of team notes, obserations

Person Responsible

Dawn Morales

Schedule

Monthly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Team notes, observation data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will access Unique Learning Skills and Teach Town curriculum and participate in pre and post assessments.	Frederic, Phyllis	Assessment data from ULS and Teach Town, Total Progress System data, observatios	monthly	
G3.B1.S1.A1	All staff will be trained and use Crisis Prevention Intervention Techniques to verbally deescalate students.	Morales, Dawn	list of certification completion of training	one-time	
G3.B2.S1.A1	Teachers and guidance counselor will make parent contact via phone, email, face to face conferences to explain benefit of services.	Frederic, Phyllis	10/6/2014	Contact log sheets	5/15/2015 quarterly
G2.B1.S1.A1	Teacher collaboration with Lakeview Elementary	Morales, Dawn	11/3/2014	PLC notes, collaborative lesson plans	3/2/2015 one-time
G3.B3.S1.A1	Professional assistance	Morales, Dawn	10/6/2014	PLC notes, BIP plans	5/15/2015 monthly
G3.B4.S1.A1	Training	Morales, Dawn	10/6/2014	Team notes	1/29/2015 monthly
G1.B1.S1.A2	Teachers will utilize the individualized student assessment, student profile in the ULS online teacher resource to obtain base line data for each student.	Oliver, Edwina	Report print out of data collection	semiannually	
G1.MA1	Demonstrating proficiency and/or learning growth at identified level of FAA	Frederic, Phyllis	Results of mini assessments of Unique Learning Systems and Teach Town	monthly	
G1.B1.S1.MA1	Mastery of IEP goals and objectives.	Frederic, Phyllis	Results of ULS and Teach Town	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			assessments and student performance utilizing the TPS tracking system		
G1.B1.S1.MA1	Review of lesson plans, PLC notes and assessment data	Frederic, Phyllis	9/8/2014	Collaborative Planning, Classroom Walkthroughs, assessment data	5/15/2015 weekly
G2.MA1	Teacher observations, student data	Morales, Dawn	9/1/2014	Teacher observations, Student data-summative, district quarterly assessment	6/1/2015 quarterly
G2.B1.S1.MA1	Review of PLC notes, observations	Morales, Dawn	10/6/2014	PLC notes, observations	5/22/2015 quarterly
G2.B1.S1.MA1	Monitor or PLC notes, lesson plans	Morales, Dawn	11/17/2014	PLC notes, collaborative lesson plans	4/6/2015 one-time
G3.MA1	Suspension data, time in refocus room, time in supportive learning environment	Morales, Dawn	9/8/2014	Suspension data, Data from refocus room and supportive learning environment room	5/15/2015 quarterly
G3.B1.S1.MA1	Refocus room tracking sheets, Classroom observation	Morales, Dawn	10/6/2014	observation data, tracking data sheets	5/15/2015 monthly
G3.B1.S1.MA1	As staff complete trainings, a list of completion will be compiled.	Morales, Dawn	Certifications	one-time	
G3.B2.S1.MA1	Students will receive on site counseling services.	Frederic, Phyllis	10/6/2014	Counseling logs sheets, contact data	5/15/2015 quarterly
G3.B2.S1.MA1	Look for completed log sheets, consent forms	Morales, Dawn	10/6/2014	Teacher contact log, consent forms	5/15/2015 monthly
G3.B3.S1.MA1	Student behavior will decrease	Morales, Dawn	10/6/2014	TPS data, refocus room data, maladaptives	5/22/2015 quarterly
G3.B3.S1.MA1	Professional assistance to teachers during PLC	Morales, Dawn	10/6/2014	PLC notes, flow chart	5/15/2015 monthly
G3.B4.S1.MA1	Review of team notes, obserations	Morales, Dawn	10/13/2014	Team notes, observation data	3/13/2015 monthly
G3.B4.S1.MA1	Observations	Morales, Dawn	10/6/2014	Team notes, observations	5/15/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By the year 2015, there will be a minimum of a two percentage point increase over year 2014 school year levels of students on FAA who increase or maintain at current identified performance level for Reading.

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

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

PD Opportunity 1

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

Facilitator

Brain Rauh

Participants

Teachers on DAT, PRO, Spectrum and Transition Teams

Schedule

G2. By the year 2015, students will meet the AMO target for each of the subgroups in FSA Math.

G2.B1 New math curriculum integrating the Florida Standards

G2.B1.S1 Teacher collaboration with other elementary schools

PD Opportunity 1

Teacher collaboration with Lakeview Elementary

Facilitator

Team Leader

Participants

Teachers

Schedule

On 3/2/2015

G3. By the year 2014, there will be a reduction of suspensions of one percentage point from the previous year.

G3.B1 Changing the culture from a consequential thinking to a positive reward system

G3.B1.S1 Teachers and support staff will utilize CPI techniques..

PD Opportunity 1

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

Facilitator

Mark Marsh, Sue Rodgers

Participants

Teachers, paraprofessionals, admin, support staff

Schedule

G3.B4 Staff needs to learn strategies to assist with the behavior function of escape

G3.B4.S1 Train staff with strategies to work with students in the classroom so escape can be reduced

PD Opportunity 1

Training

Facilitator

Mark Marsh

Participants

Support staff, response team, paraprofessionals

Schedule

Monthly, from 10/6/2014 to 1/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0