

Sarasota County Schools

Laurel Nokomis School



2015-16 School Improvement Plan

Laurel Nokomis School

1900 LAUREL RD E, Nokomis, FL 34275

www.sarasotacountyschools.net/laurelnokomis

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	21%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Laurel Nokomis School is, "Can do, work hard, get smart."

Provide the school's vision statement

We Believe:

Students have the right to learn, and teachers have the right to teach. Students learn best and teachers instruct best in an environment free of disruption.

Administrators, educators, and staff members have a responsibility to work cooperatively, support one another, display mutual respect, and provide a positive educational environment that meets the physical, academic, and social-emotional needs of all students.

Students have a responsibility to work cooperatively with one another and to demonstrate respect for adults and peers in the learning community. Students should be held accountable for their own behavior.

Every child can learn successfully when strategies that best meet his/her needs are identified and utilized.

In addition to traditional subject areas, a comprehensive curriculum should include art, music, physical education, science, technology and languages.

We adhere to and support the rigorous Florida Common Core Standards. Continuous academic improvement, with excellence as a goal, is promoted and celebrated.

We encourage active, supportive participation of parents and the community as it is essential for the success of our students and our school.

School Environment

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

Teachers use, "The First Twenty Days of School" by Douglas Fisher to orient their middle school students.

LNS has two School Counselors who work with each classroom to help build relationships. Teachers take advantage of learning opportunities within the curriculum to learn about and explore students' background.

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

LNS uses a Positive Behavior System which includes an anti-bullying stance. Students are oriented to the school rules by the homeroom teachers, and each classroom is visited by the Assistant Principal and the School Resource Officer. During the visits, the students interact with the SRO and administrator to understand the purpose and procedures of our school discipline policy. They also learn how to report bullying and how to seek guidance from one of our school counselors. Our PTO produces and provides the Student Agenda Books for each students. The Agenda book contains the Student/Family Handbook which contains our behavior policies.

The school campus is well-supervised before, during and after school by school staff, the School Security Aide and the School Resource Officer.

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

LNS uses a progressive discipline program which is outlined in the Student Agenda Book. We have staffed an AIC room (Academic Intervention Class) where administrators may place disruptive students for brief periods of time, and where the students continue their academic work. The students are also supported by a behavior specialist. Key staff members are trained in CPI, a crisis prevention program endorsed by our district.

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

The school counselors provide small group counseling and LNS partners with community agencies such as BIGS to provide mentors. A school guidance program called K-9 For Kids pairs sixth grade students with a mentor and trained therapy dog as a social/academic intervention program. This program is coordinated by our School Resource Officer. The school also has the services of two behavior specialists and two ESE Liaisons. Our Student of the Month program provides instruction and rewards students who display the character traits we learn about each month. (i.e. honesty, compassion, etc.)

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

LNS holds monthly Attendance Meetings to discuss students with deficiencies in attendance as defined in our Handbook. We hold bi-monthly teacher-administrator meetings (Data Meetings) to discuss student grades, and behavior. When we find students who are at-risk of failure, we provide interventions.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Our students may be regrouped by skill level for reading and math intervention as needed. To accomplish this, our school master schedule is carefully aligned across grade levels. Reading

intervention is achieved through the use of SRA Reading Mastery and Corrective Reading materials by three reading resource teachers. Math intervention is carefully planned and monitored by our Assistant Principal for Elementary. A before-school lab provides access to i-Ready remediation. Teachers are provided training monthly in ELA and math instruction during our Data Monitoring meetings.

Our CARE Team/SWAT team meets each week to identify, discuss and advise about best strategies and interventions for students displaying attendance, behavior and academic problems.

We provide after school reading tutoring through our partnership with the YMCA who provides volunteers. In the area of science, we provide all elementary students with two science classes (Lab and Horticulture) on our Specials wheel.

Our ESE Liaisons and Behavior Specialists provide extra support as needed to struggling students. In addition our school has a school social worker, a school psychologist, an attendance officer and itinerant support teachers for speech/language and Occupational Therapy.

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

Parents are encouraged to become involved with their child's academic and behavioral program by attending school-sponsored events such as CARE/SWAT team meetings; Open House; Donuts for Dads; Muffins for Moms; Meet Your Teacher; parent conferences; science night; literacy night; Fall Festival; PALS Volunteer Program; and Book Fair. Parents are included in our SAC membership. Our PTO is very active and raises funds yearly to support our academic interventions.

As we monitor at-risk students, parents are kept informed by letters and conferences.

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

Our school works closely with local foundations such as the Education Foundation, the Laurel Civic Association and with the YMCA to provide enhancements to our academic programs. The benefits of this association include after-school tutoring and additional resources (computers, furniture) for our middle school TechActive classrooms.

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:

Name	Title
Dubin, Nancy	Principal
Cohen, Debbie	Assistant Principal
Cutrona, Sheryl	Instructional Coach
Dembinski, Shari	SAC Member
Holden, Judy	Instructional Media
Zieminski, Elizabeth	Teacher, ESE
Glass, Sue	Administrative Support

Duties

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

SBMT/SAC approves budget expenditures designed to support student achievement initiatives.

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

School uses in-program assessments for reading and math. Current rubrics used to score writing samples from each student on a quarterly basis. District assessments used three times per year in reading and math. Administrators and teachers meet twice per month in grade level teams to review student data, monitor interventions and regroup students according to academic need. Title II funds will be used to provide teachers and staff with professional development in CCSS and math.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nancy Dubin	Principal
Shari Dembinski	Teacher
Steve Dembinski	Business/Community
John Jefferson	Business/Community
Luanne Pare	Education Support Employee
Julie Fortune	Parent
Sue Glass	Education Support Employee
Charles Allen	Teacher
Kristy McKinney	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

As data becomes available, SAC reviews school progress.

Development of this school improvement plan

The SAC approves the SIP.

Preparation of the school's annual budget and plan

SAC approves certain school expenditures including A+ funds.

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

Not yet allocated.

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

Minutes will be sent to the district office and posted to the district website.

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Cutrona, Sheryl	Instructional Coach
Dubin, Nancy	Principal
Cohen, Debbie	Assistant Principal
Holden, Judy	Instructional Media

Duties***Describe how the LLT promotes literacy within the school***

The LLT will monitor the progress of every student with special attention given to students scoring Level 1 and 2 on FCAT 2014, and/or those students scoring in the lowest quartile on FSA 2015. The team will also monitor the effectiveness of professional development relating to the Florida State Standards and effective best practices.

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

Teachers are assigned to a collaborative planning group and meet together twice per month. Minutes are shared with the team and with administration. In addition, teachers meet with administration, literacy team and math intervention specialist twice per month.

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

School level administrators work with district level administrators to recruit, and retain highly qualified staff. We are guided by district policy and the bargaining agreements with the employee union.

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

Each first year teacher is assigned a mentor. Activities designed to support the teacher are prescribed by district policy and union contract.

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

The school is guided by district staff, careful review of proposed materials and district-approved curriculum and 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

We regroup students according to skill levels for reading and math. We provide intensive reading and math instruction for students in grades 6-8.

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 Day

Minutes added to school year: 5,400

Our county's referendum funds an extra 30 minutes per day above state funding to provide extra instruction in all areas for the students.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Dubin, Nancy, nancy.dubin@sarasotacounty schools.net

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

State assessments such as FCAT and FSA.

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

Local preschoolers are invited to tour the school each spring in preparation for Kindergarten roundup. Kindergarten roundup provides parents and children with an overview of KG expectations and suggestions on how to prepare over the summer. College and career readiness goals are part of the middle school curriculum.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Suspension Goals: By the year 2016 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%.
- G2.** Science Goal FCAT 2.0: By the year 2016 there will be a minimum of four percentage points gain when less than 70% are currently proficient; there will be two points gain when more than 70% are proficient.
- G3.** Algebra 1: We will maintain or demonstrate an increase in the percent proficient.
- G4.** Reading: By the year 2016 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient.
- G5.** Mathematics: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. When student proficiency is 90% or higher, proficiency will be maintained or improved.
- G6.** FSAA Levels 4-5-6-7: By the year 2016 there will be a minimum of two percentage points increase in student learning gains when less that 70% are demonstrating proficiency; one percentage point when more than 70% are demonstrating proficiency in Reading and Math.

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. Suspension Goals: By the year 2016 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%. 1a

 G072368

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- School level options will be utilized as much as possible.

Targeted Barriers to Achieving the Goal 3

- District has limited options for alternative education placement of chronically disruptive students.

G2. Science Goal FCAT 2.0: By the year 2016 there will be a minimum of four percentage points gain when less than 70% are currently proficient; there will be two points gain when more than 70% are proficient. 1a

 G072369

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G3. Algebra 1: We will maintain or demonstrate an increase in the percent proficient. 1a

 G072370

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

G4. Reading: By the year 2016 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient. 1a

G072371

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Reading - Asian	93.0
AMO Reading - White	90.0
AMO Reading - SWD	77.0
AMO Reading - ED	84.0
AMO Reading - African American	76.0

Resources Available to Support the Goal 2

- Students in Grades 6-8 will improve in math and reading using our TechActive Classroom equipment and materials. These classrooms are equipped with extra technology such as flat screen computer monitors, interactive computers for every six students, the ability to interact electronically with the active panels and a variety of other specialized materials and equipment as part of our district's STEM initiative.
- Students in Grades 3-5 have daily scheduled lab time using our ILS iReady to enhance reading achievement.
- Students in grades K-8 regroup by skill levels in reading. Grade 6-8 students who are at-risk have access to Achieve 3000 materials in their intensive reading classes.
- Resource teachers in reading and math provide extra instruction and support for struggling students in a small group setting. As a result of our school's BPIE, ESE middle school students are provided resource support in the mainstream setting.
- ESE resource teachers at grades 6-8 provide support to ESE students in the the general education classroom so that ESE students may access rigorous, high-quality curriculum. This access is provided for all students who take regular state assessments.
- At-risk students are monitored on a monthly basis by our reading specialists.
-

Targeted Barriers to Achieving the Goal 3

- Professional Development needed

Plan to Monitor Progress Toward G4. 8

FCAT

Person Responsible

Schedule

Evidence of Completion

Increase of students scoring 3 or higher on FCAT SCIENCE

G5. Mathematics: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. When student proficiency is 90% or higher, proficiency will be maintained or improved. 1a

G072372

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	
AMO Math - SWD	
AMO Math - White	
AMO Math - African American	

Resources Available to Support the Goal 2

- ILS iReady will be added to our computer lab time in grades K-8.
- ESE resource teachers are available in the mainstream classes of grade 6-8 ESE students so that these students may access the general education curriculum in math. This is per our school's BPIE process.
- Intensive math classes are offered in grade 6-8 and students are leveled to support struggling students on all teams.
- Before school Learning Lab is open to all students who wish to strengthen their math skills. With parent consent, Learning Lab is available during Specials for elementary students.

Targeted Barriers to Achieving the Goal 3

- Professional development needed.
-

Plan to Monitor Progress Toward G5. 8

Students' scores on unit tests will be used to progress monitor students in math.

Person Responsible

Nancy Dubin

Schedule

Evidence of Completion

Passing scores and teacher judgement. FSA 2015 Math testing.

G6. FSAA Levels 4-5-6-7: By the year 2016 there will be a minimum of two percentage points increase in student learning gains when less than 70% are demonstrating proficiency; one percentage point when more than 70% are demonstrating proficiency in Reading and Math. 1a

G072373

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	
FAA Mathematics Achievement	

Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G6. 8

Person Responsible

Schedule

Evidence of Completion

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. Suspension Goals: By the year 2016 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%. **1**

 G072368

G1.B1 District has limited options for alternative education placement of chronically disruptive students. **2**

 B188637

G1.B1.S1 School level options will be utilized as much as possible. **4**

 S200100

Strategy Rationale

Action Step 1 **5**

CMT study group


Person Responsible

Debbie Cohen

Schedule

Evidence of Completion

G1.B1.S2 Classroom Management Tips Study group 4

 S200101

Strategy Rationale

Action Step 1 5

Classroom Management Tips

Person Responsible

Debbie Cohen

Schedule

Evidence of Completion

G1.B1.S3 Classroom Practices Training will be offered 4

 S200102

Strategy Rationale

Action Step 1 5

Classroom Practices Training

Person Responsible

Elizabeth Zieminski


Schedule

Evidence of Completion


G4. Reading: By the year 2016 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient. 1

 G072371

G4.B1 Professional Development needed 2

 B188639

G4.B1.S1 Instructional grouping using i-Ready 4

 S200103

Strategy Rationale

Action Step 1 5

PD will by offered

Person Responsible

Sheryl Cutrona

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

G4.B1.S3 Data meetings for PLC's **4**

S200105

Strategy Rationale

Action Step 1 **5**

Teams meet by grade level every other week to discuss student data.

Person Responsible

Nancy Dubin

Schedule

On 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3 **6**

Person Responsible

Schedule

Evidence of Completion

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	CMT study group	Cohen, Debbie		one-time	
G1.B1.S2.A1	Classroom Management Tips	Cohen, Debbie		one-time	
G1.B1.S3.A1	Classroom Practices Training	Zieminski, Elizabeth		one-time	
G4.B1.S1.A1	PD will by offered	Cutrona, Sheryl		one-time	
G4.B1.S3.A1	Teams meet by grade level every other week to discuss student data.	Dubin, Nancy	8/25/2015		5/31/2016 one-time
G4.MA1	FCAT		Increase of students scoring 3 or	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			higher on FCAT SCIENCE		
G4.B1.S1.MA1	[no content entered]			one-time	
G4.B1.S3.MA1	[no content entered]			one-time	
G5.MA1	Students' scores on unit tests will be used to progress monitor students in math.	Dubin, Nancy	Passing scores and teacher judgement. FSA 2015 Math testing.	one-time	
G6.MA1	[no content entered]			one-time	

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. Suspension Goals: By the year 2016 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%.

G1.B1 District has limited options for alternative education placement of chronically disruptive students.

G1.B1.S2 Classroom Management Tips Study group

PD Opportunity 1

Classroom Management Tips

Facilitator

Participants

Schedule

G1.B1.S3 Classroom Practices Training will be offered

PD Opportunity 1

Classroom Practices Training

Facilitator

Participants

Schedule

G4. Reading: By the year 2016 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient.

G4.B1 Professional Development needed

G4.B1.S3 Data meetings for PLC's

PD Opportunity 1

Teams meet by grade level every other week to discuss student data.

Facilitator

Participants

Schedule

On 5/31/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	CMT study group	\$0.00
2	G1.B1.S2.A1	Classroom Management Tips	\$0.00
3	G1.B1.S3.A1	Classroom Practices Training	\$0.00
4	G4.B1.S1.A1	PD will by offered	\$0.00
5	G4.B1.S3.A1	Teams meet by grade level every other week to discuss student data.	\$0.00
			Total: \$0.00