Laurel Nokomis School

2018-19 Schoolwide Improvement Plan

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Laurel Nokomis School

1900 LAUREL RD E, Nokomis, FL 34275

www.sarasotacountyschools.net/laurelnokomis

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Laurel Nokomis School is, "Can do, work hard, get smart."

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 Standards and NGSSS. 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.

Provide the school's vision statement.

The vision of Laurel Nokomis School is to prepare our students to be life-long learners and independent, responsible citizens.

School Leadership Team

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

Name	Title
Wilson, Raymond	Principal
Cutrona, Sheryl	Instructional Coach
Dembinski, Shari	SAC Member
Parrish, Sue	Administrative Support
Oliver, Christine	Assistant Principal
Wasserman, Heather	Assistant Principal
Sirocchi, Eliana	Administrative Support
Brook, Lauren	Administrative Support
Petz, Heather	Administrative Support
Rasbury, Shannon	Teacher, K-12
Schramm, Dave	Teacher, K-12
Darby, Sean	Teacher, K-12
Smith, Pam	Teacher, K-12
Glass, Ashley	Teacher, K-12
Tweed, Christina	Teacher, K-12
Porvaznik, Susan	Teacher, K-12
Reiss, Joanne	Teacher, K-12
Schenke, Kim	Teacher, K-12
Fortune, Julie	Teacher, K-12
Delaney, Matt	Teacher, K-12
Williams, Jeanne	Teacher, K-12
Lynn, Kate	Teacher, K-12
Schlotterback, Lucinda	Teacher, K-12
Costigan, Kate	Administrative Support
Blaszczyk, Dawn	Teacher, K-12
O'Berry, Gabrielle	School Counselor
Reichman, Michael	School Counselor
King, Bethany	Administrative Support

Duties

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

Leadership Team meets weekly to share and discuss concerns, included but not limited to:
** MTSS
** District Initiatives
** Safety/Security
** Programming
** Student Achievement
** District Support
** Professional Development

Team Leaders and Department chairs meet once a month to share best practices as it relates to monitoring data and any implications for classroom instruction.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	12	15	9	18	9	13	11	24	31	0	0	0	0	142
One or more suspensions	3	8	3	8	9	6	16	16	11	0	0	0	0	80
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	28	16	12	14	18	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	0	1	3	8	18	29	38	29	0	0	0	0	130

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	2	0	0	4	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	2	0	0	8	1	0	0	0	0	0	0	0	0	11

Date this data was collected

Thursday 9/6/2018

Year 2016-17 - As Reported

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	
Attendance below 90 percent	19	8	5	6	8	14	21	21	25	0	0	0	0	127
One or more suspensions	1	3	2	5	11	11	11	20	13	0	0	0	0	77
Course failure in ELA or Math	0	3	0	4	7	14	1	7	6	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	13	9	8	1	8	6	0	0	0	0	45
Level 1 statewide Math assessment	0	0	0	21	11	9	2	10	5	0	0	0	0	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	5	3	4	4	5	3	9	5	0	0	0	0	47

Year 2016-17 - 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	
Attendance below 90 percent	19	8	5	6	8	14	21	21	25	0	0	0	0	127
One or more suspensions	1	3	2	5	11	11	11	20	13	0	0	0	0	77
Course failure in ELA or Math	0	3	0	4	7	14	1	7	6	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	13	9	8	1	8	6	0	0	0	0	45
Level 1 statewide Math assessment	0	0	0	21	11	9	2	10	5	0	0	0	0	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	5	3	4	4	5	3	9	5	0	0	0	0	47

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students performing at a Level 1 on Statewide assessments performed the lowest in 3rd/4th grade. Compared to last year, this does appear to be a trend. School-wide Trend areas of concern regarding FSA Strands: Integration of knowledge/ideas & Key Details for ELA; Operations/Alg Thinking/Fractions and Measurement/Data/Geometry for Elementary Math; and Functions/Expressions/Equations and Geometry for Middle School.

Which data component showed the greatest decline from prior year?

**Number of students with 2 or more indicators as part of the early warning report increased from 47 to 130. The increase could be related to additional risk factors. Further analysis indicates that 4th grade overall learning gains for ELA declined 21 points and 3rd grade overall learning gains for Math declined 22 points.

Which data component had the biggest gap when compared to the state average?

No data was below the state average.

Which data component showed the most improvement? Is this a trend?

The Middle School Math Acceleration increased from 53% to 79%.

Students obtaining a Level 3 Proficiency or above:
3rd Grade increased 4% points in Math.
5th Grade increased 8% points in reading and math, as well as 6% points in science.
6th Grade increased 3% (ELA) and 4% (Math)
7th Grade 1% points for reading and math increased 12% points.
8th Grade science increased 5% (Civics EOC was well above the district average of 62%; LNS was at 94%).

School-wide data shows a continued trend for previous years across all grade levels in both math and reading making positive trends for Level 3 proficiency and above.

The number of middle school students attending Summer School this past year decreased from 5 to 0.

Describe the actions or changes that led to the improvement in this area.

Middle School Math Acceleration: Summer Algebra Boot camp with ongoing tutoring support (AM/PM) throughout school year, extra enrichment math block for added support, and high parent involvement.

Resources: IXL (Reading, Math, Science 4-8), iReady, Ongoing Data Chats, implementation of Visible Learning components (Learning Intentions and Success Criteria).

Participation in professional development (math roundings, ELA roundings, iReady, VIsible Learning).

Strategic master scheduling- Double Fusion ELA block that includes back to back ELA/Reading.
Inclusion support for elementary with coteaching with general education and special education teachers.
Use of data to drive student placements and supports.

Classroom walk-throughs.

School Data
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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	78%	68%	60%	77%	67%	55%
ELA Learning Gains	65%	60%	57%	60%	57%	54%
ELA Lowest 25th Percentile	58%	55%	52%	50%	51%	49%
Math Achievement	83%	70%	61%	84%	68%	56%
Math Learning Gains	75%	64%	58%	79%	65%	54%
Math Lowest 25th Percentile	66%	59%	52%	69%	59%	48%
Science Achievement	73%	66%	57%	72%	63%	52%
Social Studies Achievement	94%	84%	77%	90%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	K	1	2	3	4	5	6	7	8	Total
	Grade Level (prior year reported)									**Total**
Attendance below 90 percent	12 (19)	15 (8)	9 (5)	18 (6)	9 (8)	13 (14)	11 (21)	24 (21)	31 (25)	142 (127)
One or more suspensions	3 (1)	8 (3)	3 (2)	8 (5)	9 (11)	6 (11)	16 (11)	16 (20)	11 (13)	80 (77)
Course failure in ELA or Math	0 (0)	0 (3)	0 (0)	0 (4)	0 (7)	0 (14)	0 (1)	0 (7)	0 (6)	0 (42)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (13)	28 (9)	16 (8)	12 (1)	14 (8)	18 (6)	113 (45)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	71%	68%	3%	57%	14%
	2017	72%	71%	1%	58%	14%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2018	68%	67%	1%	56%	12%
	2017	79%	69%	10%	56%	23%
Same Grade Comparison	-11%					
Cohort Comparison	-4%					
05	2018	74%	66%	8%	55%	19%
	2017	71%	66%	5%	53%	18%
Same Grade Comparison	3%					
Cohort Comparison	-5%					
06	2018	84%	63%	21%	52%	32%
	2017	81%	65%	16%	52%	29%
Same Grade Comparison	3%					
Cohort Comparison	13%					
07	2018	77%	62%	15%	51%	26%
	2017	75%	64%	11%	52%	23%
Same Grade Comparison	2%					
Cohort Comparison	-4%					
08	2018	77%	70%	7%	58%	19%
	2017	81%	65%	16%	55%	26%
Same Grade Comparison	-4%					
Cohort Comparison	2%					

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	72%	-4%	62%	6%
	2017	63%	71%	-8%	62%	1%
Same Grade Comparison	5%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	73%	71%	2%	62%	11%
	2017	81%	73%	8%	64%	17%
Same Grade Comparison		-8%				
Cohort Comparison		10%				
05	2018	80%	72%	8%	61%	19%
	2017	74%	70%	4%	57%	17%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
06	2018	89%	66%	23%	52%	37%
	2017	86%	66%	20%	51%	35%
Same Grade Comparison		3%				
Cohort Comparison		15%				
07	2018	86%	73%	13%	54%	32%
	2017	67%	54%	13%	53%	14%
Same Grade Comparison		19%				
Cohort Comparison		0%				
08	2018	64%	63%	1%	45%	19%
	2017	86%	75%	11%	46%	40%
Same Grade Comparison		-22%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	67%	7%	55%	19%
	2017					
Cohort Comparison						
08	2018	69%	62%	7%	50%	19%
	2017					
Cohort Comparison		69%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	100%	69%	31%	63%	37%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	80%	13%	71%	22%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	77%	23%	62%	38%
2017	98%	71%	27%	60%	38%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	71%	-71%	56%	-56%
2017	0%	70%	-70%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	46	62	60	52	63	55	52	62			
ELL	35	71	77	53	94	100					
ASN	86	60		86	93						
BLK	53			67							
HSP	70	60	40	80	72	61	64	92			
MUL	79	61		82	64		83				
WHT	79	66	60	83	75	67	73	93	77		
FRL	68	61	58	72	68	56	62	87	72		
2017 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 2015-16	C & C Accel 2015-16
SWD	27	55	54	40	56	56	19				
ELL	56	67		50	60						
ASN	90	59		85	80						
BLK	75	50		67	50						
HSP	71	75	69	70	67	63	57				
MUL	85	75		87	89		80				
WHT	78	71	64	81	72	62	69		53		
FRL	67	67	61	69	64	60	55		32		

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Interventions (Behavioral)
Rationale	A decline in behaviors, such as classroom disruption and disobedience/defiance can positively impact teaching and learning.
Intended Outcome	By the year 2019 there will be a reduction of suspensions from the previous year. LNS will reduce the percentage of suspensions to less than 10%.
Point Person	Kate Costigan (kate.costigan@sarasotacountyschools.net)

Action Step	
Description	Conduct monthly discipline data review and analysis for recommendations for PBIS Conduct weekly support staff meetings to discuss students of concerns and supports to be put in place (MTSS) Involve/Request district support Provide mentoring services for at risk students (Success Advocates) Engage parents with Improvement Plans Conduct Guidance Talks, restorative circles, etc. Implement school wide PBIS Employ Lightning Way core values (Dedicated, Prepared, Respectful, Appropriate, Prompt) Implement Civility Squad SRD conduct DARE classroom talks Issue Positive Recognition Referrals (exemplary behavior and academic improvement) Lightning Pride Reward (No grade below a "C", No discipline referrals, No more than 2 unexcused absences, must meet AR goal) Golden Spatula (Cafe Expectations) Refer students to mental health counselor for on site counseling/triage Refer students to outside agencies for mental health supports
Person Responsible	Kate Costigan (kate.costigan@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Monthly team leader meetings and discussion to review behavior trends, responses and interventions. Utilize District Dashboard data/SIS data (Attendance, Discipline- Suspension) TPS Data Referrals to Mental Health Counselor
Person Responsible	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Activity #2	
Title	Science Achievement
Rationale	To increase science level proficiency to meet expected outcomes.
Intended Outcome	By the year 2019, there will be a minimum of 73% proficiency on State Science Assessment (SSA). Achievement for Subgroups: HSP will be at least 68% proficiency SWD will be at least 56% proficiency FRL will be at least 64% proficiency
Point Person	Shannon Rasbury (shannon.rasbury@sarasotacountyschools.net)

Action Step	
Description	Attend Discovery Education Science Techbook training Implement and Monitor Common Assessments Conduct an item analysis of common assessment data to formulate small group instruction Collaborate with colleagues to develop lesson plans, utilize resource Provide Real-World experiences Incorporate Gizmos and Virtual Labs Utilize Virtual Reality Sets for instructional support Utilize Tech Active Classrooms and resources Incorporate IXL lessons (Fluency Building) Departmentalization (5th Grade) Tutoring provided during lunches, before and after school (additional support)
Person Responsible	Heather Wasserman (heather.wasserman@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Analyze monthly common assessments data Classroom Walk-throughs and Observations Team Leader Meetings Ongoing Feedback Lunch time support for struggling students
Person Responsible	Shannon Rasbury (shannon.rasbury@sarasotacountyschools.net)

Activity #3	
Title	Reading/ELA Achievement
Rationale	To increase reading level proficiency to meet expected outcomes.
Intended Outcome	By the year 2019, there will be at least 80% overall proficiency for FSA ELA; Achievement for Subgroups: HSP will be at least 72% proficiency SWD will be at least 50% proficiency FRL will be at least 72% proficiency ELL will be at least 40% proficiency
Point Person	Sheryl Cutrona (sheryl.cutrona@sarasotacountyschools.net)
Action Step	
Description	Utilize additional resources such as Ready Reading and Writing books to differentiate targeted instruction Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions Incorporate Visible Learning/High Expectations Teaching Strategies Utilize Vocabulary Workshop curriculum materials, robust pre-reading strategies/activities Maintain iReady "Strive for 45" Assign/monitor iReady Lessons ("AMP", Learning Progressions/Standards Mastery/ Flexible Grouping) Provide small group direct Instruction based on performance (Lowest quartile) Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students) Strategic inclusion models to support ESE students and lowest quartile Train teachers and incorporate Orton Gillingham strategies Schedule and implement SRA groups Assign individual Accelerated Reader goals and provide Incentive Program Use Reading Wonders curriculum and resources Employ Inclusion Co-Teaching Model Integrate iReady LAFS Trainings Teach and utilize Cornell Notes for content organization and comprehension Use of Graphic Organizers Implement Accelerated Reader and offer incentives for meeting successful reading goals.
Person Responsible	Sheryl Cutrona (sheryl.cutrona@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Monthly Data Chats w/teams to support collaborative instructional practices based on student performance Frequent Classroom Walk-Throughs and Observations Team Leader Meetings (i-Ready Reading Data, FSA, District Dashboard) Ongoing Feedback
Person Responsible	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Activity #4	
Title	Math Achievement
Rationale	To increase math level proficiency to meet expected outcomes.
Intended Outcome	Mathematics: By the year 2019, there will be at least 85% proficiency on FSA Math. Achievement for Subgroups: HSP will be at least 82% proficiency SWD will be at least 56% proficiency FRL will be at least 74% proficiency ELL will be at least 57% proficiency
Point Person	Dave Schramm (david.schramm@sarasotacountyschools.net)
Action Step	
Description	Utilize additional resources such as iReady Math Toolbox Collaborate with colleagues to develop lesson plans, utilize resources and develop targeted interventions Implement Visible Learning/High Expectations Teaching Strategies Create Critical Thinking/Int. Math Course Option Maintain iReady "Strive for 45" Assign/Monitor iReady Lessons (Learning Progressions/Standards Mastery/Flexible Grouping) Provide Direct Instruction (Lowest Quartile) for targeted small group instruction Utilize Math Nation (Alg. & Geo.) Utilize Khan Academy Utilize USA Test Prep Provide Ongoing Before and After School Tutoring Invite Level 3 students and Provide Algebra Summer Boot Camp Employ Inclusion/Co-Teaching Model Monitor and Sustain Math Acceleration percentages and success Integrate Go Math/Math Mentality Training Utilize Blackboard Learn Resources (Maximizing Math Mentality IFGs)
Person Responsible	Christine Oliver (christine.oliver@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Monthly Data Chats w/teams to support collaborative instructional practices based on student performance Classroom Walk-Throughs and Observations Team Leader Meetings (i-Ready Reading Data, FSA, District Dashboard) Ongoing Feedback iReady progress monitoring
Person Responsible	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Activity #5	
Title	FSAA Achievement
Rationale	To increase student academic performance on Access Points in ELA, MATH, SCI, & SS.
Intended Outcome	FSAA Levels 1-2-3-4: By the year 2019 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.
Point Person	Bethany King (bethany.king@sarasotacountyschools.net)
Action Step	
Description	Implement Unique Learning Systems Incorporate Speech Language Therapy services via Inclusion Model Incorporate Visual Supports Utilize CPALMS Utilize Access Weebly (https://accesstofls.weebly.com/) Incorporate Life Skills Real World Experiences (Field Trips, SMART Cafe) Utilize iReady (Reading/Math) Provide Mainstreaming opportunities
Person Responsible	Bethany King (bethany.king@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	IEP goals/objectives FSAA scores iReady Administrative walk-throughs and observations Ongoing feedback Data Analysis (Data chats)
Person Responsible	Bethany King (bethany.king@sarasotacountyschools.net)

Activity #6	
Title	Math Acceleration
Rationale	To grant opportunities for students to access high school credit courses.
Intended Outcome	By the end of the 2019 school year, student enrollment will maintain or increase by 2% in Algebra 1. Achievement for Subgroups: FRL will be at least 74% proficiency
Point Person	Dave Schramm (david.schramm@sarasotacountyschools.net)
Action Step	
Description	Develop placement rubrics and analysis of student data Closely analyze numerator/denominator in regards to students not enrolled Summer Algebra 1 Boot camp Before/After school tutoring Algebra Nation Khan Academy USA Test Prep Family Involvement Math Enrichment (Scheduling) Progress Monitoring Scheduling for increased number of Algebra 1 classes and teachers Vertical Alignment regarding accelerating students in younger grades
Person Responsible	Dave Schramm (david.schramm@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	USA Test Prep Standards Algebra Nation (Test Yourself/Topic Practice/Weekly Mini Assessments) Collaborative Planning Monitoring of students attending support Data chats with administration
Person Responsible	Dave Schramm (david.schramm@sarasotacountyschools.net)

Activity #7	
Title	Social Studies Achievement
Rationale	To increase social studies level proficiency to meet expected outcomes.
Intended Outcome	By the year 2019, there will be at least a 95% proficiency for Civics EOC. Achievement for Subgroup: SWD will be at least 66% proficiency
Point Person	Sean Darby (sean.darby@sarasotacountyschools.net)

Action Step	
Description	Utilize Document Based Questions (DBQ) Attend Patriot Plaza/Real World Field Trips Conduct Mock Elections/Debates Utilize/Monitor Common Assessments Utilize Scholastic Weekly Readers Attend and integrate Professional Development Employ Visible Learning/High Expectations Teaching strategies
Person Responsible	Sean Darby (sean.darby@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Common Assessment Results Benchmarks Data Chats Administrative Classroom Walk-Thoughs and Observation
Person Responsible	Sean Darby (sean.darby@sarasotacountyschools.net)

Activity #8	
Title	Lowest Quartile Achievement
Rationale	To increase lowest quartile level of proficiency and learning gains in ELA and Math to meet expected outcomes.
Intended Outcome	By the year 2019, learning gains will be at least 62% for lowest quartile students for FSA ELA; learning gains will be at least 66% for lowest quartile students for FSA Math.
Point Person	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Action Step	
Description	Schedule FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2) Provide Inclusion Support through Master Scheduling Utilize Learning Ally Create Center-based instruction Provide Mentoring & ongoing motivation strategies Incorporate and encourage Growth Mindset ideology Partner with the Laurel Civic Association for Enrichment support Maintain "iReady Strive for 45" Conduct ongoing data chats to support small group targeted instruction. Employ Visible Learning (LISC) and High Expertise Teaching Strategies (i.e., sticking with the student) Utilize IXL (Fluency building) Schedule Critical Thinking class to provide Tier 2/3 extra support Provide Before/After school tutoring Integrate Accountable Talk to increase visible learning and meta-cognitive skills Provide feedback through the use of rubrics, check lists, etc. Provide Real-world activities/Field trips Educate students/parents and assist with Grade Portal Access Conduct Grade Conferencing/Monitoring student grades Assign and schedule APEX (as needed)
Person Responsible	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	iReady Progress Monitoring Digital MTSS (Data Monitoring) FSA Data/Strands Grades Team Leader Meetings Support Staff Meetings Administrative Classroom walk-throughs and observations
Person Responsible	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Activity #9	
Title	ELL Achievement
Rationale	To increase ELL level of proficiency and learning gains in ELA and Math to meet expected outcomes.
Intended Outcome	By the year 2019, there will be at least 40% proficiency among ELL students on FSA ELA.
Point Person	Laura Wardlaw (laura.wardlaw@sarasotacountyschools.net)

Action Step	
Description	Incorporate ESL Reading Smart (Middle School) Incorporate Imagine Language plus Literacy (Elementary) Schedule FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2) Provide Inclusion Support through Master Scheduling Utilize Learning Ally Create Center-based instruction Provide Mentoring & ongoing motivation strategies Incorporate and encourage Growth Mindset ideology Partner with the Laurel Civic Association for Enrichment support Maintain "iReady Strive for 45" Conduct ongoing data chats Employ Visible Learning (LISC) and High Expertise Teaching Strategies Utilize IXL (Fluency building) Schedule Critical Thinking class Provide Before/After school tutoring Integrate Accountable Talk Provide Real-world activities/Field trips Educate students/parents and assist with Grade Portal Access Conduct Grade Conferencing/Monitoring Assign and schedule APEX (as needed) Push-In Academic Support (Teacher & Paraprofessional)
Person Responsible	Laura Wardlaw (laura.wardlaw@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	iReady Progress Monitoring Digital MTSS (Data Monitoring) FSA Data/Strands WIDA Testing IPT Placement Grades Team Leader Meetings Support Staff Meetings Administrative Classroom walk-throughs and observations
Person Responsible	Laura Wardlaw (laura.wardlaw@sarasotacountyschools.net)

Activity #10	
Title	College/Career Readiness
Rationale	To increase awareness and exposure to career clusters.
Intended Outcome	By the end of the 8th grade year, students will have explored at least 100 careers via online curriculum.
Point Person	Cory Hutchinson (cory.hutchinson@sarasotacountyschools.net)
Action Step	
Description	Access and explore weekly career curriculum through Naviance. Utilize Career Advisor and teachers to help students create personal portfolio. Participate in career oriented field trips (Ringling, CTE) Engage in Career discussions Schedule guest speakers (Activate Your Future!) Partner with community organizations Participate in annual Junior Achievement (8th grade only) Attend monthly professional development Collaborate with other career advisors Weekly emails
Person Responsible	Cory Hutchinson (cory.hutchinson@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Completion Reports of Naviance Curriculum Make-up lessons support Weekly meetings/updates with admin District feedback
Person Responsible	Heather Wasserman (heather.wasserman@sarasotacountyschools.net)

Activity #11	
Title	SWD Achievement
Rationale	Increase the levels of proficiency in FSA ELA and learning gains in both FSA ELA and Math.
Intended Outcome	To close the achievement gap by increasing the proficiency on ELA from 47% to 51%; ELA learning gains from 62% to 66%; Math learning gains 65% to 69%.
Point Person	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Action Step	
Description	Growth Mindset culture Employ Visible Learning (LISC) and High Expertise Teaching Strategies (i.e., sticking with the student) Provide Inclusion Support through Master Scheduling Utilize Learning Ally Create Center-based instruction Provide Mentoring & ongoing motivation strategies Incorporate and encourage Growth Mindset ideology Partner with the Laurel Civic Association for Enrichment support Maintain "iReady Strive for 45" Conduct ongoing data chats to support small group targeted instruction. Utilize IXL (Fluency building) Schedule Critical Thinking class to provide Tier 2/3 extra support Provide Before/After school tutoring Integrate Accountable Talk to increase visible learning and meta-cognitive skills Provide feedback through the use of rubrics, check lists, etc. Provide Real-world activities/Field trips Educate students/parents and assist with Grade Portal Access Conduct Grade Conferencing/Monitoring student grades Assign and schedule APEX (as needed)
Person Responsible	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	Student grade reports High Expectations Teaching Strategies iReady Data Chats w/students iReady Progress Monitoring Digital MTSS (Data Monitoring) FSA Data/Strands Team Leader Meetings

Support Staff Meetings
Administrative Classroom walk-throughs and observations

Person Responsible   Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/a

> **PFEP Link**
> The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

N/a

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

N/a

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.

N/a

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

N/a

Part V: Budget

Total:	$28,477.82