Gulf Gate Elementary School

2018-19 Schoolwide Improvement Plan

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Gulf Gate Elementary School

6500 S LOCKWOOD RIDGE RD, Sarasota, FL 34231

www.sarasotacountyschools.net/gulfgate

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)
Elementary School PK-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	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 Gulf Gate School is to develop in all students their maximum potential by utilizing quality staff, supportive, involved parents, and a community geared toward helping students do their best today for a better tomorrow.

Provide the school's vision statement.

The students at Gulf Gate School will become life-long learners, able to make decisions, solve problems, and lead healthful, responsible, productive lives.

School Leadership Team

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

Name	Title
Magac, Robin	Principal
Michalojko, Leigh	Assistant Principal
Lacy, Deborah	Teacher, K-12
McKenzie, Rebecca	Teacher, K-12
Eissler, Erin	Teacher, K-12
Umstead, Tasha	Teacher, K-12
Kreger, Teresa	Teacher, K-12
Peek, Nikole	Teacher, K-12
Yoder, Michelle	Teacher, PreK
Morey, Teresa	School Counselor
Evers, Paul	Teacher, K-12
Seul, Margaret	Teacher, ESE

Duties

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

The teacher members of the School Leadership Team (SLT) are chosen each year by the members of each grade level team. They are instrumental in communicating pertinent information to and from their grade level teams. All team members have a voice and are able to provide feedback and take part in the decision making process. The SLT meets at least once a month to discuss curriculum, school/district resources, PBS, district initiatives and school activities. They are responsible for disseminating curriculum information as well as any additional information shared at the meetings. The additional members of the team consist of the administration, guidance counselor, ESE Liaison. These members provide a global vision of campus wide issues, as well as convey District information and/or bring initiatives to the forefront.

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	17	11	14	18	17	10	0	0	0	0	0	0	0	87
One or more suspensions	1	2	0	0	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	5	0	1	0	1	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	15	15	20	0	0	0	0	0	0	0	50

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	0	0	0	3	6	2	0	0	0	0	0	0	0	11

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	7	2	4	1	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 9/21/2018

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	11	13	15	11	8	9	0	0	0	0	0	0	0	67
One or more suspensions	8	0	0	0	1	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	23	16	17	0	0	0	0	0	0	0	56

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	11	13	15	11	8	9	0	0	0	0	0	0	0	67
One or more suspensions	8	0	0	0	1	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	23	16	17	0	0	0	0	0	0	0	56

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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?

Overall, the students considered to be bottom quartile last year performed the lowest (in ELA and Math). This is a trend throughout all subgroups when analyzing the learning gains of the students who are part of the lowest 25%. When looking at each subgroup individually, students with disabilities performed the lowest overall in each of the school grade components with Science being the lowest (32%). It is also important to note there was a significant decline in the white subgroup making learning gains in ELA in comparison to the previous year.

Which data component showed the greatest decline from prior year?

When looking at overall achievement, the data component that showed the greatest declines from the prior year are Science, ELA learning gains, and ELA lowest 25%. All of these components had a 6% point decrease from the previous year. In Mathematics, the overall achievement and students in the bottom quartile showed a 5% point decline from the prior year. In looking at the subgroup data, the ESE population had a significant decline in ELA learning gains (16% point decrease from the prior year) and students identified as being in the bottom quartile of that subgroup also had a significant decline in ELA Learning Gains (26% point decrease from the prior year).

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

In comparison to the state average the ELA bottom quartile subgroup had the biggest gap (a difference of two percentage points). The rest of the subgroups were above the state average, with ELA overall achievement being the highest (16 percentage points higher than the state average).

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

The school grade components by subgroup, in comparison with the prior year data, showed that the ELL population made gains in every area of ELA, with a significant increase in ELA learning gains (a 15%

point increase). In addition, the Hispanic population, in comparison to last year's data, also had an increase in all ELA categories with ELA learning gains of the bottom quartile being the highest (a 15% point increase).

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

The ESOL team has a comprehensive program to support ELL students. They work in collaboration with the grade level teachers to ensure their instruction supports what the student are learning (working on) in the classroom. A great deal of time is spent on vocabulary, blending work, picture cards, and finding text evidence on passages that range in complexity based on the need of the student. There is a vast amount of modeling and discussion that takes place in small groups. Subsequently, i-Ready Diagnostic and instructional results are utilized and resources are pulled from the teacher's toolbox to support students' areas of need. The ESOL liaison has a reward system for both students who are currently in the ESOL program and those who have exited the ESOL program. After reading so many books, the students earn medals. This has proven to be a worthwhile incentive for the students to build reading stamina. All ESOL students have Bilingual Dictionary's.

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	72%	66%	56%	67%	65%	52%
ELA Learning Gains	60%	57%	55%	50%	54%	52%
ELA Lowest 25th Percentile	46%	46%	48%	51%	49%	46%
Math Achievement	70%	72%	62%	74%	70%	58%
Math Learning Gains	62%	63%	59%	66%	66%	58%
Math Lowest 25th Percentile	50%	51%	47%	54%	50%	46%
Science Achievement	62%	66%	55%	51%	64%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (11)	11 (13)	14 (15)	18 (11)	17 (8)	10 (9)	87 (67)
One or more suspensions	1 (8)	2 (0)	0 (0)	0 (0)	1 (1)	1 (3)	5 (12)
Course failure in ELA or Math	0 (0)	5 (0)	0 (0)	1 (2)	0 (1)	1 (0)	7 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (23)	15 (16)	20 (17)	50 (56)

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	73%	68%	5%	57%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	73%	71%	2%	58%	15%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	71%	67%	4%	56%	15%
	2017	72%	69%	3%	56%	16%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
05	2018	69%	66%	3%	55%	14%
	2017	74%	66%	8%	53%	21%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	72%	-4%	62%	6%
	2017	66%	71%	-5%	62%	4%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	69%	71%	-2%	62%	7%
	2017	75%	73%	2%	64%	11%
Same Grade Comparison		-6%				
Cohort Comparison		3%				
05	2018	70%	72%	-2%	61%	9%
	2017	77%	70%	7%	57%	20%
Same Grade Comparison		-7%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	63%	67%	-4%	55%	8%
	2017					
Cohort Comparison						

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	41	44	33	42	49	48	32				
ELL	46	65	57	52	78	60					
HSP	59	62	54	59	62	55	52				

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
MUL	75			67							
WHT	75	58	39	73	63	50	65				
FRL	63	57	47	62	59	50	51				
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	43	60	59	49	50	52	31				
ELL	44	50	54	58	65						
ASN	80			80							
BLK	73			82							
HSP	57	54	39	63	67	60	41				
MUL	70			80							
WHT	80	70	57	77	63	52	72				
FRL	65	58	44	67	62	56	60				

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	The lowest quartile students will make learning gains in FSA ELA
Rationale	Meet with instructional staff to analyze grade level data utilizing the District Dashboard and i-Ready ELA Diagnostic data. Determine the areas of weakness for the bottom quartile and how to best support them so they can make learning gains.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	District PLCs next steps in using i-Ready Data to create instructional groups Bottom Quartile report groups have been created and are monitored in i-Ready Reading Recovery teacher to support early intervention of struggling readers Reading Recovery teacher providing modules for K-2 to provide strategies to support early literacy Mentoring Program for students in lowest quartile utilizing all Gulf Gate staff Departmentalizing in 3rd, 4th and 5th Grade Student Conferencing days SWST assistance Focus on Growth Mindset vs. Fixed Mindset research Intervention time built into schedule Grades K-5 (i-Ready Lab Monitors hired so teachers can have intervention time)
Person Responsible	Robin Magac (robin.magac@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Bottom quartile report groups in i-Ready Reading Standards Mastery assessment results in i-Ready Reading Student work samples and classroom formative and summative assessments in ELA Focused PLCs on bottom quartile data Student conference notes SWST notes/data
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #2	
Title	The lowest quartile students will make learning gains in FSA Math
Rationale	Meet with instructional staff to analyze grade level data utilizing the District Dashboard and i-Ready Math Diagnostic data. Determine the areas of weakness for the bottom quartile and how to best support them so they can make learning gains.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	District PLCs next steps in using i-Ready Data to create instructional groups Bottom Quartile report groups have been created and are monitored in i-Ready IXL Math was purchased for grades K-5 Mentoring Program for students in lowest quartile utilizing all Gulf Gate staff Departmentalizing in 3rd, 4th and 5th Grade Student Conferencing Focus on Growth Mindset vs. Fixed Mindset research SWST assistance Intervention time built into schedule Grades K-5 (i-Ready Lab Monitors hired so teachers can have intervention time)
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Bottom quartile report groups in i-Ready Math Standards Mastery assessment results in i-Ready Math Student work samples and classroom formative and summative assessments in Mathematics Focused PLCs on bottom quartile data SWST notes/data
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #3	
Title	All students will make learning gains in FSA ELA
Rationale	Meet with 3rd, 4th, and 5th grade teams and determine that specific scale score needed for each student to make a year's growth in FSA ELA. Determine strengths and weakness of students and find ways to close the gap where there are skill deficits.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	Teachers in grades 4 and 5 will understand the specific scale score need for their students to make a year's growth Daily flexible intervention groups targeting specific skills based on student data Analyzing gains in i-Ready comparing Diagnostic data and instructional paths Half day subs to conference with students and set goals
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	i-Ready ELA instructional and diagnostic data comparison (AP1 to AP2) Teacher intervention group data PLC notes
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #4	
Title	Overall ELA FSA achievement will increase
Rationale	Look at school-wide data with grade level teams. Data shows that 72% of students across grade levels 3,4,5 are considered proficient on the FSA ELA. Determine ways to support overall achievement in ELA.
Intended Outcome	There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	District PD on using effective reading strategies to support the ELA block for teachers in grades 3,4,5 Curriculum Associates LAFS book were purchased in grades 3, 4 and 5 IXL ELA was purchased for grades K-5 Standards Mastery assessments in Grades 3,4,5 and 2 in January Departmentalizing in grades 3,4,5 to capitalize on teacher expertise in that subject area Starfall purchased for the Kindergarten team to support early readers Time for Kids purchased aligning with the Florida Reading standards for informational text, foundational text, as well as listening and speaking
Person Responsible	Robin Magac (robin.magac@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Observations of ELA block Student data and work samples Monitoring of IXL data i-Ready standards mastery results and monitoring of instructional path
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #5	
Title	Overall Math FSA achievement will increase
Rationale	Look at school-wide data with grade level teams. Data shows that 70% of students across grade levels 3,4,5 are considered proficient on the FSA Math. Determine ways to support overall achievement in Mathematics.
Intended Outcome	There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency across levels 3, 4, and 5.
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	Use of the District GPS system for math resources Standards Mastery assessments in Grades 3,4,5 and 2 in January Curriculum Associates MAFS book were purchased in grades 3, 4 and 5 IXL Math was purchased for grades K-5 Departmentalizing in grades 3,4,5 to capitalize on teacher expertise in that subject area
Person Responsible	Robin Magac (robin.magac@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Observations of Math block Student data and work samples Monitoring of IXL data i-Ready standards mastery results and monitoring of instructional path
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #6	
Title	All students will make learning gains in FSA Math
Rationale	Meet with 3rd, 4th, and 5th grade teams and determine that specific scale score needed for each student to make a year's growth in FSA Math. Determine strengths and weakness of students and find ways to close the gap where there are skill deficits.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	Teachers in grades 4 and 5 will understand the specific scale score need for their students to make a year's growth. Daily flexible intervention groups targeting specific skills based on student data Analyzing gains in i-Ready comparing Diagnostic data and instructional paths Half day subs for individual student conferences
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	i-Ready Math instructional and diagnostic data comparison (AP1 to AP2) Teacher intervention group data PLC notes
Person Responsible	Robin Magac (robin.magac@sarasotacountyschools.net)

Activity #7	
Title	Students will make proficent gains in Science FCAT 2.0
Rationale	Overall Science achievement on the F-CAT 2.0 dropped two percentage points. Mainly all of the subgroups showed a decline from the previous year, expect for students with disabilities (up one percentage point) and the Hispanic population (up seven percentage points). Meet with all grade level teams to determine ways to incorporate Science into the ELA block.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.
Point Person	[no one identified]
Action Step	
Description	District Program Specialist invited to attend grade level PLCs Science is on the specials' wheel Integration of Science into other areas of the curriculum Use of District resources for Science (IFGs) Purchased Vocabulary in Science for our Science lab Purchased Science based magazines for K-5 (National Geographic, Scholastic Science Spin and Story-time) ESE teachers attend grade level PLCs and training provided by district program specialist to hep increase Science achievement for students with disabilities Resource students are in the general education classroom for more time based on student need and IEP goals
Person Responsible	Robin Magac (robin.magac@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	PLC notes Observations of Science blocks District Science Assessments Student work samples
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #8	
Title	Increase student attendance across all grade levels
Rationale	Meet with teachers at school-wide support to discuss students with chronic absences. We had an increase from the previous year in the number of students whose attendance was below 90% in all grade levels, determine interventions for those students who are chronically absent.
Intended Outcome	By the year 2019, there will be a reduction of students considered chronically absent by 10%
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	SWST attendance assistance Used internal funds to purchase an attendance monitor Attendance trophies are given monthly to classes with the least amount of students absent Students with perfect attendance eat on the stage each month for a special lunch
Person Responsible	Teresa Morey (teresa.morey@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Reports provided by our attendance monitor SWST attendance intervention data
Person Responsible	Sally Francisco (sally.francisco@sarasotacountyschools.net)

Activity #9	
Title	Maintain or Decrease the number of Suspensions across all grade levels
Rationale	Suspension data shows that we have decreased in the number of suspensions from the prior year. We would like to maintain and or decrease the number of suspensions this current year.
Intended Outcome	By the year 2019, there will be a reduction and/or we will maintain the number of suspensions from the previous year.
Point Person	Teresa Morey (teresa.morey@sarasotacountyschools.net)

Action Step	
Description	PBIS strategies utilized in the classroom Use of the Civility Squad to emphasize the ten principals of civility Restorative Strategies in the classrooms CHAMPS SWST/CARE meeting each week to provides strategies for behaviors Use of Mental Health Counselor Weekly PLC meetings
Person Responsible	Teresa Morey (teresa.morey@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	SWST/CARE notes School-wide behavior data will be reviewed monthly PLC notes PBIS meeting notes
Person Responsible	Robin Magac (robin.magac@sarasotacountyschools.net)

Activity #10	
Title	Social Studies awareness for Grades K-5
Rationale	Meet with grade level teams, discuss the importance of students being college and career ready and being productive citizens who encompass the principles of civility.
Intended Outcome	100% of students and staff will participate in PBIS and understand the principals of civility through use of the civility squad and corresponding lessons.
Point Person	Teresa Morey (teresa.morey@sarasotacountyschools.net)
Action Step	
Description	Career Day in 5th Grade Civility Squad Training PBIS Discussion in monthly PLCs Weekly Counselor Puppet Show on he school-wide morning news program/emphasis on character traits
Person Responsible	Teresa Morey (teresa.morey@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	PBIS noes PLC notes Decrease of Student Referrals
Person Responsible	Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Activity #11	
Title	Students with Disabilities will increase overall achievement on the FSA ELA
Rationale	Meet with ESE Liaison and respective grade level teams to determine the next steps for our students with disabilities to raise overall ELA achievement.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase in the number of students with disabilities demonstrating proficiency on the FSA ELA
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	Instead of daily serves on the IEP for resources students, verbiage changed to weekly to help keep resource students in their classroom if the teachers feel it would benefit them (case by case basis) Make resource room more fluid- using the full time rooms as resource rooms too-it's more flexible Combination of push-in and pull out based on student need More support in the full time room (floater aid spending more time to pull academic groups-small group instruction) Using i-Ready Reading for IEP present levels and goal generation
Person Responsible	Margaret Seul (margaret.seul@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Quarterly Progress Reports Student work samples i-Ready Data Collaboration with SWST team if needed All ESE teachers attend PLC meetings with respective grade level teams District trainings Running Record training
Person Responsible	Margaret Seul (margaret.seul@sarasotacountyschools.net)

Activity #12	
Title	Students with Disabilities will increase overall achievement on the FSA Math
Rationale	Meet with ESE Liaison and respective grade level teams to determine the next steps for our students with disabilities to raise overall Math achievement.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase in the number of students with disabilities demonstrating proficiency on the FSA Math
Point Person	Robin Magac (robin.magac@sarasotacountyschools.net)
Action Step	
Description	Instead of daily serves on the IEP for resources students, verbiage changed to weekly to help keep resource students in their classroom if the teachers feel it would benefit them (case by case basis) Make resource room more fluid- using the full time rooms as resource rooms too-it's more flexible Combination of push-in and pull out based on student need More support in the full time room (floater aid spending more time to pull academic groups-small group instruction) Using i-Ready Math for IEP present levels and goal generation
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Quarterly Progress Reports Student work samples i-Ready Data Collaboration with SWST team if needed All ESE teachers attend PLC meetings with respective grade level teams District trainings
Person Responsible	Margaret Seul (margaret.seul@sarasotacountyschools.net)

Part V: Budget

Total:	**$47,459.33**