

Sarasota County Schools

Laurel Nokomis School



2019-20 Schoolwide Improvement Plan

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Laurel Nokomis School

1900 LAUREL RD E, Nokomis, FL 34275

www.sarasotacountyschools.net/laurelnokomis

Demographics

Principal: Raymond Wilson

Start Date for this Principal: 5/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (75%) 2016-17: A (69%) 2015-16: A (69%) 2014-15: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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 college and career ready, 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	Job Duties and Responsibilities
Wilson, Raymond	Principal	
Cutrona, Sheryl	Instructional Coach	
Parrish, Sue	Administrative Support	
Oliver, Christine	Assistant Principal	
Wasserman, Heather	Assistant Principal	
Sirocchi, Eliana	Administrative Support	
Brook, Lauren	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	
Porvaznik, Susan	Teacher, K-12	
Reiss, Joanne	Teacher, K-12	
Fortune, Julie	Teacher, K-12	
Delaney, Matt	Teacher, K-12	
Schlotterback, Lucinda	Teacher, K-12	
Costigan, Kate	Administrative Support	
O'Berry, Gabrielle	School Counselor	
Reichman, Michael	School Counselor	
Lasorso, Rose	Teacher, K-12	Team Leader, Grade 2
Miller, Susan	Teacher, K-12	Team Leader, Grade 5
Ipe, Robin	Teacher, K-12	Team Leader, Grade 6
Lindquist, Greg	Teacher, K-12	Team Leader, Grade 7
Warm, Darlene	Teacher, K-12	Team Leader, Grade 8
McGinnity, Sue	Teacher, ESE	Behavior Specialist, ASD
Kennedy, Betsy	Teacher, ESE	Team Leader, ESE/ASD

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	108	108	130	125	135	144	144	176	0	0	0	0	1169
Attendance below 90 percent	3	15	8	12	7	14	10	11	19	0	0	0	0	99
One or more suspensions	0	1	3	6	12	4	13	14	17	0	0	0	0	70
Course failure in ELA or Math	0	1	0	4	0	0	0	0	1	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	4	14	33	27	16	17	0	0	0	0	111

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	1	2	2	4	12	6	6	12	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	1	0	4	0	0	0	0	1	0	0	0	6
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

91

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	67%	61%	78%	69%	57%
ELA Learning Gains	59%	60%	59%	71%	62%	57%
ELA Lowest 25th Percentile	45%	52%	54%	65%	58%	51%
Math Achievement	80%	70%	62%	80%	68%	58%
Math Learning Gains	71%	65%	59%	72%	64%	56%
Math Lowest 25th Percentile	59%	55%	52%	63%	57%	50%
Science Achievement	69%	63%	56%	69%	58%	53%
Social Studies Achievement	97%	88%	78%	0%	85%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	99 (0)	108 (0)	108 (0)	130 (0)	125 (0)	135 (0)	144 (0)	144 (0)	176 (0)	1169 (0)
Attendance below 90 percent	3 (12)	15 (15)	8 (9)	12 (18)	7 (9)	14 (13)	10 (11)	11 (24)	19 (31)	99 (142)
One or more suspensions	0 (3)	1 (8)	3 (3)	6 (8)	12 (9)	4 (6)	13 (16)	14 (16)	17 (11)	70 (80)
Course failure in ELA or Math	0 (0)	1 (0)	0 (0)	4 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	6 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (25)	14 (28)	33 (16)	27 (12)	16 (14)	17 (18)	111 (113)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	70%	8%	58%	20%
	2018	71%	68%	3%	57%	14%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	58%	67%	-9%	58%	0%
	2018	68%	67%	1%	56%	12%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				
05	2019	71%	68%	3%	56%	15%
	2018	74%	66%	8%	55%	19%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
06	2019	69%	63%	6%	54%	15%
	2018	84%	63%	21%	52%	32%
Same Grade Comparison		-15%				
Cohort Comparison		-5%				
07	2019	73%	64%	9%	52%	21%
	2018	77%	62%	15%	51%	26%
Same Grade Comparison		-4%				
Cohort Comparison		-11%				
08	2019	70%	66%	4%	56%	14%
	2018	77%	70%	7%	58%	19%
Same Grade Comparison		-7%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	73%	3%	62%	14%
	2018	68%	72%	-4%	62%	6%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	61%	72%	-11%	64%	-3%
	2018	73%	71%	2%	62%	11%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				
05	2019	69%	70%	-1%	60%	9%
	2018	80%	72%	8%	61%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-11%				
Cohort Comparison		-4%				
06	2019	82%	67%	15%	55%	27%
	2018	89%	66%	23%	52%	37%
Same Grade Comparison		-7%				
Cohort Comparison		2%				
07	2019	89%	73%	16%	54%	35%
	2018	86%	73%	13%	54%	32%
Same Grade Comparison		3%				
Cohort Comparison		0%				
08	2019	80%	65%	15%	46%	34%
	2018	64%	63%	1%	45%	19%
Same Grade Comparison		16%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	65%	-4%	53%	8%
	2018	74%	67%	7%	55%	19%
Same Grade Comparison		-13%				
Cohort Comparison						
08	2019	74%	62%	12%	48%	26%
	2018	69%	62%	7%	50%	19%
Same Grade Comparison		5%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	85%	10%	71%	24%
2018	93%	80%	13%	71%	22%
Compare		2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	73%	25%	61%	37%
2018	100%	77%	23%	62%	38%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	0%	71%	-71%	56%	-56%
Compare		100%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	46	43	54	57	48	44	95	20		
ELL	47	56	56	67	76	67	36				
ASN	76	56		88	78						
BLK	67	54		67	62						
HSP	66	59	54	77	73	50	69	87	85		
MUL	72	65	50	83	85	80	76		90		
WHT	71	59	41	80	70	57	69	98	79		
FRL	61	54	48	69	70	60	46	95	61		
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				

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
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		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

4th Grade ELA (58% proficient) - A closer look at the data suggest that teachers had a heavier focus on DOK 1 type activities. Reading instruction was restructured to encourage a greater focus on standards mastery and less reliance on supplementary reading programs. In addition, we departmentalized for the first time with 4th grade.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

6th Grade ELA proficiency declined from 84% to 69% - Teachers in 6th grade experienced a dynamic in which students with severe needs and support were integrated into mainstream classrooms. There were many issues related to social-emotional needs of students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th Grade Math (State Average 64%, LNS 61%) - A closer look at the data suggest that teachers had a heavier focus on DOK 1 type activities. Math instruction was restructured to encourage a greater focus on standards mastery and less reliance on supplementary math programs. In addition, we departmentalized for the first time with 4th grade.

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

3rd Grade ELA (71% to 78% proficient) - We implemented individualized reading support such as Orton-Gillingham, ESE resource teacher supported small group instruction, utilized inclusion model, and increased strategies to enhance writing, and ongoing progress monitoring and feedback.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

There are currently 33 students in grade 5 that scored a level 1 on the state assessment for math, approximately 50 students scored a level 1 or level 2 on FSA ELA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 4th Grade ELA
2. 5th Grade ELA
3. 6th Grade ELA
4. Improve attendance
5. Decrease discipline referrals

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	4th Grade ELA
Rationale	To increase reading level proficiency to meet expected outcomes.
State the measurable outcome the school plans to achieve	By the year 2020, there will be at least a 4% increase from 58% to 62% overall proficiency for FSA ELA;
Person responsible for monitoring outcome	Joanne Reiss (joanne.reiss@sarasotacountyschools.net)
Evidence-based Strategy	<p>Departmentalization</p> <p>Utilize additional resources such as Ready Reading and Writing books to differentiate targeted instruction</p> <p>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions</p> <p>Incorporate VL/HET Strategies focused</p> <p>Utilize Vocabulary Workshop curriculum materials, robust pre-reading strategies/activities</p> <p>Maintain iReady "Strive for 45"</p> <p>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping)</p> <p>Provide small group direct Instruction based on performance (Lowest quartile)</p> <p>Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students)</p> <p>Strategic inclusion models to support ESE students and lowest quartile</p> <p>Orton Gillingham</p> <p>Schedule and implement SRA groups for intervention</p> <p>Assign individual Accelerated Reader goals and provide Incentive Program</p> <p>Use Reading Wonders curriculum and resources</p> <p>Employ Inclusion Co-Teaching Model</p> <p>Integrate iReady LAFS Trainings</p> <p>Teach and utilize Cornell Notes for content organization and comprehension</p> <p>Use of Graphic Organizers</p> <p>Implement Accelerated Reader and offer incentives for meeting successful reading goals.</p> <p>Departmentalization: allow for teachers to have greater focus on core subject strengths</p> <p>Utilize additional resources such as READY Reading and Writing books to differentiate targeted instruction</p> <p>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions</p>
Rationale for Evidence-based Strategy	<p>Incorporate Visible Learning/High Expectations Teaching Strategies: "This is hard work and we will not give up on any student"</p> <p>Maintain iReady "Strive for 45": Curriculum Associates research-based recommendation for adequate growth</p> <p>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping): progress monitoring</p> <p>Small group direct Instruction based on performance (Lowest quartile): on-going interventions</p>

Strategic inclusion models to support ESE students and lowest quartile
SRA for decoding
Assign individual Accelerated Reader goals and provide Incentive Program
Use Reading Wonders curriculum and resources
Employ Inclusion Co-Teaching Model
Integrate iReady LAFS Trainings
TOP Score Writing program

Action Step

Description

1. Professional development scheduled and offered
2. iReady LAFS provided to all teachers and students
3. TOP Score
4. CPT's (discussion of student data, and departmentalization planning and design)
5. Informal observation & walk-throughs

Person Responsible

Joanne Reiss (joanne.reiss@sarasotacountyschools.net)

#2	
Title	5th Grade ELA
Rationale	To increase reading level proficiency to meet expected outcomes.
State the measurable outcome the school plans to achieve	By the year 2020, there will be at least 4% increase from 69% to 73% overall proficiency for FSA ELA;
Person responsible for monitoring outcome	Susan Miller (susan.miller@sarasotacounty schools.net)
Evidence-based Strategy	<p>Departmentalization</p> <p>Utilize additional resources such as Ready Reading and Writing books to differentiate targeted instruction</p> <p>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions</p> <p>Incorporate Visible Learning/High Expectations Teaching Strategies</p> <p>Utilize Vocabulary Workshop curriculum materials, robust pre-reading strategies/activities</p> <p>Maintain iReady "Strive for 45"</p> <p>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping)</p> <p>Provide small group direct Instruction based on performance (Lowest quartile)</p> <p>Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students)</p> <p>Strategic inclusion models to support ESE students and lowest quartile</p> <p>Train teachers and incorporate Orton Gillingham strategies</p> <p>Schedule and implement SRA groups</p> <p>Assign individual Accelerated Reader goals and provide Incentive Program</p> <p>Use Reading Wonders curriculum and resources</p> <p>Employ Inclusion Co-Teaching Model</p> <p>Integrate iReady LAFS Trainings</p> <p>Teach and utilize Cornell Notes for content organization and comprehension</p> <p>Use of Graphic Organizers</p> <p>Implement Accelerated Reader and offer incentives for meeting successful reading goals.</p> <p>Departmentalization: allow for teachers to have greater focus on core subject strengths</p> <p>Utilize additional resources such as READY Reading and Writing books to differentiate targeted instruction</p> <p>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions</p> <p>Incorporate Visible Learning/High Expectations Teaching Strategies: "This is hard work and we will not give up on any student"</p> <p>Maintain iReady "Strive for 45": Curriculum Associates research-based recommendation for adequate growth</p> <p>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping): progress monitoring</p> <p>Provide small group direct Instruction based on performance (Lowest quartile): on-going interventions</p>
Rationale for Evidence-based Strategy	

Strategic inclusion models to support ESE students and lowest quartile
SRA for decoding
Assign individual Accelerated Reader goals and provide Incentive Program
Use Reading Wonders curriculum and resources
Employ Inclusion Co-Teaching Model
Integrate iReady LAFS Trainings
TOP Score Writing program
Direct instruction from reading specialist (Level 1 &2)

Action Step	
Description	<ol style="list-style-type: none">1. Professional development scheduled and offered2. iReady LAFS provided to all teachers and students3. TOP Score Writing will be quarterly for progress monitoring4. CPT's (discussion of student data, and departmentalization planning and design)5. Informal observation & walk-throughs
Person Responsible	Susan Miller (susan.miller@sarasotacountyschools.net)

#3	
Title	6th Grade ELA
Rationale	To increase reading level proficiency to meet expected outcomes
State the measurable outcome the school plans to achieve	By the year 2020, there will be at least 4% increase from 69% to 73% overall proficiency for FSA ELA;
Person responsible for monitoring outcome	Julie Fortune (julie.fortune@sarasotacounty schools.net)
Evidence-based Strategy	<p>Departmentalization 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)/Intensive Reading Intervention Support (Rewards) Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students) Strategic inclusion models to support ESE students/lowest quartile Train teachers and incorporate Orton Gillingham strategies 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.</p> <p>Departmentalization: allow for teachers to have greater focus on core subject strengths 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: "This is hard work and we will not give up on any student" Maintain iReady "Strive for 45": Curriculum Associates research-based recommendation for adequate growth Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping): progress monitoring Provide small group direct Instruction based on performance (Lowest quartile): on-going interventions Strategic inclusion models to support ESE students and lowest quartile</p>
Rationale for Evidence-based Strategy	

Assign individual Accelerated Reader goals and provide Incentive Program
Use Reading Wonders curriculum and resources
Employ Inclusion Co-Teaching Model
Integrate iReady LAFS Trainings
Teacher led data chats with students

Action Step

Description

Person Responsible

1. Professional development scheduled and offered
 2. iReady LAFS provided to all teachers and students
 3. Level 1 & Level 2's ILA
 4. CPT's (discussion of student data, and departmentalization planning and design)
 5. Informal observation & walk-throughs
 6. DAR testing for students scoring at K-3 range on iReady
 7. Regrouping based on Diagnostic/Formative Assessment Data
- Julie Fortune (julie.fortune@sarasotacountyschools.net)

#4	
Title	Social Emotional Learning/Attendance/Discipline
Rationale	There is a rise in students experiences regarding mental health concerns and crisis. This interferes with their ability to adequately participate in the educational environment due to lack of attendance and/or discipline referrals.
State the measurable outcome the school plans to achieve	<p>Students who exhibit mental health concerns will be provided with resources and supports to increase their ability to effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. . Therefore, we will monitor the number of service referrals and their impact on student emotional/academic progress.</p> <p>Reduce absenteeism by 25% for those students identified as having less than 90% attendance.</p> <p>By the year 2020 there will be a reduction of suspensions from the previous year. LNS will reduce the percentage of suspensions to less than 10%.</p>
Person responsible for monitoring outcome	Michael Reichman (michael.reichman@sarasotacountschools.net)
Evidence-based Strategy	<p>Relationship Building/Mentoring/Check-in; Check-out 5-Hour Mental Health Training Restorative Strategies CHAMPS/PBIS rewards and incentives/Lightning Pride/Positive Behavior Referrals Weekly Support Team Meeting Basic Needs (Backpack Program, Clothes Closet, Snack Shack, etc.) Outside Referral Agencies (JFCS, Centerstone, Coastal Behavioral) Teacher/Parent Conferences/Partnerships Safety Plans/Re-Entry Plans/FBA/BIP</p> <p>CPI CAARS Lightning Pride Reward (No grade below a "C", No discipline referrals, No more than 2 unexcused absences, must meet AR goal) Truancy/Social worker home visits for address verification and after multiple absences Automated district calls MTSS Parent notifications letters Outside agency support Attendance contracts Student Recognition Guidance Talks/Restorative Circles</p>
Rationale for Evidence-based Strategy	<p>Relationship Building/Mentoring/Check-in; Check-out -.52 effect size 5-Hour Mental Health Training- State-mandated Restorative Strategies-Restorative Strategies focus on repairing harm to relationships instead of assigning blame and dispensing punishment. These strategies are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Restorative Practices provide accountability and promote empathy</p>

CHAMPS/PBIS -.72 effect size: a positive classroom climate fosters mutual respect and safety, ultimately support student learning;
 Weekly Support Team Meeting-Collective Efficacy 1.57 effect size
 Basic Needs (Backpack Program, Clothes Closet, Snack Shack, etc.)- Maslow Research
 Outside Referral Agencies (JFCS, Centerstone, Coastal Behavioral)-
 Parent Conferences-work as partners in educating and supporting students
 Safety Plans/Re-Entry Plans/FBA/BIP-specific plans put in place based on student need
 CPI-Crisis prevention responding to students
 CAARS- Counseling w/guidance/social worker/psychologist

Action Step

1. Professional Development for staff and students (Kognito, Youth Mental Health First Aid)
2. School-wide CHAMPS overview and implementation
3. Guidance support (professional development, referral process, student support, etc.)
4. Weekly support team meeting discussions
5. School-Wide Support Team referrals
6. First-Step Referrals Grades 4-8; Outside Agency Referrals Grades K-3 (Youth At-Risk referrals when needed)
7. On-going parent contact, conferences, communication
8. School-Climate
9. Monthly team leader meetings and discussion to review behavior trends, responses and interventions.
10. Utilize District Dashboard data/SIS data (Attendance, Discipline- Suspension)
11. TPS Data
12. Provide mentoring services
13. Conduct guidance talk/restorative circles.
14. Lightning Pride Reward (No grade below a "C", No discipline referrals, No more than 2 unexcused absences, must meet AR goal)
15. Truancy/Social worker home visit referral
16. Monthly attendance meetings
17. 3/5/9 letter notifications
18. Wellness checks
19. Address verification

Description

Person Responsible

Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

#5	
Title	Math Achievement
Rationale	To increase math level proficiency to meet expected outcomes, in addition to, grant opportunities for students to access high school credit courses.
State the measurable outcome the school plans to achieve	By the year 2020, there will be at least 85% proficiency on FSA Math; By the end of the 2020 school year, student enrollment will maintain or increase by 2% in Algebra 1.
Person responsible for monitoring outcome	Dave Schramm (david.schramm@sarasotacountyschools.net)
Evidence-based Strategy	<p>Utilize additional resources such as iReady Math Toolbox, Algebra Nation, Khan Academy, USA Test Prep, IXL</p> <p>Collaborate with colleagues to develop lesson plans, utilize resources and develop targeted interventions</p> <p>Implement Visible Learning/High Expectations Teaching Strategies</p> <p>Create Critical Thinking/Int. Math Course Option (math fusion blocks)</p> <p>Maintain iReady "Strive for 45"</p> <p>iReady Standard Mastery</p> <p>Assign/Monitor iReady Lessons (Learning Progressions/Standards Mastery/Flexible Grouping)</p> <p>Provide Direct Instruction (Lowest Quartile) for targeted small group instruction</p> <p>Provide Ongoing Before and After School Tutoring</p> <p>Employ Inclusion/Co-Teaching Model</p> <p>Monitor and Sustain Math Acceleration percentages and success</p> <p>Integrate Go Math/Math Mentality Training</p> <p>Utilize Blackboard Learn Resources (Maximizing Math Mentality IFGs)</p> <p>Develop placement rubrics and analysis of student data (math enrichment opportunities)</p> <p>Closely analyze numerator/denominator in regards to students not enrolled</p> <p>Summer Algebra 1 Boot camp</p> <p>Family Involvement</p> <p>Progress Monitoring</p> <p>Grade Level Vertical Alignment</p> <p>Utilize additional resources to remediate, supplement, differentiate instruction and progress monitor.</p> <p>Collaboration to develop lesson plans, utilize resources and develop targeted interventions: Collective Efficacy Effective Size: 1.57</p> <p>Implement Visible Learning/High Expectations Teaching Strategies: Visible Learning for Math</p> <p>Critical Thinking/Int. Math Courses: Double block for math acceleration support</p>
Rationale for Evidence-based Strategy	<p>Maintain iReady "Strive for 45": Curriculum Associates research based</p> <p>iReady Standard Mastery: lessons and IFG</p> <p>Assign/Monitor iReady Lessons: progress monitoring</p> <p>Direct Instruction (Lowest Quartile) - Inclusion</p> <p>Before and After School Tutoring to support students</p> <p>Analyze numerator/denominator in regards to students not enrolled: determine and monitor percentage of students placed in advanced math- consider level 3's, 4's & 5's</p> <p>Integrate core curriculum Training: IFG's</p>

Blackboard Learn Resources (Maximizing Math Mentality IFGs): planning and instructional
Summer Algebra 1 Boot camp to minimize gap knowledge
Family Involvement-communication with expectations and course requirements
Vertical Alignment- accelerate students in younger grades

Action Step

1. Professional development scheduled and offered
2. CPT's (discussion of student data, and departmentalization planning and design)
3. Informal observation & walk-throughs
4. Master Scheduling
5. Summer Algebra 1 Bootcamp (Level 3 Math FSA)
6. Math Fusion Blocks
7. Before/Afterschool Tutoring
8. Progress Monitoring
9. Teacher Professional Development
10. Supplemental Resources (USA Test Prep, Algebra Nation)

Description

Person Responsible

Dave Schramm (david.schramm@sarasotacountyschools.net)

#6	
Title	ELL
Rationale	To increase ELL level of proficiency and learning gains in ELA and Math to meet expected outcomes.
State the measurable outcome the school plans to achieve	By the year 2020, there will be at least 40% proficiency among ELL students on FSA ELA.
Person responsible for monitoring outcome	Laura Wardlaw (laura.wardlaw@sarasotacountyschools.net)
Evidence-based Strategy	<p>Incorporate ESL Reading Smart (Middle School)</p> <p>Incorporate Imagine Language plus Literacy (Elementary)</p> <p>Schedule FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)</p> <p>Provide Inclusion Support through Master Scheduling</p> <p>Utilize Learning Ally</p> <p>Create Center-based instruction</p> <p>Provide Mentoring & ongoing motivation strategies</p> <p>Incorporate and encourage Growth Mindset ideology</p> <p>Partner with the Laurel Civic Association for Enrichment support</p> <p>Maintain “iReady Strive for 45”</p> <p>Conduct ongoing data chats</p> <p>Employ Visible Learning (LISC) and High Expertise Teaching Strategies</p> <p>Utilize IXL (Fluency building)</p> <p>Schedule Critical Thinking class</p> <p>Provide Before/After school tutoring</p> <p>Integrate Accountable Talk</p> <p>Provide Real-world activities/Field trips</p> <p>Educate students/parents and assist with Grade Portal Access</p> <p>Conduct Grade Conferencing/Monitoring</p> <p>Assign and schedule APEX (as needed)</p> <p>Push-In Academic Support (Teacher & Paraprofessional)</p> <p>Incorporate ESL Reading Smart (Middle School)</p> <p>Incorporate Imagine Language plus Literacy (Elementary)</p> <p>Schedule FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)</p> <p>Provide Inclusion Support through Master Scheduling</p> <p>Utilize Learning Ally</p> <p>Create Center-based instruction</p> <p>Provide Mentoring & ongoing motivation strategies</p> <p>Incorporate and encourage Growth Mindset ideology</p> <p>Partner with the Laurel Civic Association for Enrichment support</p> <p>Maintain “iReady Strive for 45”</p> <p>Conduct ongoing data chats</p> <p>Employ Visible Learning (LISC) and High Expertise Teaching Strategies</p> <p>Utilize IXL (Fluency building)</p> <p>Schedule Critical Thinking class</p> <p>Provide Before/After school tutoring</p> <p>Integrate Accountable Talk</p> <p>Provide Real-world activities/Field trips</p>
Rationale for Evidence-based Strategy	

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)

Action Step

Description

1. Disciplinary Literacy Professional development provided
2. CPT's (discussion of student data, and departmentalization planning and design)
3. Informal observation & walk-throughs
4. Master Scheduling (push in services)/ Intervention Support
5. Implementation of SRA

Person Responsible

Laura Wardlaw (laura.wardlaw@sarasotacountyschools.net)

#7	
Title	Lowest Quartile Achievement
Rationale	To increase lowest quartile level of proficiency and learning gains in ELA and Math to meet expected outcomes.
State the measurable outcome the school plans to achieve	By the year 2020, learning gains will be at least 49% for lowest quartile students for FSA ELA; learning gains will be at least 52% for lowest quartile students for FSA Math. To close the achievement gap for Students With Disabilities (SWD) by increasing the proficiency on ELA from 34% to 38%; ELA learning gains from 46% to 50%; Math learning gains 57% to 61%.
Person responsible for monitoring outcome	Raymond Wilson (raymond.wilson@sarasotacountyschools.net)
Evidence-based Strategy	<p>Grades 6-8 FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)</p> <p>Provide Inclusion Support through Master Scheduling</p> <p>Utilize Learning Ally</p> <p>Create Center-based instruction</p> <p>Provide Mentoring & ongoing motivation strategies</p> <p>Incorporate and encourage Growth Mindset ideology</p> <p>Partner with the Laurel Civic Association for Enrichment support</p> <p>Maintain “iReady Strive for 45”</p> <p>Conduct ongoing data chats to support small group targeted instruction.</p> <p>Employ Visible Learning (LISC) and High Expertise Teaching Strategies (i.e.,sticking with the student)</p> <p>Utilize IXL (Fluency building)</p> <p>Schedule Critical Thinking class to provide Tier 2/3 extra support Grades 6-8</p> <p>Provide Before/After school tutoring</p> <p>Integrate Accountable Talk to increase visible learning and meta-cognitive skills</p> <p>Provide feedback through the use of rubrics, check lists, etc.</p> <p>Provide Real-world activities/Field trips</p> <p>Educate students/parents and assist with Grade Portal Access</p> <p>Conduct Grade Conferencing/Monitoring student grades</p> <p>Assign and schedule APEX (as needed for grades 6-8)</p> <p>FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)</p> <p>Provide Inclusion Support through Master Scheduling</p> <p>Utilize Learning Ally</p> <p>Create Center-based instruction</p> <p>Provide Mentoring & ongoing motivation strategies</p> <p>Incorporate and encourage Growth Mindset ideology</p> <p>Partner with the Laurel Civic Association for Enrichment support</p> <p>Maintain “iReady Strive for 45”</p> <p>Conduct ongoing data chats to support small group targeted instruction.</p> <p>Employ Visible Learning (LISC) and High Expertise Teaching Strategies (i.e.,sticking with the student)</p> <p>Utilize IXL (Fluency building)</p> <p>Critical Thinking class to provide Tier 2/3 extra support</p> <p>Provide Before/After school tutoring</p> <p>Accountable Talk to increase visible learning and meta-cognitive skills</p> <p>Use of rubrics, check lists, etc.</p>
Rationale for Evidence-based Strategy	

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)

Action Step

Description

1. Create master schedule to include Critical Thinking options to provide Tier 2/3 intervention support
2. Integrate Accountable Talk to increase visible learning and meta-cognitive skills
3. Schedule FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)
4. Provide feedback through the use of rubrics, check lists, etc.
5. Master schedule for inclusive ESE Support
6. Departmentalization for ESE Teachers
7. Content and Grade Level professional development scheduled and offered
8. CPT (discussion of student data and departmentalization planning and design)
9. Informal observations and walkthroughs

Person Responsible

Raymond Wilson (raymond.wilson@sarasotacountyschools.net)

#8	
Title	FSAA Achievement
Rationale	To increase student academic performance on Access Points in ELA, MATH, SCI, & SS.
State the measurable outcome the school plans to achieve	FSAA Levels 1-2-3-4: By the year 2020 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.
Person responsible for monitoring outcome	Joey Schumacher-Martin (joan.schumacher-martin@sarasotacountyschools.net)
Evidence-based Strategy	<p>Implement Teach Town (Elementary) and Attainment Company Curriculum (Middle School)</p> <p>Incorporate Speech Language Therapy services via Inclusion Model</p> <p>Incorporate Visual Supports</p> <p>Utilize CPALMS</p> <p>Utilize Access Weebly (https://accesstofls.weebly.com/)</p> <p>Incorporate Life Skills Real World Experiences (Field Trips, SMART Cafe)</p> <p>Utilize iReady (Reading/Math)</p> <p>Provide Mainstreaming opportunities</p> <p>Implement Teach Town and Attainment Company Curriculum: Classroom data such as teacher generated test/quiz</p> <p>Incorporate Speech Language Therapy services via Inclusion Model: intervention</p> <p>Incorporate Visual Supports: intervention</p> <p>Utilize CPALMS: provides standard-based instruction</p> <p>Utilize Access Weebly (https://accesstofls.weebly.com/): supplementary practice to increase understanding</p> <p>Incorporate Life Skills Real World Experiences (Field Trips, SMART Cafe): social adaptation</p> <p>Utilize iReady (Reading/Math): on-going progress monitoring</p> <p>Provide Mainstreaming opportunities: least restrictive environment</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. IEP goals/objectives 2. FSAA scores 3. iReady 4. Administrative walk-throughs and observations 5. Ongoing feedback 6. Data Analysis (Data chats)
Person Responsible	Joey Schumacher-Martin (joan.schumacher-martin@sarasotacountyschools.net)

#9	
Title	Science Achievement
Rationale	To increase science level proficiency to meet expected outcomes.
State the measurable outcome the school plans to achieve	By the year 2020, there will be a minimum of 73% proficiency on State Science Assessment (SSA).
Person responsible for monitoring outcome	Shannon Rasbury (shannon.rasbury@sarasotacountyschools.net)
Evidence-based Strategy	<p>Discovery Education Science Techbook training- Professional Development (Disciplinary Literacy)</p> <p>Implement and Monitor Common Assessments</p> <p>Conduct an item analysis of common assessment data to formulate small group instruction</p> <p>Collaborate with colleagues to develop lesson plans, utilize resource</p> <p>Provide Real-World experiences</p> <p>Incorporate Gizmos and Virtual Labs</p> <p>Utilize Virtual Reality Sets for instructional support</p> <p>Utilize Tech Active Classrooms and resources</p> <p>Incorporate IXL lessons (Fluency Building)</p> <p>Departmentalization (5th Grade)</p> <p>Tutoring provided during lunches, before and after school (additional support)</p> <p>Science Fair Participation</p> <p>Attend Discovery Education Science Techbook training to maximize effectiveness for lesson planning</p> <p>Implement and Monitor Common Assessments/Conduct an item analysis of common assessment data to formulate small group instruction and identify areas of need for reteaching for science standards</p> <p>Collaborate with colleagues to develop lesson plans, utilize resource</p> <p>Provide Real-World experiences- Field trips related to Science Standards- Lab experiments for hands on</p> <p>Incorporate Gizmos and Virtual Labs - continued practice</p> <p>Utilize Virtual Reality Sets for instructional support- multi-modality</p> <p>Utilize Tech Active Classrooms and resources- Increase collaboration and research using technology resources</p> <p>Incorporate IXL lessons (Fluency Building)- Increase practice based on standards</p> <p>Departmentalization (5th Grade) - focus on content area</p> <p>Tutoring provided during lunches, before and after school (additional support)-</p> <p>Students participate in Science Fair - Creative</p>
Rationale for Evidence-based Strategy	<p>Attend Discovery Education Science Techbook training to maximize effectiveness for lesson planning</p> <p>Implement and Monitor Common Assessments/Conduct an item analysis of common assessment data to formulate small group instruction and identify areas of need for reteaching for science standards</p> <p>Collaborate with colleagues to develop lesson plans, utilize resource</p> <p>Provide Real-World experiences- Field trips related to Science Standards- Lab experiments for hands on</p> <p>Incorporate Gizmos and Virtual Labs - continued practice</p> <p>Utilize Virtual Reality Sets for instructional support- multi-modality</p> <p>Utilize Tech Active Classrooms and resources- Increase collaboration and research using technology resources</p> <p>Incorporate IXL lessons (Fluency Building)- Increase practice based on standards</p> <p>Departmentalization (5th Grade) - focus on content area</p> <p>Tutoring provided during lunches, before and after school (additional support)-</p> <p>Students participate in Science Fair - Creative</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Disciplinary Literacy Training (7th and 8th) 2. Common/Unit Assessments 3. Participation in Science Fair 4. Master Scheduling (Departmentalization) 5. 5th Grade Science Lab (Specials Rotation) 6. Resources (IXL 8th Grade Science)
Person Responsible	Shannon Rasbury (shannon.rasbury@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 4th Grade ELA	\$0.00
2	III.A.	Areas of Focus: 5th Grade ELA	\$0.00

3	III.A.	Areas of Focus: 6th Grade ELA				\$8,014.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Laurel Nokomis School	Other		\$2,316.00
<i>Notes: ELA IXL</i>						
			1211 - Laurel Nokomis School	Other		\$5,698.00
<i>Notes: Vocabulary Books</i>						
4	III.A.	Areas of Focus: Social Emotional Learning/Attendance/Discipline				\$0.00
5	III.A.	Areas of Focus: Math Achievement				\$4,316.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Laurel Nokomis School	Other		\$2,316.00
<i>Notes: IXL Math</i>						
			1211 - Laurel Nokomis School			\$2,000.00
<i>Notes: iReady MAFS</i>						
6	III.A.	Areas of Focus: ELL				\$6,622.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Laurel Nokomis School	Other		\$3,311.00
<i>Notes: ESOL Materials</i>						
			1211 - Laurel Nokomis School	Other		\$3,311.00
<i>Notes: ESOL Materials</i>						
7	III.A.	Areas of Focus: Lowest Quartile Achievement				\$8,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Laurel Nokomis School	Other		\$8,350.00
<i>Notes: SRA Materials, Rewards Program</i>						
8	III.A.	Areas of Focus: FSAA Achievement				\$0.00
9	III.A.	Areas of Focus: Science Achievement				\$2,316.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Laurel Nokomis School	Other		\$2,316.00
<i>Notes: IXL</i>						
					Total:	\$29,618.00