# Laurel Nokomis School



# 2019-20 Schoolwide Improvement Plan

## Table of Contents

# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>PK-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 38% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (70%)<br><br>2017-18: A (75%)<br><br>2016-17: A (69%)<br><br>2015-16: A (69%)<br><br>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.

# Table of Contents

## Laurel Nokomis School

### 1900 LAUREL RD E, Nokomis, FL 34275

### www.sarasotacountyschools.net/laurelnokomis

## 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 |

## School Board Approval

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## SIP Authority

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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 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 |
| Lindguist, 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 | 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 | 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 asessment 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** | Departmentalization<br>Utilize additional resources such as Ready Reading and Writing books to differentiate targeted instruction<br>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions<br>Incorporate VL/HET Strategies focused<br>Utilize Vocabulary Workshop curriculum materials, robust pre-reading strategies/activities<br>Maintain iReady "Strive for 45"<br>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping)<br>Provide small group direct Instruction based on performance (Lowest quartile)<br>Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students)<br>Strategic inclusion models to support ESE students and lowest quartile<br>Orton Gillingham<br>Schedule and implement SRA groups for intervention<br>Assign individual Accelerated Reader goals and provide Incentive Program<br>Use Reading Wonders curriculum and resources<br>Employ Inclusion Co-Teaching Model<br>Integrate iReady LAFS Trainings<br>Teach and utilize Cornell Notes for content organization and comprehension<br>Use of Graphic Organizers<br>Implement Accelerated Reader and offer incentives for meeting successful reading goals. |
| **Rationale for Evidence-based Strategy** | Departmentalization: allow for teachers to have greater focus on core subject strengths<br>Utilize additional resources such as READY Reading and Writing books to differentiate targeted instruction<br>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions<br>Incorporate Visible Learning/High Expectations Teaching Strategies: "This is hard work and we will not give up on any student"<br>Maintain iReady "Strive for 45": Curriculum Associates research-based recommendation for adequate growth<br>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping): progress monitoring<br>Small group direct Instruction based on performance (Lowest quartile): on-going interventions |

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<br>2. iReady LAFS provided to all teachers and students<br>3. TOP Score<br>4. CPT's (discussion of student data, and departmentalization planning and design)<br>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@sarasotacountyschools.net) |
| **Evidence-based Strategy** | Departmentalization<br>Utilize additional resources such as Ready Reading and Writing books to differentiate targeted instruction<br>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions<br>Incorporate Visible Learning/High Expectations Teaching Strategies<br>Utilize Vocabulary Workshop curriculum materials, robust pre-reading strategies/activities<br>Maintain iReady "Strive for 45"<br>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping)<br>Provide small group direct Instruction based on performance (Lowest quartile)<br>Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students)<br>Strategic inclusion models to support ESE students and lowest quartile<br>Train teachers and incorporate Orton Gillingham strategies<br>Schedule and implement SRA groups<br>Assign individual Accelerated Reader goals and provide Incentive Program<br>Use Reading Wonders curriculum and resources<br>Employ Inclusion Co-Teaching Model<br>Integrate iReady LAFS Trainings<br>Teach and utilize Cornell Notes for content organization and comprehension<br>Use of Graphic Organizers<br>Implement Accelerated Reader and offer incentives for meeting successful reading goals. |
| **Rationale for Evidence-based Strategy** | Departmentalization: allow for teachers to have greater focus on core subject strengths<br>Utilize additional resources such as READY Reading and Writing books to differentiate targeted instruction<br>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions<br>Incorporate Visible Learning/High Expectations Teaching Strategies: "This is hard work and we will not give up on any student"<br>Maintain iReady "Strive for 45": Curriculum Associates research-based recommendation for adequate growth<br>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping): progress monitoring<br>Provide small group direct Instruction based on performance (Lowest quartile): on-going interventions |

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** | 1. Professional development scheduled and offered<br>2. iReady LAFS provided to all teachers and students<br>3. TOP Score Writing will be quarterly for progress monitoring<br>4. CPT's (discussion of student data, and departmentalization planning and design)<br>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@sarasotacountyschools.net) |
| **Evidence-based Strategy** | Departmentalization<br>Utilize additional resources such as Ready Reading and Writing books to differentiate targeted instruction<br>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions<br>Incorporate Visible Learning/High Expectations Teaching Strategies<br>Utilize Vocabulary Workshop curriculum materials, robust pre-reading strategies/activities<br>Maintain iReady "Strive for 45"<br>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping)<br>Provide small group direct Instruction based on performance (Lowest quartile)/Intensive Reading Intervention Support (Rewards)<br>Schedule FUSION Double-Block (ELA/ILA for Level 1 & Level 2 students)<br>Strategic inclusion models to support ESE students/lowest quartile<br>Train teachers and incorporate Orton Gillingham strategies<br>Assign individual Accelerated Reader goals and provide Incentive Program<br>Use Reading Wonders curriculum and resources<br>Employ Inclusion Co-Teaching Model<br>Integrate iReady LAFS Trainings<br>Teach and utilize Cornell Notes for content organization and comprehension<br>Use of Graphic Organizers<br>Implement Accelerated Reader and offer incentives for meeting successful reading goals. |
| **Rationale for Evidence-based Strategy** | Departmentalization: allow for teachers to have greater focus on core subject strengths<br>Utilize additional resources such as READY Reading and Writing books to differentiate targeted instruction<br>Collaborate with colleagues to develop lesson plans, utilize resources, and create small group targeted instruction/ interventions<br>Incorporate Visible Learning/High Expectations Teaching Strategies: "This is hard work and we will not give up on any student"<br>Maintain iReady "Strive for 45": Curriculum Associates research-based recommendation for adequate growth<br>Assign/monitor iReady Lessons ("AMP", Learning Progressions/ Standards Mastery/Flexible Grouping): progress monitoring<br>Provide small group direct Instruction based on performance (Lowest quartile): on-going interventions<br>Strategic inclusion models to support ESE students and lowest quartile |

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

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|---|---|
| **State the measurable outcome the school plans to achieve** | 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.<br><br>Reduce absenteeism by 25% for those students identified as having less than 90% attendance.<br><br>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%. |
| **Person responsible for monitoring outcome** | Michael Reichman (michael.reichman@sarasotacountschools.net) |
| **Evidence-based Strategy** | Relationship Building/Mentoring/Check-in; Check-out<br>5-Hour Mental Health Training<br>Restorative Strategies<br>CHAMPS/PBIS rewards and incentives/Lightning Pride/Positive Behavior Referrals<br>Weekly Support Team Meeting<br>Basic Needs (Backpack Program, Clothes Closet, Snack Shack, etc.)<br>Outside Referral Agencies (JFCS, Centerstone, Coastal Behavioral)<br>Teacher/Parent Conferences/Partnerships<br>Safety Plans/Re-Entry Plans/FBA/BIP<br>CPI<br>CAARS<br>Lightning Pride Reward (No grade below a "C", No discipline referrals, No more than 2 unexcused absences, must meet AR goal)<br>Truancy/Social worker home visits for address verification and after multiple absences<br>Automated district calls<br>MTSS<br>Parent notifications letters<br>Outside agency support<br>Attendance contracts<br>Student Recognition<br>Guidance Talks/Restorative Circles |
| **Rationale for Evidence-based Strategy** | Relationship Building/Mentoring/Check-in; Check-out -.52 effect size<br>5-Hour Mental Health Training- State-mandated<br>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 |

CHAMPS/PBIS -.72 effect size: a positive classroom climate fosters mutual repspect 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

**Description**

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

**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** | Utilize additional resources such as iReady Math Toolbox, Algebra Nation, Khan Academy, USA Test Prep, IXL<br>Collaborate with colleagues to develop lesson plans, utilize resources and develop targeted interventions<br>Implement Visible Learning/High Expectations Teaching Strategies<br>Create Critical Thinking/Int. Math Course Option (math fusion blocks)<br>Maintain iReady "Strive for 45"<br>iReady Standard Mastery<br>Assign/Monitor iReady Lessons (Learning Progressions/Standards Mastery/ Flexible Grouping)<br>Provide Direct Instruction (Lowest Quartile) for targeted small group instruction<br>Provide Ongoing Before and After School Tutoring<br>Employ Inclusion/Co-Teaching Model<br>Monitor and Sustain Math Acceleration percentages and success<br>Integrate Go Math/Math Mentality Training<br>Utilize Blackboard Learn Resources (Maximizing Math Mentality IFGs)<br>Develop placement rubrics and analysis of student data (math enrichment opportunities)<br>Closely analyze numerator/denominator in regards to students not enrolled<br>Summer Algebra 1 Boot camp<br>Family Involvement<br>Progress Monitoring<br>Grade Level Vertical Alignment |
| **Rationale for Evidence-based Strategy** | Utilize additional resources to remediate, supplement, differentiate instruction and progress monitor.<br>Collaboration to develop lesson plans, utilize resources and develop targeted interventions: Collective Efficacy Effective Size: 1.57<br>Implement Visible Learning/High Expectations Teaching Strategies: Visible Learning for Math<br>Critical Thinking/Int. Math Courses: Double block for math acceleration support<br>Maintain iReady "Strive for 45": Curriculum Associates research based<br>iReady Standard Mastery: lessons and IFG<br>Assign/Monitor iReady Lessons: progress monitoring<br>Direct Instruction (Lowest Quartile) - Inclusion<br>Before and After School Tutoring to support students<br>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<br>Integrate core curriculum Training: IFG's |

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

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

| Action Step | |
|---|---|
| **Description** | 1. Disciplinary Literacy Professional development provided<br>2. CPT's (discussion of student data, and departmentalization planning and design)<br>3. Informal observation & walk-throughs<br>4. Master Scheduling (push in services)/ Intervention Support<br>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. |

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| **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** | Grades 6-8 FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)<br>Provide Inclusion Support through Master Scheduling<br>Utilize Learning Ally<br>Create Center-based instruction<br>Provide Mentoring & ongoing motivation strategies<br>Incorporate and encourage Growth Mindset ideology<br>Partner with the Laurel Civic Association for Enrichment support<br>Maintain "iReady Strive for 45"<br>Conduct ongoing data chats to support small group targeted instruction.<br>Employ Visible Learning (LISC) and High Expertise Teaching Strategies (i.e.,sticking with the student)<br>Utilize IXL (Fluency building)<br>Schedule Critical Thinking class to provide Tier 2/3 extra support Grades 6-8<br>Provide Before/After school tutoring<br>Integrate Accountable Talk to increase visible learning and meta-cognitive skills<br>Provide feedback through the use of rubrics, check lists, etc.<br>Provide Real-world activities/Field trips<br>Educate students/parents and assist with Grade Portal Access<br>Conduct Grade Conferencing/Monitoring student grades<br>Assign and schedule APEX (as needed for grades 6-8) |
| **Rationale for Evidence-based Strategy** | FUSION Double Block (ELA/ILA at the beginning of the day/Level 1 and 2)<br>Provide Inclusion Support through Master Scheduling<br>Utilize Learning Ally<br>Create Center-based instruction<br>Provide Mentoring & ongoing motivation strategies<br>Incorporate and encourage Growth Mindset ideology<br>Partner with the Laurel Civic Association for Enrichment support<br>Maintain "iReady Strive for 45"<br>Conduct ongoing data chats to support small group targeted instruction.<br>Employ Visible Learning (LISC) and High Expertise Teaching Strategies (i.e.,sticking with the student)<br>Utilize IXL (Fluency building)<br>Critical Thinking class to provide Tier 2/3 extra support<br>Provide Before/After school tutoring<br>Accountable Talk to increase visible learning and meta-cognitive skills<br>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)

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

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| **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 that 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** | Implement Teach Town (Elementary) and Attainment Company Curriuclum (Middle School) <br> Incorporate Speech Language Therapy services via Inclusion Model <br> Incorporate Visual Supports <br> Utilize CPALMS <br> Utilize Access Weebly (https://accesstofls.weebly.com/) <br> Incorporate Life Skills Real World Experiences (Field Trips, SMART Cafe) <br> Utilize iReady (Reading/Math) <br> Provide Mainstreaming opportunities |
| **Rationale for Evidence-based Strategy** | Implement Teach Town and Attainment Company Curriculum: Classroom data such as teacher generated test/quiz <br> Incorporate Speech Language Therapy services via Inclusion Model: intervention <br> Incorporate Visual Supports: intervention <br> Utilize CPALMS: provides stadard-based instruction <br> Utilize Access Weebly (https://accesstofls.weebly.com/): supplementary practice to increase understanding <br> Incorporate Life Skills Real World Experiences (Field Trips, SMART Cafe): social adaptation <br> Utilize iReady (Reading/Math): on-going progress monitoring <br> Provide Mainstreaming opportunities: least restrictive environment |

| Action Step | |
|---|---|
| **Description** | 1. IEP goals/objectives <br> 2. FSAA scores <br> 3. iReady <br> 4. Administrative walk-throughs and observations <br> 5. Ongoing feedback <br> 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** | Discovery Education Science Techbook training- Professional Development (Disciplinary Literacy)<br>Implement and Monitor Common Assessments<br>Conduct an item analysis of common assessment data to formulate small group instruction<br>Collaborate with colleagues to develop lesson plans, utilize resource<br>Provide Real-World experiences<br>Incorporate Gizmos and Virtual Labs<br>Utilize Virtual Reality Sets for instructional support<br>Utilize Tech Active Classrooms and resources<br>Incorporate IXL lessons (Fluency Building)<br>Departmentalization (5th Grade)<br>Tutoring provided during lunches, before and after school (additional support)<br>Science Fair Participation |
| **Rationale for Evidence-based Strategy** | Attend Discovery Education Science Techbook training to maximize effectiveness for lesson planning<br>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<br>Collaborate with colleagues to develop lesson plans, utilize resource<br>Provide Real-World experiences- Field trips related to Science Standards- Lab experiments for hands on<br>Incorporate Gizmos and Virtual Labs - continued practice<br>Utilize Virtual Reality Sets for instructional support- multi-modality<br>Utilize Tech Active Classrooms and resources- Increase collaboration and research using technology resources<br>Incorporate IXL lessons (Fluency Building)- Increase practice based on standards<br>Departmentalization (5th Grade) - focus on content area<br>Tutoring provided during lunches, before and after school (additional support)-<br>Students participate in Science Fair - Creative |
| Action Step | |
| **Description** | 1. Disciplinary Literacy Training (7th and 8th)<br>2. Common/Unit Assessments<br>3. Participation in Science Fair<br>4. Master Scheduling (Departmentalization)<br>5. 5th Grade Science Lab (Specials Rotation)<br>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 |
| | | | Notes: ELA IXL | | | |
| | | | 1211 - Laurel Nokomis School | Other | | $5,698.00 |
| | | | Notes: Vocabulary Books | | | |
| 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 |
| | | | Notes: IXL Math | | | |
| | | | 1211 - Laurel Nokomis School | | | $2,000.00 |
| | | | Notes: iReady MAFS | | | |
| 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 |
| | | | Notes: ESOL Materials | | | |
| | | | 1211 - Laurel Nokomis School | Other | | $3,311.00 |
| | | | Notes: ESOL Materials | | | |
| 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 |
| | | | Notes: SRA Materials, Rewards Program | | | |
| 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 |
| | | | Notes: IXL | | | |
| | | | | | Total: | $29,618.00 |