



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Laurel Nokomis School

1900 LAUREL RD E

Nokomis, FL 34275

941-486-2171

www.sarasotacountyschools.net/laurelnokomis

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 18%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	12
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Part III: Coordination and Integration	21
Appendix 1: Professional Development Plan to Support Goals	22
Appendix 2: Budget to Support Goals	23

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Laurel Nokomis School

Principal

Nancy Dubin

School Advisory Council chair

Shari Dembinski

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
2013	
Nancy Dubin	Principal
Debbie Cohen	Assistant Principal
Shari Dembinski	Middle School Teacher
Ruth Butkus	Elementary Teacher
Jeanne Williams	Middle School Teacher
Heather Petz	ESE Teacher
Carol Vaught	Gifted Teacher
Sue Glass	Classified Employee
Jim Tompkins	Paraprofessional
Tami Ingerick	Elementary Teacher

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

One School Level Administrator; 3 School Level Teachers; 1 Classified Employee and 5 Parent/Community Members.

Involvement of the SAC in the development of the SIP

The SAC approves the SIP.

Activities of the SAC for the upcoming school year

The SAC and the management team agree on the ballot for the A+ dollars and conduct the election. The SAC develops a budget to allocate any state funds provided to SAC. The SAC advises the SBMT and provides input on school budget, staffing and rules.

Projected use of school improvement funds, including the amount allocated to each project

Not yet allocated.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nancy Dubin

Principal

Years as Administrator: 24

Years at Current School: 11

Credentials

BA-Sociology; MSE-Special Education(EBD/SLD); Administration/Supervision; Certifications: School Principal; EH K-12; ESOL

Performance Record

Rated: Highly Effective on 2012-2013 performance evaluation

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Debbie Cohen

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Classroom Teachers

of classroom teachers

84

receiving effective rating or higher

82, 98%

Highly Qualified Teachers

100%

certified in-field

84, 100%

ESOL endorsed

45, 54%

reading endorsed

7, 8%

with advanced degrees

77, 92%

National Board Certified

6, 7%

first-year teachers

0, 0%

with 1-5 years of experience

11, 13%

with 6-14 years of experience

30, 36%

with 15 or more years of experience

43, 51%

Education Paraprofessionals

of paraprofessionals

20

Highly Qualified

20, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

SBMT approves budget expenditures designed to support student achievement initiatives.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Student achievement data is reviewed annually with the SBMT and the SAC to determine the effectiveness of the previous year's initiatives.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

In-program assessments in reading and math. (SRAReading Mastery; Reading Wonders; Envision Math; District Math Progress Monitoring; FAIR, Successmaker etc.)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School news letters, PTO meetings, school's website; letters to parents and open houses are all examples of our communication systems designed to inform parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

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

Strategy Purpose(s)

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

How is data collected and analyzed to determine the effectiveness of this strategy?

State assessments such as FCAT

Who is responsible for monitoring implementation of this strategy?

The voters

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sheryl Cutrona	Reading Teacher
Nancy Dubin	Principal
Debbie Cohen	Assistant Principal

How the school-based LLT functions

The LLT meets with each team of classroom teachers twice per month to discuss at-risk students, recommend interventions and to progress monitor.

Major initiatives of the LLT

The LLT will monitor the progress of every student with special attention given to students scoring Level 1 and 2 on FCAT 2013. The team will also monitor the effectiveness of professional development relating to the CCSS and the new reading series, Reading Wonders.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

There is an extra class period built in to our schedule called "flex." During the time students may rotate through their team of regular teachers to receive extra help. We also require extra outside reading of every student by using the Accelerated Reader program school-wide. At the middle school level, ten percent of the grade is based on achieving the AR goal each quarter.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	81%	No	85%
American Indian				
Asian	90%	87%	No	91%
Black/African American	66%		No	69%
Hispanic	71%	75%	Yes	74%
White	86%	83%	No	87%
English language learners	54%		No	59%
Students with disabilities	67%	41%	No	70%
Economically disadvantaged	77%	72%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	205	29%	30%
Students scoring at or above Achievement Level 4	364	52%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	17	65%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	532	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	133	76%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	55%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	171	79%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	92%	94%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	77%	No	82%
American Indian				
Asian	90%	93%	Yes	91%
Black/African American	56%	23%	No	60%
Hispanic	73%	61%	No	75%
White	83%	80%	No	84%
English language learners	63%		No	66%
Students with disabilities	56%	36%	No	60%
Economically disadvantaged	73%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	216	31%	33%
Students scoring at or above Achievement Level 4	323	46%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	48%	48%
Students scoring at or above Level 7	12	44%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	553	79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	121	69%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	53	100%	100%
Middle school performance on high school EOC and industry certifications	53	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	46	90%	90%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	33%	35%
Students scoring at or above Achievement Level 4	42	38%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	32%	34%
Students scoring at or above Achievement Level 4	43	37%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	13%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	75%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	132	50%	52%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	214	54%	54%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	1	1%	1%
CTE teachers holding appropriate industry certifications	1	1%	1%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	9	9%	0%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	9%	0%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	56	6%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	81	9%	9%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are encouraged to become involved with their child's academic program by attending school-sponsored events such as CARE team; Open House; Donuts for Dads; Muffins for Moms; Meet Your Teacher; parent conferences; science night; literacy night; Fall Festival; PALS Volunteer Program; and book fair.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We estimate that at least 82% of parents attended one or more events.	1640	82%%	84%

Goals Summary

- G1.** By 2014 our average daily student attendance will improve by 2%.
- G2.** Parents are encouraged to become involved with their child's academic progress by attending school-sponsored events such as open house meet your teacher, parent conferences, science night, literacy nigh, and book fair.
- G3.** By the year 2014 there will be a minimum of a four percentage point increase for all student subgroups in Science when less than 70% are currently demonstrating proficiency across Levels 3, 4, or 5.
- G4.** By the year 2014 students in grades 4 and 8 will gain two percentage points in writing where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or increase the percent proficient.
- G5.** There will be a minimum of a two point increase for Level 3 Students in math, where 70% or more are currently demonstrating proficiency across Levels 3, 4, and 5.
- G6.** By the year 2014, there will be a minimum of two percentage points increase in reading for Level 3 students where 70% or more are currently domemstrating proficiency across Levels 3, 4, 5.

Goals Detail

G1. By 2014 our average daily student attendance will improve by 2%.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Our attendance team meets each month with our and our School Wide Assistance Team meets each week to monitor students at-risk with attendance issues.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Teachers will make home contact after 3 absences. Teachers will refer students to SWAT for review as needed.

Person or Persons Responsible

Teachers, school social worker, guidance counselors and administration along with Attendance Officer.

Target Dates or Schedule:

Each week.

Evidence of Completion:

End of year district data.

G2. Parents are encouraged to become involved with their child's academic progress by attending school-sponsored events such as open house meet your teacher, parent conferences, science night, literacy night, and book fair.

Targets Supported

Resources Available to Support the Goal

- We provide lots of opportunities by joining with our PTO: Donuts for Dads, Muffins for Moms, three Open Houses; Parent- Teacher Conferences; CARE Team; School Counselors, School Social Worker and School Psychologist.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

All parents are encouraged to become involved with PTO, to attend parent-teacher conferences and to review online teacher web pages for grades and assignments.

Person or Persons Responsible

Administration, PTO Officers, teachers and staff.

Target Dates or Schedule:

Monthly PTO newsletter; weekly teacher web-based updates, daily student agendas.

Evidence of Completion:

Attendance rosters at various events.

G3. By the year 2014 there will be a minimum of a four percentage point increase for all student subgroups in Science when less than 70% are currently demonstrating proficiency across Levels 3, 4, or 5.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Elementary students participate in our programs: Elementary Science Lab and Horticulture Lab on a weekly rotation during Specials, in addition to science instruction in the classrooms. Middle school students participate in science instruction for an hour per day using our Classroom of Tomorrow/iEngage equipment and materials. These classrooms are equipped with extra technology support such as flat screen, interactive computers for every six students, the ability to interact electronically with the activboards and a variety of other specialized materials and equipment as part of our district's STEM initiative.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

FCAT

Person or Persons Responsible

Grades 5 and 8 students

Target Dates or Schedule:

April of 2014

Evidence of Completion:

Increase of students scoring 3 or higher on FCAT SCIENCE

G4. By the year 2014 students in grades 4 and 8 will gain two percentage points in writing where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or increase the percent proficient.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

FCAT Writing scores will maintain or improve

Person or Persons Responsible

Teachers in grades K-8 will teach writing skills, aligning their instruction with state standards for writing.

Target Dates or Schedule:

Daily instruction. using Reading Wonders (K-5 and Chris Lewis strategies K-8)

Evidence of Completion:

FCAT 2014 Scores

G5. There will be a minimum of a two point increase for Level 3 Students in math, where 70% or more are currently demonstrating proficiency across Levels 3, 4, and 5.

Targets Supported

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Teachers will meet with administrators twice per month to progress monitor students using in-program assessments, and district assessments.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

PLC meetings held twice per month.

Evidence of Completion:

Passing scores and teacher judgement. FCAT 2014 Math testing.

G6. By the year 2014, there will be a minimum of two percentage points increase in reading for Level 3 students where 70% or more are currently demonstrating proficiency across Levels 3, 4, 5.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Teachers have access to the following materials: SRA; Scholastic Magazine; Reading Wonders; Accelerated Reader. At-risk students are monitored at twice monthly team meetings. Level 1 and 2 students are given an extra hour per day of instruction using the Successmaker Lab. Professional development is offered on an ongoing basis and includes CCSS strategies training. Our Reading teachers also model teach CCSS strategies for general education staff.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

FAIR Testing Fall and Winter FCAT 2014 Reading scores

Person or Persons Responsible

Sheryl Cutrona and administrators

Target Dates or Schedule:

October and January; FCAT 2014

Evidence of Completion:

Agenda from PLC Team Meetings.FCAT Reading Scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used to provide teachers and staff with professional development in CCSS and math.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals