

Laurel Nokomis School

2017-18 School Improvement Plan

Laurel Nokomis School

1900 LAUREL RD E, Nokomis, FL 34275

www.sarasotacountyschools.net/laurelnokomis

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	No	44%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Laurel Nokomis School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 Common Core Standards. 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.

b. Provide the school's vision statement

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Prior to the beginning of school year, students and families attend a "Meet the Teacher" event, designed specifically for families to build connections. Early into the start of the school year, families attend Open House where they have the opportunity to ask specific questions related to their child's academic and social performance. During the school year, we employ our mentoring efforts where students are assigned to staff solely for the basis of building relationships. Additionally, there are various opportunities for students to become involved in extracurricular activities and clubs for both elementary and middle school students. LNS has two School Counselors who work with each classroom to help build relationships. Teachers take advantage of learning opportunities within the curriculum to learn about and explore students' background.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

LNS uses a Positive Behavior Support approach which encompass five expectations for creating a safe learning environment. The expectations are DEDICATED, PREPARED, RESPECTFUL, APPROPRIATE, & PROMPT. Students are oriented to the school rules by attending grade level assemblies during the first week of school. We employ district guidelines to prevent bullying. Students

also learn how to report bullying and how to seek guidance from one of our school counselors. Our PTO provides each student with an Agenda Book which contains the district Student/Family Handbook and behavioral expectations throughout the campus.

We have established supervised locations for all students arriving before 8:20am. The school campus is well-supervised before, during and after school by school staff, the School Security Aide and the School Resource Officer. We have also implemented car tags for all parents/guardians participating in parent pick up. This really helps to protect the safety of students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

LNS uses a progressive discipline program which is outlined in the Student Agenda Book. We have staffed an AIC room (Academic Intervention Class) where administrators may place disruptive students for brief periods of time, and where the students continue their academic work. The students are also supported by a behavior specialist. Key staff members are trained in CPI, a crisis prevention program endorsed by our district. We also partner with local agencies for additional support for students and families. Our social worker is very proactive to provide education to parents to understand and accept services from community agencies.

d. 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

The school counselors provide small group counseling and LNS partners with community agencies such as BIGS to provide mentors. A school guidance program called K-9 For Kids pairs sixth grade students with a mentor and trained therapy dog as a social/academic intervention program. This program is coordinated by our School Resource Officer. The school also has the services of two behavior specialists and two ESE Liaisons. Our Student Recognition program provides rewards students who display the character traits we learn about and model the "Lightning Way". We also utilize a behavior intervention plan to increase the success for students accessing their educational environment in addition to utilizing the TPS monitoring tool for data collection and sharing information with parents.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

LNS holds monthly Attendance Meetings to discuss students with deficiencies in attendance as defined in our Handbook. We hold bi-monthly teacher-administrator meetings (Data Meetings) to discuss student grades, and behavior. Our "Lightning Success" program provides students with success advocates who work closely with students and teachers to identify interventions to promote success. We provide interventions for students identified as at-risk for academic and behavior needs interfering with success through the MTSS process.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	8	5	6	8	14	21	21	25	0	0	0	0	127
One or more suspensions	1	3	2	5	11	11	11	20	13	0	0	0	0	77
Course failure in ELA or Math	0	3	0	4	7	14	1	7	6	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	13	9	8	1	8	6	0	0	0	0	45
Level 1 statewide Math assessment	0	0	0	21	11	9	2	10	5	0	0	0	0	58

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

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our students may be regrouped by skill level for reading and math intervention as needed. To accomplish this, our school master schedule is carefully aligned across grade levels. This includes inclusion support from an ESE teacher during ELA and Math core academics across all grade levels daily. Reading intervention is achieved through the use of SRA Reading Mastery and Corrective Reading materials by three reading resource teachers. Math intervention is carefully planned and monitored by our Assistant Principal for Elementary. A before-school lab provides access to i-Ready remediation. Teachers are provided training monthly in ELA and Math instruction during our Data Monitoring meetings.

The Assistant Principals monitor lowest quartile data as identified by RAE as part of their deliberate practice. Middle school students who are identified as failing a core class will be placed in Course Recovery.

Our CARE Team/MTSS team meets each week to identify, discuss and advise about best strategies and interventions for students displaying attendance, behavior and academic problems. Our staff has been trained on how the MTSS process works.

We provide all elementary students with two science classes (Lab and Horticulture) on our Specials wheel.

Our ESE Liaisons and Behavior Specialists provide extra support as needed to struggling students. In addition our school has a school social worker, a school psychologist, an attendance officer and itinerant support teachers for speech/language and Occupational Therapy.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parents are encouraged to become involved with their child's academic and behavioral program by attending school-sponsored events such as CARE/MTSS team meetings; Open House; Donuts for Dads; Muffins for Moms; Meet Your Teacher; parent conferences; science night. Fall Festival; Volunteers Count Program; Feb Essay Contest and Book Fair. Parents are involved in our School Advisory Committee, a governing body that makes shared decisions for school improvement. Our PTO is very active and raises funds yearly to support our academic interventions. As we monitor at-risk students, parents are kept informed via letters, emails and conferences. We also use the district online parent/student grading portal. The portal allows for parents and students to access academic progress in real time and the opportunity to email teachers directly. Teachers utilize communication mediums such as, Remind, BlackBoard Learn, Class Dojo, Teacher Web, etc.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school works closely with local foundations such as the Gulf Coast Community Foundation, the Laurel Civic Association, Boys & Girls Club, Salvation Army, Drama Kids and with the YMCA to provide enhancements to our academic programs. The benefits of this association include after-school tutoring and additional resources (computers, furniture) for our middle school TechActive classrooms. We also have a business partner liaison, both on the staff level and PTO.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Wilson, Raymond	Principal
Cutrona, Sheryl	Instructional Coach
Dembinski, Shari	SAC Member
Glass, Sue	Administrative Support
Oliver, Christine	Assistant Principal
Wasserman, Heather	Assistant Principal
Sirocchi, Eliana	Administrative Support
Bassett, Maureen	Administrative Support
Maturo , Lauren	Guidance Counselor
Davis-Cokley, Pamela	Guidance Counselor
Brook, Lauren	Administrative Support
Petz, Heather	Administrative Support
Rasbury, Shannon	Teacher, K-12
Schramm, Dave	Teacher, K-12
Darby, Sean	Teacher, K-12
Smith, Pam	Teacher, K-12
Glass, Ashley	Teacher, K-12
Tweed, Christina	Teacher, K-12
Porvaznik, Susan	Teacher, K-12
Reiss, Joanne	Teacher, K-12
Schenke, Kim	Teacher, K-12
Fortune, Julie	Teacher, K-12
Delaney, Matt	Teacher, K-12
Williams, Jeanne	Teacher, K-12
Lynn, Kate	Teacher, K-12
Schlotterback, Lucinda	Teacher, K-12

b. Duties

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

The Leadership Team develops, leads, evaluates, and facilitates data-based decision-making, ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities.

Assists with the screening and early intervention programs for at-risk students; assists with progress monitoring, data collection, data analysis, and assists with professional development and intervention approaches.

Works with student support services personnel and provides services and expertise on issues ranging from intervention with groups of students to individual students.

Provides information about core content, identifies and analyzes key student data points, delivers

Tiered interventions, collaborates with other colleagues regarding interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

2. 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

School uses in-program assessments for reading and math. District assessments used three times per year in reading and math. Administrators and teachers meet monthly in grade level teams to review student data, monitor interventions and regroup students according to academic need. Teachers have opportunities for district-wide training in which additional resources are allocated.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Raymond Wilson	Principal
Stephen Dembinski	Business/Community
John Jefferson	Business/Community
Luanne Pare	Education Support Employee
Julie Fortune	Parent
Christie McKinney	Parent
Lorraine Cho	Parent
Ethan Wasserman	Student
Gina Jones	Parent
Zander McKinney	Student
Laura Wardlaw	Teacher
Tami Ingerick	Teacher
Kim Schenke	Teacher
Christina Tweed	Teacher
Bob Cory	Business/Community
Jimmy Dorsett	Business/Community
Tricia Card	Education Support Employee
Yvonne Watson	Parent
Alicia Caithness	Business/Community
Cindy Setter	Business/Community
Eliana Sirocchi	Education Support Employee
Jack Wardlaw	Student
Zoe Watson	Student
Michelle Groves	Parent
Ashley Wiemken	Teacher
Joe Marisi	Teacher
Maureen Bassett	Education Support Employee
Joan Schumacher-Martin	Teacher
Amy Sligar	Parent
Latoya Price-Childs	Parent
Aja Lowe	Teacher
Lisa Lightner	Parent
Sara Lopera	Student
Richard Danz	Student
Nelson Creed	Student
Juan Martinez-Cruz	Student
Julio Quezada	Student
Megan Cho Wade	Student

Name	Stakeholder Group
Mia Sligar	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

As data becomes available, SAC reviews school progress. In addition, SAC approves the current year's school improvement plan.

b. Development of this school improvement plan

The SAC approves the SIP. We seek parental and other community stakeholders participation and input from our School Advisory council during the school improvement plan development. SAC will review the data and goals, providing input and advice on funding.

c. Preparation of the school's annual budget and plan

SAC approves certain school expenditures including A+ funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC determines how A+ funds are distributed when needed.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Minutes will be sent to the district office and posted to the district website.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cutrona, Sheryl	Instructional Coach
Wilson, Raymond	Principal
Oliver, Christine	Assistant Principal
Wasserman, Heather	Assistant Principal
Dembinski, Shari	Teacher, K-12
Roarty, Chrisitna	Teacher, ESE
Pisano, Tracy	Teacher, K-12
Rann, Barbara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will monitor the progress of every student with special attention given to students scoring Level 1 and 2 on FSA during the 2017 administration, and/or those students scoring in the lowest quartile. The team will also monitor the effectiveness of professional development relating to the Florida State Standards and effective best practices. We monitor and provide professional development using i-Ready reading diagnostic and Standards Mastery data. We differentiate student reading levels based on SRA screenings and adjust placement based on data. Laurel Nokomis administration meets monthly with grade level teams to monitor student performance in reading.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are assigned to a collaborative planning group and meet together twice per month. Minutes are shared with the team and with administration. In addition, teachers meet with administration and literacy team once a month.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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. Through the Sarasota County Induction Program (SCIP), all new teachers receive a mentor. The mentor and mentee meet regularly to discuss strategies and facilitation skills. The pairings are made according to the area of expertise of the mentor. If a new hire is an ESE teacher we pair them with a teacher who has a background in ESE.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school is guided by district staff, careful review of proposed materials and district-approved curriculum and instructional focus guides. We also utilize Design to Align for middle math teachers and GO Math for our K-5 students. Math Mentality training is being utilized for teachers of grades K-6 guided by district curriculum department. All grade levels K-8 use the i-Ready program in both reading and math which is directly aligned with Florida State Standards. Additionally, administration conducts observations to monitor the standards and depth of knowledge appropriate for each grade level.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We constantly monitor data for lowest quartile, MTSS, grades, behavior, and attendance. We regroup students according to skill levels for reading and math through the use of i-Ready diagnostic assessments, SRA screenings, formative and summative assessments. We provide i-Ready Lab for elementary students to practice high stakes assessment. We provide intensive reading and math instruction for students in grades 6-8. We utilize IXL for students in need of remediation and/or acceleration. We also conduct monthly data meetings with teachers to maintain focus on supporting students performing below proficiency levels.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wilson, Raymond, raymond.wilson@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State assessments such as Science FCAT, FSA, EOCs, i-Ready diagnostic, i-Ready Standards Mastery, and i-Ready Growth Monitoring assessments, in addition to FSAA and WIDA.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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. Incoming sixth grade students and parents attend an informational night.

College and career readiness goals are part of the middle school curriculum. Naviance curriculum has been implemented weekly for grades 6, 7 and 8. By the time middle school students leave 8th grade, they will have explored at least 100 careers. Eighth grade students also participate in Junior Achievement by making connections with community stakeholders.

We employ an annual 5th grade Promotion Ceremony. Additionally, we employ an 8th grade Stepping Forward Ceremony in the spring to highlight past accomplishments and what to expect in high school.

b. College and Career Readiness

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

Middle school students have the opportunity to participate in advanced courses in math beginning in sixth grade with opportunities for high school credit in Honors Algebra, Honors Geometry, Physical Science, and Spanish. As part of our elective offerings, students can participate in technology where they engage in hands-on learning in the industrial and mechanical field.

Students in eighth grade also participate in a Junior Achievement day where they have the opportunity to engage in college and career planning activities facilitated by community business organizations. Junior Achievement brings the real world to students.

Seventh grade Art students will visit Ringling College of Art & Design. The purpose of these visits is to provide the opportunity for students to visit local college campuses, interact with students and staff, and experience campus life through activities and tours.

Project Amplify is open to elementary students, designed to empower classroom teachers to meet the needs of a diverse group of learners through the use of different art forms.

Hovercraft Project (Grades 5th & 6th): students will learn STEM principals, problem solving, data analysis, leadership, etc. website:

The Slice of Art School Tour Program: The tour will include connections to science, social studies, etc. All the media will have a political theme. Students will also complete a hands-on art activity with artist.

Ellen Goldberg Tishman will explore mosaic art with 5th grade classes. Cindy Ballisteri from the Artist Alliance provided the contact information. These art lessons will coincide with our Patriot Plaza trip and Young Marines flag etiquette lessons.

Dakin Dairy Farms in Myakka City ; Students will learn and see where milk comes from and watch it go from cow to the bottle. Students will also learn about sustainable farming, make butter (real world math), visit the cheese room, etc.

Audubon Society will provide instruction in beginning birding and observation of wildlife using binoculars at the Celery Fields

Around the Bend Nature Tours: Students will explore a local estuary by wading into the grass flats at low tide. They will use simple dichotomous keys to identify the organisms they collect and release.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Laurel Nokomis Middle School employs the grades 6-8 Florida State Standards, which define what students should understand and be able to do by the end of each grade. The Florida State Standards correspond to the College and Career Readiness anchor standards that together define the skills and

understanding that students must demonstrate in order to be prepared to enter college or the work force.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

- We have added a new position of Career Advisor to support middle school students and teachers to expose them to various career paths and opportunities.
- We have implemented a Career Advisory Course for all middle school students for a duration of 25 minutes per week. Students access an online career lessons through Naviance based on their grade level scope and sequence. The goal is for all middle school students to explore at least 100 careers by the time they leave middle school.
- Provide targeted academic support to students who are not on track for being ready for post secondary education (before/after school tutoring, intensive reading, and Laurel Civic Association partnership)
- Increase S.T.E.M. activities in all course offerings.
- All students in grades 3-8 will have additional support and mentoring to foster College and Career Ready Goals.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Suspension Goals: By the year 2018 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%.
- G2.** Science Goal FCAT 2.0: By the year 2018 there will be a minimum of four percentage points gain when less than 70% are currently proficient; there will be two points gain when more than 70% are proficient.
- G3.** Reading: By the year 2018 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient.
- G4.** Mathematics: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. When student proficiency is 90% or higher, proficiency will be maintained or improved.
- G5.** FSAA Levels 1-2-3-4: By the year 2018 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.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Suspension Goals: By the year 2018 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%. 1a

 G092850

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- District has limited options for alternative education placement for chronically disruptive students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School level options will be utilized as much as possible.

Plan to Monitor Progress Toward G1. 8

Schoolwide discipline and TPS data

Person Responsible

Lauren Brook

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

SIS intervention reports and TPS teacher data

G2. Science Goal FCAT 2.0: By the year 2018 there will be a minimum of four percentage points gain when less than 70% are currently proficient; there will be two points gain when more than 70% are proficient. 1a

 G092851

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal 3

- Building background knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Focus guides and STEM activities

Plan to Monitor Progress Toward G2. 8

Benchmark assessments

Person Responsible

Shannon Rasbury

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans and benchmark assessment results

G3. Reading: By the year 2018 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient. 1a

 G092852

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Lowest 25% Gains	69.0

Targeted Barriers to Achieving the Goal 3

- Professional Development needed

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students in Grades 6-8 will improve in reading through the use of standards-based instruction. Results from i-Ready formative and summative assessments will ultimately drive instruction. Students will then receive targeted instruction through curriculum pathways and learning progressions.
- Students in Grades 3-5 have daily scheduled lab time using our ILS iReady to enhance reading achievement.
- Students in grades K-8 regroup by skill levels in reading. Grade 6-8 students will improve reading comprehension through the use of iReady curriculum pathways.
- Resource teachers in reading and math provide extra instruction and support for struggling students in a small group setting. As a result of our school's BPIE, ESE middle school students are provided resource support in the mainstream setting.
- ESE resource teachers at grades 6-8 provide support to ESE students in the general education classroom so that ESE students may access rigorous, high-quality curriculum. This access is provided for all students who take regular state assessments.
- Students identified as Level 1 and Level 2 are enrolled in intensive reading courses. At-risk students are monitored on a weekly basis by our ELA, ILA, and ESE teachers.

Plan to Monitor Progress Toward G3. 8

iReady diagnostic results

Person Responsible

Heather Wasserman

Schedule

Quarterly, from 9/15/2017 to 5/24/2018

Evidence of Completion

iReady class profile reports

G4. Mathematics: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. When student proficiency is 90% or higher, proficiency will be maintained or improved. 1a

 G092853

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	82.0
Math Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Professional development needed.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students in Grades 6-8 will improve in math through the use of standards-based instruction. Results from i-Ready formative and summative assessments will ultimately drive instruction. Students will then receive targeted instruction through curriculum pathways and learning progressions.
- ESE resource teachers are available in the mainstream classes of grade 6-8 ESE students so that these students may access the general education curriculum in math. This is per our school's BPIE process.
- Academic Enrichment classes are offered in middle school to provide remediation and additional support.
- Before school Learning Lab is open to all students who wish to strengthen their math skills. With parent consent, Learning Lab is available during Specials for elementary students.
- iReady computer lab time in grades K-8

Plan to Monitor Progress Toward G4. 8

iReady diagnostic & Standards mastery results will be used to progress monitor students in math.

Person Responsible

Raymond Wilson

Schedule

Every 3 Weeks, from 9/1/2017 to 5/24/2018

Evidence of Completion

iReady Diagnostic results

G5. FSAA Levels 1-2-3-4: By the year 2018 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. 1a

 G092854

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	62.0
FSAA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Communication skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Unique learning systems with visual supports
- Speech-language therapy

Plan to Monitor Progress Toward G5. 8

Student progress with various tasks

Person Responsible

Maureen Bassett

Schedule

Every 6 Weeks, from 9/15/2017 to 5/24/2018

Evidence of Completion

Progress reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Suspension Goals: By the year 2018 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%. **1**

 **G092850**

G1.B1 District has limited options for alternative education placement for chronically disruptive students. **2**

 **B249019**

G1.B1.S1 Classroom Management professional development offered at district level. **4**

 **S262428**

Strategy Rationale

Action Step 1 **5**

Inform teachers about professional development opportunities

Person Responsible

Sean Darby

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Emails, flyers. PD website

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom visits and observations

Person Responsible

Raymond Wilson

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increased time for instruction

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review data

Person Responsible

Lauren Brook

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Schoolwide intervention and discipline data

G1.B1.S2 District support to review behavior plans, observe students and provide strategies to teachers.

4

 S262429

Strategy Rationale

Action Step 1 5

Seek district level support

Person Responsible

Lauren Brook

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Data review

Person Responsible

Christine Oliver

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

MTSS minutes and outcomes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Data review

Person Responsible

Raymond Wilson

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

MTSS minutes and outcomes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Support team meetings

Person Responsible

Raymond Wilson

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meeting minutes and outcomes

G2. Science Goal FCAT 2.0: By the year 2018 there will be a minimum of four percentage points gain when less than 70% are currently proficient; there will be two points gain when more than 70% are proficient. 1

 G092851

G2.B1 Building background knowledge 2

 B249020

G2.B1.S1 Inquiry based instruction, provide real-world experiences, use accountable talk, STEM activities and collaborative learning opportunities. 4

 S262430

Strategy Rationale

Students need to be able to articulate and provide text-based evidence to support their thinking.

Action Step 1 5

Maximize collaborative planning to incorporate lessons for areas of need.

Person Responsible

Shannon Rasbury

Schedule

Biweekly, from 8/14/2017 to 8/24/2018

Evidence of Completion

Lesson plans and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Benchmark assessments

Person Responsible

Shannon Rasbury

Schedule

Quarterly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Benchmark assessments results

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data meetings

Person Responsible

Raymond Wilson

Schedule

Monthly, from 8/14/2017 to 8/24/2018

Evidence of Completion

Data meeting agendas, PLC notes and benchmark assessments

G3. Reading: By the year 2018 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient. 1

 G092852

G3.B1 Professional Development needed 2

 B249021

G3.B1.S1 Instructional grouping using i-Ready 4

 S262431

Strategy Rationale

Action Step 1 5

i-Ready PD opportunity

Person Responsible

Heather Wasserman

Schedule

Quarterly, from 9/1/2017 to 5/24/2018

Evidence of Completion

i-Ready assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walkthroughs and iReady reports

Person Responsible

Heather Wasserman

Schedule

Quarterly, from 9/15/2017 to 5/24/2018

Evidence of Completion

Student and/or class profile iReady reports, data chats and PLC notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data analysis

Person Responsible

Heather Wasserman

Schedule

Biweekly, from 9/15/2017 to 5/24/2018

Evidence of Completion

iReady reports

G3.B1.S2 Annual FLKRS Training for K-1 staff 4

 S262432

Strategy Rationale

Action Step 1 5

FLKRS training

Person Responsible

Sheryl Cutrona

Schedule

On 9/30/2017

Evidence of Completion

Proper administration of FLKRS

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

FLKRS data

Person Responsible

Sheryl Cutrona

Schedule

On 10/30/2017

Evidence of Completion

Data entry of FLKRS scores for grades K-1

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Data analysis

Person Responsible

Sheryl Cutrona

Schedule

On 10/30/2017

Evidence of Completion

Data reports

G3.B1.S3 Data meetings for PLC's 4



Strategy Rationale

Action Step 1 5

Teams meet by grade level to discuss student data.

Person Responsible

Raymond Wilson

Schedule

Monthly, from 9/15/2017 to 5/24/2018

Evidence of Completion

PLC notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Effectiveness of Implementation

Person Responsible

Raymond Wilson

Schedule

Monthly, from 9/15/2017 to 3/15/2018

Evidence of Completion

Classroom visits and walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Teacher feedback and PLC notes

Person Responsible

Raymond Wilson

Schedule

Monthly, from 9/15/2017 to 4/15/2018

Evidence of Completion

PLC notes discussion and review

G4. Mathematics: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. When student proficiency is 90% or higher, proficiency will be maintained or improved. 1

 G092853

G4.B1 Professional development needed. 2

 B249022

G4.B1.S1 Instructional Grouping using i-Ready 4

 S262434

Strategy Rationale

Action Step 1 5

Create instructional groups

Person Responsible

Heather Wasserman

Schedule

Biweekly, from 9/15/2017 to 5/24/2018

Evidence of Completion

iReady instructional group reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

iReady instructional groups report

Person Responsible

Heather Wasserman

Schedule

Biweekly, from 9/15/2017 to 5/24/2018

Evidence of Completion

iReady instructional groups data analysis

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Analyze iReady Standards Mastery

Person Responsible

Heather Wasserman

Schedule

Monthly, from 9/26/2017 to 5/24/2018

Evidence of Completion

iReady data

G4.B1.S2 Go-Math training 4

 S262435

Strategy Rationale

Action Step 1 5

PD offerings (Go Math/Math Mentality)

Person Responsible

Christine Oliver

Schedule

Quarterly, from 9/15/2017 to 5/24/2018

Evidence of Completion

Increased student achievement

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom walkthroughs

Person Responsible

Raymond Wilson

Schedule

Biweekly, from 9/15/2017 to 5/24/2018

Evidence of Completion

Observation feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

PLC data meetings

Person Responsible

Christine Oliver

Schedule

Monthly, from 9/15/2017 to 5/24/2018

Evidence of Completion

PLC notes and lesson plans

G5. FSAA Levels 1-2-3-4: By the year 2018 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. 1

 G092854

G5.B1 Communication skills 2

 B249024

G5.B1.S1 Differentiated tasks with varied level of visual supports to aid in responses. 4

 S262436

Strategy Rationale

Students need to communicate more effectively and increase comprehension.

Action Step 1 5

Visual supports are used to supplement instruction

Person Responsible

Heather Petz

Schedule

Monthly, from 9/15/2017 to 4/15/2018

Evidence of Completion

Classroom walkthrough observation data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom walkthroughs

Person Responsible

Heather Petz

Schedule

Biweekly, from 9/15/2017 to 5/24/2018

Evidence of Completion

Student tasks and classroom observation data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Classroom walkthroughs

Person Responsible

Heather Wasserman

Schedule

Monthly, from 9/15/2017 to 5/24/2018

Evidence of Completion

Classroom observation data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1  M368036	Benchmark assessments	Rasbury, Shannon	8/22/2016	Lesson plans and benchmark assessment results	6/2/2017 quarterly
G1.B1.S2.MA1  M368032	Data review	Wilson, Raymond	8/22/2016	MTSS minutes and outcomes	6/2/2017 monthly
G3.B1.S2.A1  A346393	FLKRS training	Cutrona, Sheryl	9/15/2017	Proper administration of FLKRS	9/30/2017 one-time
G3.B1.S2.MA1  M368039	Data analysis	Cutrona, Sheryl	9/15/2017	Data reports	10/30/2017 one-time
G3.B1.S2.MA1  M368040	FLKRS data	Cutrona, Sheryl	9/15/2017	Data entry of FLKRS scores for grades K-1	10/30/2017 one-time
G3.B1.S3.MA1  M368042	Effectiveness of Implementation	Wilson, Raymond	9/15/2017	Classroom visits and walkthroughs	3/15/2018 monthly
G3.B1.S3.MA1  M368041	Teacher feedback and PLC notes	Wilson, Raymond	9/15/2017	PLC notes discussion and review	4/15/2018 monthly
G5.B1.S1.A1  A346397	Visual supports are used to supplement instruction	Petz, Heather	9/15/2017	Classroom walkthrough observation data	4/15/2018 monthly
G4.B1.S1.A1  A346395	Create instructional groups	Wasserman, Heather	9/15/2017	iReady instructional group reports	5/24/2018 biweekly
G2.B1.S1.MA1  M368035	Benchmark assessments	Rasbury, Shannon	9/1/2017	Benchmark assessments results	5/24/2018 quarterly
G3.B1.S3.A1  A346394	Teams meet by grade level to discuss student data.	Wilson, Raymond	9/15/2017	PLC notes	5/24/2018 monthly
G3.B1.S1.MA1  M368037	Data analysis	Wasserman, Heather	9/15/2017	iReady reports	5/24/2018 biweekly
G3.B1.S1.MA1  M368038	Walkthroughs and iReady reports	Wasserman, Heather	9/15/2017	Student and/or class profile iReady reports, data chats and PLC notes	5/24/2018 quarterly
G3.B1.S1.A1  A346392	i-Ready PD opportunity	Wasserman, Heather	9/1/2017	i-Ready assessments	5/24/2018 quarterly
G4.B1.S1.MA1  M368044	Analyze iReady Standards Mastery	Wasserman, Heather	9/26/2017	iReady data	5/24/2018 monthly
G4.B1.S1.MA1  M368045	iReady instructional groups report	Wasserman, Heather	9/15/2017	iReady instructional groups data analysis	5/24/2018 biweekly
G1.MA1  M368033	Schoolwide discipline and TPS data	Brook, Lauren	8/14/2017	SIS intervention reports and TPS teacher data	5/24/2018 weekly
G5.B1.S1.MA1  M368049	Classroom walkthroughs	Wasserman, Heather	9/15/2017	Classroom observation data	5/24/2018 monthly
G5.B1.S1.MA1  M368050	Classroom walkthroughs	Petz, Heather	9/15/2017	Student tasks and classroom observation data	5/24/2018 biweekly
G1.B1.S1.A1  A346389	Inform teachers about professional development opportunities	Darby, Sean	8/14/2017	Emails, flyers. PD website	5/24/2018 biweekly
G1.B1.S2.MA1  M368030	Support team meetings	Wilson, Raymond	8/14/2017	Meeting minutes and outcomes	5/24/2018 weekly
G3.MA1  M368043	iReady diagnostic results	Wasserman, Heather	9/15/2017	iReady class profile reports	5/24/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M368029	Classroom visits and observations	Wilson, Raymond	8/14/2017	Increased time for instruction	5/24/2018 weekly
G1.B1.S2.A1  A346390	Seek district level support	Brook, Lauren	8/14/2017		5/24/2018 quarterly
G1.B1.S1.MA1  M368028	Review data	Brook, Lauren	8/14/2017	Schoolwide intervention and discipline data	5/24/2018 weekly
G5.MA1  M368051	Student progress with various tasks	Bassett, Maureen	9/15/2017	Progress reports	5/24/2018 every-6-weeks
G4.MA1  M368048	iReady diagnostic & Standards mastery results will be used to progress monitor students in math.	Wilson, Raymond	9/1/2017	iReady Diagnostic results	5/24/2018 every-3-weeks
G4.B1.S2.MA1  M368046	PLC data meetings	Oliver, Christine	9/15/2017	PLC notes and lesson plans	5/24/2018 monthly
G4.B1.S2.MA1  M368047	Classroom walkthroughs	Wilson, Raymond	9/15/2017	Observation feedback	5/24/2018 biweekly
G4.B1.S2.A1  A346396	PD offerings (Go Math/Math Mentality)	Oliver, Christine	9/15/2017	Increased student achievement	5/24/2018 quarterly
G1.B1.S2.MA1  M368031	Data review	Oliver, Christine	8/14/2017	MTSS minutes and outcomes	5/24/2018 monthly
G2.B1.S1.MA1  M368034	Data meetings	Wilson, Raymond	8/14/2017	Data meeting agendas, PLC notes and benchmark assessments	8/24/2018 monthly
G2.B1.S1.A1  A346391	Maximize collaborative planning to incorporate lessons for areas of need.	Rasbury, Shannon	8/14/2017	Lesson plans and classroom walkthroughs	8/24/2018 biweekly

V. Professional Development Opportunities

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

G1. Suspension Goals: By the year 2018 there will be a reduction of suspensions from the previous year. LNS will maintain or reduce the percentage of suspensions to less than 10%.

G1.B1 District has limited options for alternative education placement for chronically disruptive students.

G1.B1.S1 Classroom Management professional development offered at district level.

PD Opportunity 1

Inform teachers about professional development opportunities

Facilitator

Various district level trainers

Participants

LNS teachers

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

G3. Reading: By the year 2018 there will be a minimum of a four percentage point increase for all student subgroup when less than 70% are currently demonstrating proficiency across levels 3 and higher; or a two percentage point increase for groups over 70% proficient. Any group that is 90% or higher can maintain or improve the percent proficient.

G3.B1 Professional Development needed

G3.B1.S2 Annual FLKRS Training for K-1 staff

PD Opportunity 1

FLKRS training

Facilitator

Sheryl Cutrona

Participants

K-1 Teachers

Schedule

On 9/30/2017

G4. Mathematics: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. When student proficiency is 90% or higher, proficiency will be maintained or improved.

G4.B1 Professional development needed.

G4.B1.S2 Go-Math training

PD Opportunity 1

PD offerings (Go Math/Math Mentality)

Facilitator

District Math Curriculum Specialist

Participants

Various elementary grade levels & 6th grade

Schedule

Quarterly, from 9/15/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Inform teachers about professional development opportunities	\$0.00
2	G1.B1.S2.A1	Seek district level support	\$0.00
3	G2.B1.S1.A1	Maximize collaborative planning to incorporate lessons for areas of need.	\$0.00
4	G3.B1.S1.A1	i-Ready PD opportunity	\$0.00
5	G3.B1.S2.A1	FLKRS training	\$0.00
6	G3.B1.S3.A1	Teams meet by grade level to discuss student data.	\$0.00
7	G4.B1.S1.A1	Create instructional groups	\$0.00
8	G4.B1.S2.A1	PD offerings (Go Math/Math Mentality)	\$0.00
9	G5.B1.S1.A1	Visual supports are used to supplement instruction	\$0.00
			Total: \$0.00