

Suncoast School For Innovative Studies



2014-15 School Improvement Plan

Suncoast School For Innovative Studies

845 S SCHOOL AVE, Sarasota, FL 34237

www.suncoastschool.org

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

Yes

Minority

60%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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.

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 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Suncoast School for Innovative Studies is to celebrate and recognize each individual child so that all students will achieve their full intellectual and social potential. Family commitment to the learning process, as well as the use of multi-age groupings and multi-modality teaching, will help develop in each child a love of learning, the ability to engage in critical thinking and mastery of comprehensive academics. Families and the larger community will be partners in the achievement of the student.

Provide the school's vision statement

The vision of Suncoast School for Innovative Studies is centered on enriching the lives of each student by not giving the child a tool or skill, but rather nurturing the tools and skills within the child. Students will be more self-sufficient through learning to be responsible for their education and develop leadership skills to improve the quality of their lives for now and in the future.

School Environment

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

Suncoast School for Innovative Studies learns about our students' cultures and builds relationships between teachers and students by engaging in school-wide diversity programs.

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

Suncoast School for Innovative Studies creates an environment where students feel safe and respected before, during and after school by bullying awareness as well as our positive behavior support system (PBS). Both our middle and elementary campuses provide a Bullying Awareness Program to our students which is given by our school counselors and both of our counselors have earned their Bullying Prevention Specialist credentials. Our positive behavior support system is also in place on both campuses and our middle school students complete an anonymous Climate Survey in which gives our staff information as to what makes them feel safe and respected. Both our elementary and middle school campuses have a Dean of Students and all of our buses have aids on them.

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

Suncoast School for Innovative Studies uses PBS (positive behavior support system) to aid in minimizing distractions and to keep students engaged during instructional time. Our school-wide positive behavior support system begins with the acronym PAWS because we are the SSIS Panthers. The "P" stands for being prepared, the "A" stands for being accountable, the "W" stands for being well-mannered and the "S" stands for safety. We have different expectations in five areas of our school. The areas are: the cafeteria, the hallways, the restrooms, the playground and the bus. Each area has a different set of expectations in which the students are to follow. The classroom teachers

have their own set of rules but still follow the PAWS. Each teacher is given 20 laminated "paws" to hand out to students who are exhibiting these behaviors. At the end of each month the students get to go to a PAWS Store to spend and/or save the PAWS they have earned. We also have a Rewards Assembly at the end of each month in which the school congratulates the most improved student and the best behaved student

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

SSIS ensures the social-emotional needs of all students are being met by adhering to the American School Counselor Association's core competencies and standards. The counseling department coordinates a developmental school counseling program including; individual and small group counseling and classroom guidance which is delivered to all students. Our counselors also coordinate school-wide social-emotional initiatives such as character education, consultation with major stakeholders on initiatives and programs to support social-emotional development, including prevention. Suncoast School for Innovative Studies also provides a variety of community support which includes: a backpack program for our families in need of food, a summer breakfast/lunch program for all age-appropriate children in our community, clothing and school supplies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/219237>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Suncoast School for Innovative Studies builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through many different ways. On the elementary campus we have a Reading Fur Fun Program in which dogs come to visit once a week and selected students "read" to them. We also have after school programs to provide extra enrichment such as Capoeira, Tutoring, Homework Help, Girl Scouts and Kids Live. We are starting a new program in which high school students from the community come to read and/or help with academics. On the middle school campus we also provide after school programs such as Tutoring, Homework Help, Volleyball, Soccer and Football. We are also having a Fall Festival on the elementary campus in which several community representatives will be present. And finally, both campuses are providing Parent Empowerment Activities throughout the school year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Evans, Stephen	Principal
Melendy, Alicia	Teacher, K-12
Kneeland, Linda	Teacher, K-12
Tilman, Ann Lee	Guidance Counselor
Berry, Jerod	Dean
Robbins, Jennifer	Teacher, PreK
Ramsey, Bonna	Instructional Coach
Rollinson, Carla	Instructional Coach
Hallaert, Monica	Paraprofessional

Duties

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

The function and responsibility of each school-based leadership team member is to meet with each other twice a month to discuss the following: academic needs, instructional strategies, formative and summative student data, and the delivery of services for identified students. The team also monitors student progress in order to assess the needs of further instructional interventions. There have been several training sessions held for the members of this team both this year and in past years. The

Leadership Team will employ a continuous improvement process to create the SIP. Input will be gathered from the grade level teams, the SAC and the district teams.

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

Suncoast School for Innovative Studies RtI Team is comprised of SSIS Administration, ESE Providers, School Psychologist, School Counselors, and General Education Teachers. The goal of this team is to meet and/or exceed the district and state requirements for assisting in both the identification of students and eligibility. The primary purpose of the Executive Director is to ensure that all participants are present and all options for intervention are explored within the ability of the services offered. The ESE Providers give information about support and assist in the Intervention Plan. The School Psychologist provides information as to the students' ability, if accessible, supports and assists in the Intervention Plan. The School Counselor gives information about support programs and assists in the Intervention Plan. The General Education Teachers provides the team with information regarding the identified student, the services that are currently being offered, interventions completed in the classroom, and parent communication.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Stephen Evans	Principal
Maryanne Jablonski	Education Support Employee
Larry Coel	Education Support Employee
Larry Robbins	Parent
Terrell Neal	Business/Community
Michael Johnson	Business/Community
Patricia Tan	Business/Community
Brian Yost	Business/Community

Duties

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

Evaluation of last year's school improvement plan

After reviewing last year's SIP on July 10, 2014, the SAC Committee suggested a few modifications be made. They have been made and the SIP approved by the SAC.

Development of this school improvement plan

The SAC is the governing body of SSIS and is in charge of budgeting, developing school policies, approving new positions, and the signing of contracts for food service and transportation. The SAC committee also works with the Executive Director to review all data and building wide performance.

Preparation of the school's annual budget and plan

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

SAC monies were used for Science Fair Awards and Projects.

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

Yes

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

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Tilman, Ann Lee	Guidance Counselor
Evans, Stephen	Principal
Cascio, Camille	Teacher, ESE
Kneeland, Linda	Teacher, K-12
Woods, Erin	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The major initiatives of the LLT this school year will be to improve academics. In the past year our enrollment has increased and as of now we have a waiting list for most grades on our elementary campus.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Suncoast School for Innovative Studies also uses the PBS (positive behavior support system) for teachers and all staff members to encourage positive working relationships within our school. We have a bulletin board in our copy room where all staff are encouraged to write positive things about each other. At the end of every month all of the "kudos" are taken down and put in a jar. One is pulled out and read during our morning announcements and that teacher gets their name put on our school website as "Teacher of the Month" and they also get a special parking spot at the school for the month. We also have a goodie box that is locked and the teachers pass around the key at the end of every week to someone they saw showing a positive attitude. The goodies include chocolate, snacks, pens, pencils, coffee, tea, etc...

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

We advertise our available positions through various websites such as teacherteacher.com via the internet, by posting open positions in local universities, and by word of mouth. Our Executive Director and Administrative Assistant read through the resumes the school receives regarding the open positions. Then, an interview is arranged and the lead teachers join the Executive Director and the Administrative

Assistant in the process. A decision is made and the interviewee is either asked to join our team or not. We also put in place our first salary schedule which is competitive with other charter schools.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

SSIS follows the Sarasota County mentoring program (SCIP), which guides our mentor program. Our mentors go through all of the mandatory training at the district and meets all of the requirements. Our mentor program includes modeling, classroom observations, and collaborative planning. Our mentoring program is available on both our elementary campus and middle school campus.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Suncoast School for Innovative Studies ensures its core instructional programs and materials are aligned to Florida's standards by using the same curriculum(s) the district uses.

Instructional Strategies

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

Suncoast School for Innovative Studies uses data to provide and differentiate instruction to meet the diverse needs of students by pulling small groups of students to give them more intense instruction. Our third through fifth graders are pulled out of/pushed in to small groups depending on their scores from last year's FCAT. And our Kindergarten through second graders are pulled based on i-Ready scores as well as teacher recommendations. Instruction is modified for these students by using Wonderworks Intervention supplements. So, these students are receiving the same information their whole class is working on, only at a lower level. SSIS also provides intensive reading services, ESOL and ESE services as well as Gifted Services.

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: After School Program

Minutes added to school year: 5,000

After school programs that provide math and reading initiatives. The after school program is provided by all highly qualified instructors in their content/subject areas. Students in grades 2-5 will work with teachers after school on both reading and math skills. All students will review the skills that have been taught in the classroom.

Strategy Rationale

Extra support and practice have been proven to increase academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Melendy, Alicia, amelendy@suncoastschool.org

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

Students selected to participate in the program are selected by informal teacher recommendations based on classroom academic performance/behavior. Students are also selected by their performance on state assessments, FCAT Level 1 and 2. We have 2 academic after school programs: 1) homework assistance twice a week, and 2) academic tutorial based on academic deficit areas.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Our school counselor works with our preschool students and parents to ensure positive transitions from our Pre-K program to our Kindergarten and if not from our Pre-K program, new students will still receive a smooth transition to Kindergarten. The transition to middle school begins in Fourth Grade with classroom guidance and the high school transition starts in Seventh Grade.

College and Career Readiness

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

Some of the strategies used by Suncoast School for Innovative Studies are: 1) career exploration, 2) academic advisement and 3) career week in the Art classes in which parents and members of the community discuss their career with the students. We also provide university level field trips for our middle school students.

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

We incorporate applied and integrated courses to help our students see the relationship between subjects and their relevance to the future. This is achieved by emphasizing reading across the curriculum as related to the workforce and emphasizing writing across the curriculum.

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

Suncoast School for Innovative Studies integrates career and technical education with academic courses to support students achievement by providing career exploration, academic advisement and a career week in Art classes.

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

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.** During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMO's.
- G2.** During the 2015 school year, Suncoast School for Innovative Studies will increase parental involvement.
- G3.** During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by either district developed targets or AMO's.

Strategic Goals Detail

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

G1. During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMO's. 1a

G051289

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	46.0
AMO Math - Hispanic	50.0
AMO Math - White	65.0
AMO Math - ELL	57.0
AMO Math - SWD	49.0
AMO Math - ED	57.0

Resources Available to Support the Goal 2

- Pupil Support Services
- ESOL Services
- ESE Services
- Homework Help Club (After School)
- After School Tutoring
- i-Ready

Targeted Barriers to Achieving the Goal 3

- Limited Language Ability
- Lack of vocabulary

G2. During the 2015 school year, Suncoast School for Innovative Studies will increase parental involvement. **1a**

G051288

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

- Parent Empowerment Workshops
- Parent/Teacher Conferences
- Family Fun Events
- Parent Resource Center

Targeted Barriers to Achieving the Goal **3**

- Limited Language Ability

Plan to Monitor Progress Toward G2. **8**

PALS sign-in/log-in information

Person Responsible

Jerod Berry

Schedule

Evidence of Completion

Sign-in sheets

G3. During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by either district developed targets or AMO's. 1a

G038397

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	54.0
AMO Reading - Hispanic	64.0
AMO Reading - White	74.0
AMO Reading - ELL	52.0
AMO Reading - SWD	45.0
AMO Reading - ED	64.0

Resources Available to Support the Goal 2

- Pupil Support Services
- ESOL Services
- ESE Services
- Homework Help Club (after school)
- Afters chool Tutoring

Targeted Barriers to Achieving the Goal 3

- Limited language ability
- Lack of vocabulary

Plan to Monitor Progress Toward G3. 8

Areas of both concern and improvement will be monitored

Person Responsible

Rebecca Crawford

Schedule

Monthly, from 10/6/2014 to 5/25/2015

Evidence of Completion

Ongoing assessments

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. During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMO's. **1**

 G051289

G1.B1 Limited Language Ability **2**

 B128868

G1.B1.S1 Intense instruction in a small group setting **4**

 S140981

Strategy Rationale

The smaller the group of students the more intense the instruction

Action Step 1 **5**

Identified students will be pulled out of class in order to receive more intense instruction.

Person Responsible

Alicia Melendy

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Observations, state assessments, and i-Ready data

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

Small group instruction

Person Responsible

Alicia Melendy

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Increases scores on tests and class assignments

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

Areas of both concern and improvement will be monitored

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion


Ongoing assessments

G2. During the 2015 school year, Suncoast School for Innovative Studies will increase parental involvement.

1

 G051288

G2.B1 Limited Language Ability 2

 B130856

G2.B1.S1 We have a lot of families that speak other languages 4

 S142875

Strategy Rationale

Action Step 1 5

Increase parent involvement

Person Responsible

Jennifer Robbins

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased parent participation, sign-in sheets, PALS information

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

Increased parent participation

Person Responsible

Jennifer Robbins

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, PALS log-in information

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

Areas of both concern and improvement will be monitored

Person Responsible

Jerod Berry

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, PALS information log

G3. During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by either district developed targets or AMO's. 1

G038397

G3.B1 Limited language ability 2

B092099

G3.B1.S3 Intense instruction in a small group setting 4

S103024

Strategy Rationale

Action Step 1 5

Identified students will be pulled out of class in order to receive more intense instruction

Person Responsible

Schedule

Evidence of Completion

Increased scores on tests and class assignments

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

Identified students will be pulled out of class in order to receive more intense instruction

Person Responsible

Schedule

Evidence of Completion

Increased scores on tests and class assignments

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

Areas of both concern and improvement will be monitored

Person Responsible

Schedule

Evidence of Completion

Ongoing assessments

G3.B2 Lack of vocabulary 2

B092100

G3.B2.S1 All students will utilize i-Ready in order to increase reading comprehension 4

S142617

Strategy Rationale

i-Ready is an integrated learning system proven to show growth in reading comprehension

Action Step 1 5

All instructional staff members will implement the i-Ready program with their students

Person Responsible

Stephen Evans

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student i-Ready reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Our principal will do classroom walkthroughs to ensure i-Ready is being implemented

Person Responsible

Stephen Evans

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Our principal and instructional staff will meet to discuss reading data

Person Responsible

Stephen Evans

Schedule

Monthly, from 10/6/2014 to 5/18/2015

Evidence of Completion

Classroom and state assessments, i-Ready data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A1	Identified students will be pulled out of class in order to receive more intense instruction		Increased scores on tests and class assignments	one-time	
G1.B1.S1.A1	Identified students will be pulled out of class in order to receive more intense instruction.	Melendy, Alicia	8/25/2014	Observations, state assessments, and i-Ready data	5/22/2015 weekly
G3.B2.S1.A1	All instructional staff members will implement the i-Ready program with their students	Evans, Stephen	9/22/2014	Student i-Ready reports	5/29/2015 weekly
G2.B1.S1.A1	Increase parent involvement	Robbins, Jennifer	8/18/2014	Increased parent participation, sign-in sheets, PALS information	5/29/2015 weekly
G1.B1.S1.MA1	Areas of both concern and improvement will be monitored		8/25/2014	Ongoing assessments	5/22/2015 monthly
G1.B1.S1.MA1	Small group instruction	Melendy, Alicia	8/25/2014	Increases scores on tests and class assignments	5/22/2015 monthly
G2.MA1	PALS sign-in/log-in information	Berry, Jerod	8/18/2014	Sign-in sheets	weekly
G2.B1.S1.MA1	Areas of both concern and improvement will be monitored	Berry, Jerod	8/18/2014	Sign-in sheets, PALS information log	5/29/2015 weekly
G2.B1.S1.MA1	Increased parent participation	Robbins, Jennifer	8/18/2014	Sign-in sheets, PALS log-in information	5/29/2015 weekly
G3.MA1	Areas of both concern and improvement will be monitored	Crawford, Rebecca	10/6/2014	Ongoing assessments	5/25/2015 monthly
G3.B2.S1.MA1	Our principal and instructional staff will meet to discuss reading data	Evans, Stephen	10/6/2014	Classroom and state assessments, i-Ready data	5/18/2015 monthly
G3.B2.S1.MA1	Our principal will do classroom walkthroughs to ensure i-Ready is being implemented	Evans, Stephen	9/15/2014	Classroom walkthroughs and lesson plans	5/29/2015 monthly
G3.B1.S3.MA1	Areas of both concern and improvement will be monitored		Ongoing assessments	one-time	
G3.B1.S3.MA1	Identified students will be pulled out of class in order to receive more intense instruction		Increased scores on tests and	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			class assignments		

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMO's.

G1.B1 Limited Language Ability

G1.B1.S1 Intense instruction in a small group setting

PD Opportunity 1

Identified students will be pulled out of class in order to receive more intense instruction.

Facilitator

Stephanie McDonald

Participants

All Instructional Staff (K-8)

Schedule

Weekly, from 8/25/2014 to 5/22/2015

G3. During the 2015 school year, Suncoast School for Innovative Studies will meet the proficiency and learning gain goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by either district developed targets or AMO's.

G3.B2 Lack of vocabulary

G3.B2.S1 All students will utilize i-Ready in order to increase reading comprehension

PD Opportunity 1

All instructional staff members will implement the i-Ready program with their students

Facilitator

Stephanie McDonald

Participants

All Instructional Staff Members

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0