

Sarasota County Schools

Sarasota School Of Arts/ Sciences



2015-16 School Improvement Plan

Sarasota School Of Arts/Sciences

645 CENTRAL AVE, Sarasota, FL 34236

www.ssas.org

School Demographics

| | | |
|--------------------|-------------------------------|--|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Middle | No | 42% |

| | | |
|-------------------------------|-----------------------|--|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | Yes | 41% |

School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | A* | A | A | A |

*Preliminary 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 was approved by the Sarasota County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Sarasota School of Arts and Sciences provides a small, intimate environment of academic excellence and enrichment, utilizing community partnerships and traditional and innovative teaching methods.

Provide the school's vision statement

To provide lifelong learning skills, using the educational philosophy of the holistic approach to the total child, so that our students will be able to relate said learning in all of the developmental domains to whatever occupation they choose and subsequently give back to the community-at-large.

School Environment

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

As a middle school, we know that rapport is one of the most important ways to ensure that our students learn. Much of this occurs both within the classroom as well as within after school clubs that focus on celebrating cultures. Students are often asked to talk about their culture in Spanish, history, and even in science classes in which there are projects related to family genealogy, cultural diversity, family roots, and celebrating differences. Teachers encourage students to share their stories with the class so both the teachers and students can better understand each other. In addition, students are also encouraged to participate in after school clubs that focus on celebrating their heritage and cultural diversity such as Hispanic Traditional Dance, Student Council, Anti Bully Club, Asian Dance, and the Anime club.

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

There are several ways in which SSA+S helps students feel safe and respected. At the very beginning of each school year, students are provided with a presentation where expectations and resources are made clear. SSA+S makes it very clear that we do not tolerate either intimidating behaviors or disrespect, and that we will investigate these matters immediately as it is the school's goal to provide a safe and fun learning space for everyone. This allows students to know where to go for help in addition to know how to get involved to have a more positive experience at our school. In addition, SSA+S also requires all staff to have certain morning and afternoon duties so that all areas of the school and outside the school are supervised to ensure the safety and well-being of our student body. SSA+S also uses a variety of afterschool clubs to help create a positive environment with posters, presentations, activities, and anti-bully awareness to aide on the overall student experience while at SSA+S. In addition, our school is a secure campus with video cameras present in all open areas such as hallways, outside, and in the cafeteria. Finally, our school has a full time security guard walking the campus and available to students in need.

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

SSA+S has a clear disciplinary system that every classroom teacher follows which entails a multi-step system of consequences to minimize distractions. Students are given a warning first, then they have to write rules, followed by a behavior essay, next a detention, then in-school suspension, and finally out of school suspension depending on the county matrix. In addition to the discipline policy, students of concern (both academically and behaviorally), are discussed at team and parent meetings where interventions are put in place to help correct the situation and minimize distractions in the classroom as well as in the school in general. Each year there is an all staff training where the disciplinary system is discussed for understanding and consistency. After the initial training, several all staff updates and checkpoints are implemented throughout the school year to ensure continued support and consistency. In addition to negative reinforcement, SSA+S has also now incorporated Positive Praise Pads in an effort to encourage good behavior that is rewarded with monthly drawings for prizes.

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

SSA+S incorporates a variety of social-emotional support by involving grade-wide presentations with policies and procedures for getting help and resources, large classroom guidance to address character development topics (using classroom lessons and guest speakers) as well as adapting to middle school, small group counseling, and individual counseling where most, if not all needs can be met. The SSA+S counseling department also partners with community resources including local therapists, psychologists, behavioral specialists, ALSO Youth, SPARCC, YMCA, Big Brother/Big Sisters program, and the Sarasota Sheriff's Department. The counseling department also works directly with the teachers and staff to collaborate in helping students - this is done through team meetings where students of concern are discussed and a plan is put in place. SSA+S also has a mentoring program where SSA+S staff will volunteer to mentor one or more students for the year in an effort to help students who are struggling both academically and socially. Periodically, the counseling department in conjunction with the staff will check in with students in grade-wide presentations and in the classroom to encourage the students to seek out help as needed. SSA+S will also develop a needs assessment survey to give to all students in the fall to better assess their needs and concerns. The counseling department can then address the student needs and adjust the counseling curriculum based on the feedback.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - When a student accumulates 10 absences, contact is made to the families from the administration.
 - If attendance continues to be a problem, a parent conference is initiated.
 - In the rare occurrence that attendance is not rectified, a school truancy officer will be contacted
- One or more suspensions, whether in school or out of school
 - Parent contact is immediately made when suspensions occur.
 - Interventions are put in place to prevent future occurrences from taking place. This may include a change of schedule, selective seating, or student tracking for success.
- Course failure in English Language Arts or Mathematics
 - Students who seem to be in danger of failing are placed into Study Hall one period per day.
 - Students who end up failing, are placed into the course/credit retrieval program
 - Students also have the option to take summer school courses to stay on track for promotion.

- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 - Students score a Level 1 in Math will placed in Math Lab as well as Intensive Math.
 - Students are also offered before and/or after school help free of charge.
 - Students who fail Languages Arts will be placed in Reading Lab and into Intensive Language Arts.

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 |
|---------------------------------|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 34 | 60 | 41 | 135 |
| One or more suspensions | 30 | 44 | 42 | 116 |
| Course failure in ELA or Math | 0 | 0 | 1 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | Total |
|--|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 3 | 15 | 10 | 28 |

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

In addition to the aforementioned procedures, our school employs the following:

- School based mentor program
- Study Hall one period per day
- Before and After school math help
- Before school Study Hall
- Small group with administration and/or counseling staff
- SWST/RTI for applicable students
- Modified assignments for applicable students
- Varied teaching practices to reach multiple intelligences
- Constant online parent communication

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?

No

PIP Link

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

Description

Increase parental involvement through required volunteer hours and attendance at Parent Teacher Student Society (PTSS) meetings. In addition, providing more opportunities for parents to spend time on the school campus, including registration day, schedule pick up day, open house, and Tiger Family Night. Finally, our school communicates on a weekly basis through our parent newsletter (the Team News) as well as sending home weekly emails for volunteer opportunities and school events.

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

SSA+S maintains several local partnerships to increase student achievement. Our process includes reaching out to our local community to help their events through various art projects. In addition, our business partner program allows local businesses to donate their time or resources to assist our students. For example, our performing arts department partners with a local theatre to provide workshops and production space. Our visual arts department partners with local festivals, creating graphic design work, and displaying their artwork at various events in our area. Our Generation Green Team club completes a service learning project each year in collaboration with the University of South Florida, the Hyatt, and local, organic farms.

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:

| Name | Title |
|-----------------|---------------------|
| Tahmosh, Tara | Principal |
| Williams, Carl | Assistant Principal |
| Mapes, Mike | Guidance Counselor |
| Nyugen, Cathy | Guidance Counselor |
| Plath, Georgia | Teacher, ESE |
| Shepherd, Sarah | Teacher, K-12 |

Duties

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

Tara Tahmosh-Newell, Principal - Notetaking and Delineation of Responsibilities
 Carl Williams, Assistant Principal - Teacher Observations
 Georgia Plath, ESE Liaison - Evaluations & CARE Mtgs.
 Mike Mapes, Guidance Counselor - Facilitator & Data
 Cathy Nyugen, Guidance Counselor - Observing
 Sarah Shepherd, Teacher - Student Observations

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

SSAS uses a comprehensive MTSS system which starts at the grade level team meetings where basic tier 1, 2, and 3 interventions are implemented to assist in behavioral and academic struggles with a particular student. These interventions are re-visited 2 weeks later and discussed at the next grade level team meeting. At that point if these basic interventions are not helping, the student is brought to the School Wide Support Team (SWST) in which new interventions are created and data can be tracked over a 9-12 week period using both tier 1 and tier 2 interventions with at least two core classes. These interventions are monitored weekly and discussed at SWST bi-monthly. In addition to interventions, grades, behavioral checklists, medical information, and any previous data collected in the cumulative file are also taken into consideration in determining the appropriate path for each student we are tracking through MTSS.

This process allows us to address effectiveness of core instruction, resource allocation, teacher support systems, and overall student needs by using and analyzing data driven results. If there's any doubt of a weakness in core instruction we view teacher grades to look for patterns in addition to observations and intervention post data in specific classes. As far as resource allocation, students must follow the appropriate MTSS pathways via State and County protocol to become staffed as an ESE student. Both teacher support systems and overall student needs are directly supported by MTSS data through a data based problem solving process. In addition, SWST members along with support teachers and student families collaborate to develop a plan for success for any student entering the MTSS process.

Title II Funds: \$2247.87

Florida Charter School Conference - 2 administrators @ \$205 = \$410

Cambridge AICE IGSC & Secondary Training - 7 teachers @ \$150 = \$1050

Educational Theatre Association 1 teacher @ \$555.00 = \$555

SHAPE Florida Convention 3 teachers @ \$150 = \$450

Total Title II Expenses (supplemented by operating fund) = \$2465.00

Supplemental Academic Instruction Funds: \$152,114.87

Salary and Benefits

Salaries - (2) Reading Instruction and (1) Math Resource \$144,488.00

Retirement - Reading Instruction and Math Resource \$8,669.28

Social Security - Reading Instruction and Math Resource \$11,963.61

Worker's Comp - Reading Instruction and Math Resource \$621.30

Insurance - Reading Instruction and Math Resource \$17,632.00

Before and After School Math Help

(2) Teachers paid for Extra Math Help \$1,240.00

Materials for (2) Reading Labs

Textbooks for READ 180 Next Generation \$5,256.03

Additional Read 180 Licenses \$8,988.00

Total Supplemental Academic Instruction Expenses \$202,659.46

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|----------------------|--------------------|
| Tara Tahmash-Newell | Principal |
| Dr. Marilyn Highland | Business/Community |
| Terence McGannon | Business/Community |
| Tanya Jones | Business/Community |
| Tracy Bretoi | Parent |
| Chantal Freedman | Parent |
| Carlos Hernandez | Teacher |
| David Jennings | Business/Community |
| Dr. Steve Kamm | Parent |
| James McKelly | Business/Community |
| Matt Wenzel | Business/Community |
| Christina Pitchford | Parent |
| Gigi Ortwein | Parent |

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

Due to the reporting method used to distribute Florida Standards Assessment scores this year, using T Scores, we were unable to review the SIP goals. We do not have proficiency or growth rates. However, Algebra I, Geometry I, and the Civics End of Course exams were reviewed and the student performance was the same or better than the year before. The FCAT Science 2.0 scores were reviewed and proficiency performance decreased from the year before and therefore did not meet their goal.

Development of this school improvement plan

Discussion about requirements and goals of the School Improvement Plan using the pre-populated data. Discussion about interventions, projects, professional development, and funding to meet these goals.

Preparation of the school's annual budget and plan

The SAC, which is also the board of directors, reviews and approves the budget each year presented by the administration of Sarasota School of Arts and Sciences by June 30th, at a public meeting. The budget for this year included the addition of a second guidance counselor, to better meet the needs of our students. In addition, funds for professional development, field trips, and additional student technology (hardware and software) were included.

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

Sarasota School of Arts and Sciences does not receive school improvement funds.
 \$0

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:

| Name | Title |
|------------------|---------------|
| Carr, Lauren | Teacher, K-12 |
| Craft, Dannette | Teacher, K-12 |
| Deree, James | Teacher, K-12 |
| Dunlap, Della | Teacher, ESE |
| Gannon, Kylie | Teacher, K-12 |
| Garfield, Meghan | Teacher, K-12 |
| Price, Courtney | Teacher, K-12 |
| Tahmosh, Tara | Principal |

Duties

Describe how the LLT promotes literacy within the school

Increasing nonfiction literacy within all subgroups.

Increasing academic vocabulary literacy.

Increasing computer-based testing in the classroom.

Providing professional development to other core class departments to support common core literacy attainment.

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

Sarasota School of Arts and Sciences makes every effort to encourage positive working relationships between teachers. All core teachers share a common planning time with their grade level, partner teacher. All teachers that are new to SSA+S are assigned a mentor to assist them. In addition, all teachers have working department meetings and plan their yearly scope and sequence calendars as a team.

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

Recruitment:

We will continue to utilize teams when interviewing for any vacancy. This collaborative hiring technique has been very successful. In addition, we use Teach In Florida to find qualified teachers.

Retention:

We utilize the Sarasota County Induction Program (SCIP) in conjunction with Harry Wong's First Days of School program. In addition, mentors are assigned to each new teacher, and the mentor and Department Head work collaboratively with the new teacher to provide support. We pair new teachers with a mentor for a full school year; we pair experienced new hires with a mentor for the first semester of the school year.

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

Utilize the Sarasota County Induction Program (SCIP), including the checklist, evaluation forms, and attached activities. We also use the Harry Wong First Days of School Program in conjunction with SCIP to ensure proper planning and procedures.

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

Sarasota School of Arts and Sciences utilizes the curricular tools provided by the State of Florida Department of Education and Sarasota County Schools. From the DOE, we use the CPALMS and CPALMS Charter sites to guide our instruction, aligning with the standards. We were trained by Florida State University to use the C-Map feature of CPalms in May of SY14/15. This school year, all classroom teachers have created a C-Map, with their partner teacher, if applicable, for each course code that we offer. This will further enhance our curriculum. From Sarasota County Schools, we have access to their Instructional Focus Calendars (IFGs). This ensures that year plans, as well as our weekly lesson plans, are aligned to the Florida Standards. Our textbook materials come from the Florida Textbook Depository and are approved by the Department of Education.

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

Data provided by standardized tests, the Collections unit tests, the Scholastic Reading Inventory, and grades are used to provide students with an individualized schedule to meet their needs. Courses for interventions, modification, and supplementary education include: Scholastic READ 180 lab, Math Resource, and Intensive Language Arts & Mathematics courses taught with an ESE teacher or aide. In addition, for students that are highly proficient in their subject areas, we offer Gifted and Advanced Language Arts and History. We also offer Advanced Mathematics, including Algebra I Honors and Geometry Honors. Finally, we offer Advanced Science courses and several advanced electives; Spanish I, Odyssey of the Mind (Critical Thinking), Cambridge AICE Global Studies, and Speech I & II.

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: Before School Program

Minutes added to school year: 1,620

Our school offers math help, one morning a week, with a certified math instructor.

Strategy Rationale

This allows students additional time with a certified math teacher, after they have completed their homework and identify in what areas they need assistance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Miller, Don, donmiller@ssas.org

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

Informally, data is assessed by the math teachers to measure effectiveness of the program. Formally, administration reviews standardized test scores each year to measure effectiveness, as denoted on or SIP goals.

Strategy: After School Program

Minutes added to school year: 2,160

Our school offers math help, one afternoon a week, with one certified math instructor.

Strategy Rationale

This allows students additional time with a certified math teacher, after they have completed their homework and identify in what areas they need assistance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Miller, Don, donmiller@ssas.org

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

Informally, data is assessed by the math teachers to measure effectiveness of the program. Formally, administration reviews standardized test scores each year to measure effectiveness, as denoted on or SIP goals.

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

Before students' first day at SSA+S, they are on our campus twice. Once in January to tour the school, hear administration speak, and decide if this is the right school for them. The second time, is one week before school starts, to receive their schedules, walk their schedules, meet their teachers, practice with their newly assigned lockers, and set up. In addition, SSA+S uses grade-wide presentations, large classroom guidance, and individual counseling to address transition issues, expectations, and for appropriate planning.

Through these methods, students are made aware of their available choices and planning that's required. The biggest transition seems to be from the incoming 6th graders and the outgoing 8th graders into high school. Each of those transitions are addressed more in depth to assist in a smoother transition – both socially and academically.

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

Each student completes an individual course selection, with recommendations, based upon their interests. In addition, all eighth grade students take a career education component, including the DOE program Choices, to assist with career planning. Finally, all parents and students attend a presentation of the high school programs available within our district in January each school year. SSA+S also partners with surrounding high schools in an effort to help the students understand the specialties of each of the high schools and what those programs will specifically do the students in preparing for college. A good example would be our partnering with the Booker High School Visual & Performing Arts program in an effort to help students understand how this program will give them three hours of daily hands on experience while preparing them for a college program specific to their discipline.

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

SSA+S has created career path modules via our comprehensive course programs. These programs have individual guides that include pathways for students interested in the following areas:

- Arts (Visual Arts, Theatre, Technology, and Dance)
- Cambridge AICE Advanced Global Studies (Language, Law, and History)
- STEM (Science, Technology, Engineering, and Mathematics)

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

Our school STEM program includes several technical courses, including Graphic Design I & II, Exploration of Production Technology, Intro to Tech, Exploring Tech, and Fundamentals of Manufacturing. In addition, all SSA+S students complete a comprehensive, individual science fair project annually. SSA+S has incorporated parent volunteers as well as business representatives to come into the classroom to aid in teaching. This allows students to connect careers in our community with the information they learn in the classroom. SSA+S also participates in several field trips to the community for a more in depth understanding of the real world, career opportunities, and again how careers tie into what they learn in the classroom. A good example would be in which we are taking students who are interested in the culinary arts to the Keiser University culinary facility (Sarasota Campus) to cook and learn from real chefs.

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

Based on the results from the High School Feedback Report, we are able to have a good finger on the pulse of what's going with high school students in our county and what we need to better prepare

them for the assessments and postsecondary challenges that lie ahead. We begin by training our students to learn how to both study effectively and comprehend the material so that they are able to move past each state required test, moving them closer to their postsecondary goals. Knowing that the 10th grade state assessments are a big challenge for both high school graduation and college readiness, we are able to prepare students in grades 6-8 to understand the importance of mastering each grade so that 10th grade will be no different than 8th grade in knowing they must pass the required tests to move on and continue to challenge themselves. One of the statistics that we specifically address in 8th grade what's needed to qualify for the Bright Futures scholarship award and to begin thinking and preparing for this in middle school to have the best chances for receiving college funding.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FSA English Language Arts Assessment.
- G2.** By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FSA Mathematics Assessment.
- G3.** By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FCAT 2.0 Science Assessment.

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. By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FSA English Language Arts Assessment. **1a**

Targets Supported **1b**

 G072494

| Indicator | Annual Target |
|---|---------------|
| FSA English Language Arts - Achievement | 79.0 |

Resources Available to Support the Goal **2**

Targeted Barriers to Achieving the Goal **3**

G2. By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FSA Mathematics Assessment. 1a

G072495

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| FSA Mathematics - Achievement | 82.0 |
| Algebra I FSA EOC Pass Rate | 100.0 |
| Geometry EOC Pass Rate | 100.0 |

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G3. By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FCAT 2.0 Science Assessment. 1a

G072496

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 68.0 |

Resources Available to Support the Goal 2

- Digital Classroom Funding
- Title II Funding
- General Operating Funds

Targeted Barriers to Achieving the Goal 3

- Infrastructure Issues
- Curriculum and Methodology

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Assessments

Person Responsible

Tara Tahmash

Schedule

On 5/31/2016

Evidence of Completion

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

G3. By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FCAT 2.0 Science Assessment. **1**

 G072496

G3.B1 Infrastructure Issues **2**

 B188904

G3.B1.S1 Improved infrastructure including wiring, network switches, and power supplies in classrooms.

4

 S200392

Strategy Rationale

To ensure no interruptions or delays during testing.

Action Step 1 **5**

Purchase wiring, network switches, and power supplies in classrooms.

Person Responsible

Tara Tahmosh

Schedule

Monthly, from 7/1/2015 to 7/31/2015

Evidence of Completion

Contractor Report

Action Step 2 5

Purchase ActivBoards for all Social Studies and Math classrooms.

Person Responsible

Tara Tahmosh

Schedule

On 10/16/2015

Evidence of Completion

Lesson plan documentation.

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

Lesson Plan Documentation

Person Responsible

Tara Tahmosh

Schedule

Monthly, from 8/11/2014 to 5/1/2015

Evidence of Completion

Lesson plans and department meetings.

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

Florida Standards Assessment & EOC results.

Person Responsible

Tara Tahmosh

Schedule

Annually, from 6/30/2016 to 6/30/2016


Evidence of Completion

FSA & EOC results.

G3.B2 Curriculum and Methodology 2

 B188905

G3.B2.S1 Professional Development on Common Core strategies. 4

 S200393

Strategy Rationale

Professional development will align the lesson planning and assessments used by faculty to align to the Florida standards.

Action Step 1 5

Common Core Methodology

Person Responsible

Tara Tahmosh

Schedule

On 10/30/2015

Evidence of Completion

Lesson plan documentation and review of assessments.

Action Step 2 5

Brain Works Professional Development

Person Responsible

Tara Tahmosh

Schedule

On 10/30/2015

Evidence of Completion

Assessment Review.

Action Step 3 5

Professional Learning Communities

Person Responsible

Kylie Gannon

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Team meeting notes documented by grade level team leaders.

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

Administrative Review

Person Responsible

Tara Tahmosh

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Lesson plans documentation, progress monitoring tests, observations, IPDP, and assessment reviews.

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

Progress monitoring assessments

Person Responsible

Tara Tahmosh

Schedule

Quarterly, from 10/30/2015 to 6/1/2016

Evidence of Completion

Progress monitoring assessment 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.S1.A1 | Purchase wiring, network switches, and power supplies in classrooms. | Tahmosh, Tara | 7/1/2015 | Contractor Report | 7/31/2015 monthly |
| G3.B2.S1.A1 | Common Core Methodology | Tahmosh, Tara | 10/30/2015 | Lesson plan documentation and review of assessments. | 10/30/2015 one-time |
| G3.B1.S1.A2 | Purchase ActivBoards for all Social Studies and Math classrooms. | Tahmosh, Tara | 7/1/2015 | Lesson plan documentation. | 10/16/2015 one-time |
| G3.B2.S1.A2 | Brain Works Professional Development | Tahmosh, Tara | 10/30/2015 | Assessment Review. | 10/30/2015 one-time |
| G3.B2.S1.A3 | Professional Learning Communities | Gannon, Kylie | 10/1/2015 | Team meeting notes documented by grade level team leaders. | 6/1/2016 monthly |
| G3.MA1 | Progress Monitoring Assessments | Tahmosh, Tara | 10/30/2015 | | 5/31/2016 one-time |
| G3.B1.S1.MA1 | Florida Standards Assessment & EOC results. | Tahmosh, Tara | 6/30/2016 | FSA & EOC results. | 6/30/2016 annually |
| G3.B1.S1.MA1 | Lesson Plan Documentation | Tahmosh, Tara | 8/11/2014 | Lesson plans and department meetings. | 5/1/2015 monthly |
| G3.B2.S1.MA1 | Progress monitoring assessments | Tahmosh, Tara | 10/30/2015 | Progress monitoring assessment data. | 6/1/2016 quarterly |
| G3.B2.S1.MA1 | Administrative Review | Tahmosh, Tara | 10/1/2015 | Lesson plans documentation, progress monitoring tests, observations, IPDP, and assessment reviews. | 6/1/2016 monthly |

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.

G3. By the year 2016, there will be a minimum increase of 4% for any students performing below proficient, unless our proficiency rate is above 70% as a school, then there will be a minimum increase of 2% in the percentage proficient, as measured by the FCAT 2.0 Science Assessment.

G3.B2 Curriculum and Methodology

G3.B2.S1 Professional Development on Common Core strategies.

PD Opportunity 1

Common Core Methodology

Facilitator

Core Connections - Chris Lewis

Participants

Language Arts Department

Schedule

On 10/30/2015

PD Opportunity 2

Brain Works Professional Development

Facilitator

Dr. Nina Kuhn

Participants

Social Studies, Science, Math, Arts, and Physical Education Departments.

Schedule

On 10/30/2015

Technical Assistance Items

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

Budget

Budget Data

| Budget Data | | | | | | |
|---------------|--------------------|---|---------------------------------------|----------------|-----|---------------------|
| 1 | G3.B1.S1.A1 | Purchase wiring, network switches, and power supplies in classrooms. | | | | \$68,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3413 | | 0083 - Sarasota Schl Of Arts/Sciences | Other | | \$68,000.00 |
| 2 | G3.B1.S1.A2 | Purchase ActivBoards for all Social Studies and Math classrooms. | | | | \$30,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3390 | | 0083 - Sarasota Schl Of Arts/Sciences | General Fund | | \$30,000.00 |
| 3 | G3.B2.S1.A1 | Common Core Methodology | | | | \$2,370.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3200 | | 0083 - Sarasota Schl Of Arts/Sciences | Title II | | \$2,370.00 |
| 4 | G3.B2.S1.A2 | Brain Works Professional Development | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 3200 | | 0083 - Sarasota Schl Of Arts/Sciences | Title II | | \$1,000.00 |
| 5 | G3.B2.S1.A3 | Professional Learning Communities | | | | \$0.00 |
| Total: | | | | | | \$101,370.00 |