

Sarasota County Schools

Sarasota School Of Arts/ Sciences



2017-18 Schoolwide Improvement Plan

Sarasota School Of Arts/Sciences

717 CENTRAL AVE, Sarasota, FL 34236

www.ssas.org

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)
Middle School 6-8	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	40%

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

N/A

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 Sarasota School Of Arts/Sciences

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Welcome to the Sarasota School of Arts & Sciences (SSA+S) and an educational foundation built on encouragement, inclusiveness, exploration and personal growth. We believe that community begins in the classroom, where our students and their families are invited to meet new challenges, discover their potential and enjoy a positive learning experience together. At SSA+S, we seek to create a culture that promotes collaboration, individual needs, and high academic achievement.

2. School Environment

a. 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 Student Council, Christian Club, and the Anime club.

b. 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 an assembly in which expectations and resources are made clear. SSA+S is 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 environment 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 safety liaison walking the campus and available to students in need.

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.

SSA+S has a clear, school-wide behavioral system 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 in which 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.

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.

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, MADD, 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - When a student accumulates 5 absences, parent contact is made from administration.
 - When a student accumulates 10 absences, a parent meeting is schedule, with administration.
 - When a student accumulates 15 absences, child protective service or school truancy officer is 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 be placed in Math Resource daily, in addition to their mathematics class.
- Students are also offered before and/or after school help free of charge.
- Students who fail the English Language Arts assessment will be placed in Intensive Language Arts resource daily, in addition to the ELA course.

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	0	0	0	0	0	0	38	38	39	0	0	0	0	115	
One or more suspensions	0	0	0	0	0	0	52	65	72	0	0	0	0	189	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	31	22	20	0	0	0	0	73	

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	0	0	0	0	0	0	12	16	19	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.

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

- School based mentor program
- Study Hall one period per day
- Before school math help
- Before school Study Hall
- Small group with administration and/or counseling staff
- MTSS/SWST/RTI for applicable students
- Modified assignments for applicable students
- Varied teaching practices to reach multiple intelligences
- Constant parent communication
- Extended detention in lieu of suspensions
- Math resource and reading intervention classes.
- ESOL/ ELL resource course .

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

Increase parental involvement through required volunteer hours and attendance at Parent Teacher Student Society (PTSS) meetings. These meetings now have target audiences to ensure that the material presented is relevant. In addition, providing more opportunities for parents to spend time on the school campus, including registration day, schedule pick up day, open house, Science Fair Info Night, Math Night, Spanish-Speaking Parent Orientation, and Tiger Family Night. This year, in addition to our literacy initiatives, we are offering an Arts Expo for families and students, on campus, as well as several informal concerts. 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.

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.

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 and participates in beach clean ups through Keep Sarasota Beautiful. We assist our local food bank and Salvation Army each year with our service club drives. And we participate in every local event that will allow our children to perform for the public. Our 2017 initiative is to increase student attendance rates via the EdExplorations SRQ, which incorporate both in school community partner workshops with local teaching artists as well as out of school community partner field trips. We believe that these EdExploreSRQ Explorations increase attendance and student involvement in their education. In addition, parent chaperones attend the out of school trips as well as the on campus performances, which are a direct result of the EdExplores. Our teachers have written several EdExplore grants with both the Community Foundation and the Education Foundation.

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
Tahmosh, Tara	Principal
Williams, Carl	Assistant Principal
Mapes, Mike	School Counselor
Kozlowski, Cathy	School Counselor
Plath, Georgia	Teacher, ESE
Shepherd, Sarah	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.

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

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.

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: \$2268.00

Cambridge AICE Secondary Training - 3 teachers @ \$500= \$1,500
 Promethean ActivBoard Training - 18 teachers = \$1,800
 Core Connections ELA Training - 6 teachers = \$2,000

STEM Conference - 2 teachers =\$400

FAST Conference - 4 teachers = \$800

ESOL Training - 1 teacher =\$250

National Association for Gifted Children- 3 teachers = \$449

Total Title II Expenses (supplemented by operating fund) = \$6,159

Supplemental Academic Instruction Funds: \$152,485

Salary and Benefits

Salaries - (2) Reading Instruction and (1) MTSS Intervention Resource \$117,279

Retirement - Reading Instruction and Math Resource \$8,045.03

Social Security - Reading Instruction and Math Resource \$9,687.26

Worker's Comp - Reading Instruction and Math Resource \$668.58

Insurance - Reading Instruction and Math Resource \$16,577.04

Before School Math Help

Teachers paid for Extra Math Help \$1,240.00

Materials for (2) Reading Labs

Textbooks for READ 180 Next Generation \$6607.14

Total Supplemental Academic Instruction Expenses \$160,103.97

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tara Tahmash-Newell	Principal
Dr. Marilyn Highland	Business/Community
Terence McGannon	Business/Community
Tracy Bretoi	Parent
Dr. Steve Kamm	Parent
James McKelly	Business/Community
Matt Wenzel	Business/Community
Lee DeLieto, Jr.	Business/Community
Neirda Lafontant	Business/Community
Brooke Olivieri	Parent
Mickey Stone	Teacher
Nicholas Cole	Business/Community

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In 2017, SSA+S did not meet its English Language Arts Achievement goal of 77% proficient. In 2017, the students were 75% proficient. Both achievement levels are quite high, performing better than the

state and district averages. This year's ELA goal is again 77%.

In 2017, SSA+S did not meet its Mathematics goal of 81% proficient. In 2017, 79% of our students were proficient; a very high level of proficiency. This year's Mathematics goal is again 81% proficient. SSA+S did meet its Algebra I and Geometry I goals of 100% proficient.

In 2017, SSA+S did not meet its Science goal of 69% proficient. In 2017, 68% of students were proficient in science. This year's Science goal is 72% proficient. In 2017, 100% of students were proficient on their Biology I End of Course Exam.

b. 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.

The goals of this SIP includes maintaining or increasing our high levels of ELA, Mathematics, and Social Studies proficiency by 2 percentage points. Literacy improvement, at all levels, is a primary focus for professional development. Science goals, with a 4% increase, is another focus of the plan.

c. 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. In addition, funds for professional development, field trips, and additional student technology (hardware and software) were included.

2. 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

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.

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
Craft, Dannette	Teacher, K-12
Dunlap, Della	Teacher, ESE
Tahmosh, Tara	Principal

b. Duties

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

Increasing nonfiction literacy within all subgroups, as evidenced with historical and scientific reading.
 Increasing academic vocabulary literacy and common usage.
 Increasing computer-based testing in the classroom.
 Integrating written responses to monitor attainment of English Language Arts standards.
 Providing professional development to other core class departments to support common core literacy attainment.

D. Public and Collaborative Teaching

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

1. 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.

2. 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. 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.

3. 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.

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.

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. In 2015, all classroom teachers created a C-Map, with their partner teacher, if applicable, for each course code that we offer. Annually, teachers will tweak year plans, which will further enhance our curriculum. Administration collects and reviews year plans annually for every grade level and course. 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.

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.

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.

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: Before School Program

Minutes added to school year: 1,620

Our school offers math help, two mornings 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.

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, Â§ 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.

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. For eighth grade students, each student completes the My Career Shines program from the Florida Department of Education. In addition, we present all high school programs at a yearly parent meeting (as well as in an assembly for the students). Finally, we tour the schools that offer magnet programs with interested students. Each of those transitions are addressed more in depth to assist in a smoother transition – both socially and academically.

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.

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.

2. 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 high school/ college/ 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)

3. 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.

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.

Based on the results from the High School Feedback Report, we are able to stay abreast 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.** By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 77%, as measured by the FSA English Language Arts Assessment.
- G2.** By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 81%, as measured by the FSA Mathematics Assessment.
- G3.** By the year 2018, there will be a minimum increase of 4% for any students performing below proficient, to 72%, 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"), 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. By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 77%, as measured by the FSA English Language Arts Assessment. **1a**

 G097342

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	77.0

Targeted Barriers to Achieving the Goal **3**

- Training new faculty members in the English Language Arts department (3 for the 2016-17 school year; 1 for the 2017-18 school year.)

Resources Available to Help Reduce or Eliminate the Barriers **2**

•

Plan to Monitor Progress Toward G1. **8**

Florida Standards Assessment

Person Responsible

Tara Tahmash


Schedule

Annually, from 8/7/2017 to 5/23/2018

Evidence of Completion

FSA results disaggregated by teacher and student.

G2. By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 81%, as measured by the FSA Mathematics Assessment. 1a

 G097343

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	81.0
Algebra I EOC Pass Rate	99.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Hesitancy to differentiate in the math classroom.
- Classroom assessments do not reflect the Florida Standard Assessment test specifications.

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G2. 8

Observation of classroom.

Person Responsible

Carl Williams

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

G3. By the year 2018, there will be a minimum increase of 4% for any students performing below proficient, to 72%, as measured by the FCAT 2.0 Science Assessment. 1a

G097344

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal 3

- Curriculum and Methodology

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Assessment data and administrative review.

Person Responsible

Carl Williams

Schedule

Quarterly, from 8/7/2017 to 5/23/2018

Evidence of Completion

Lesson plan review, observations, and FCAT 2.0 scores disaggregated by teacher and student.

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 77%, as measured by the FSA English Language Arts Assessment. **1**

 G097342

G1.B1 Training new faculty members in the English Language Arts department (3 for the 2016-17 school year; 1 for the 2017-18 school year.) **2**

 B261723

G1.B1.S1 Through mentoring and professional development, helping the new personnel learn the methodology and techniques that lead to higher student retention. **4**

 S277127

Strategy Rationale

Professional development and mentorship are both proven, effective methods for developing pedagogy.

Action Step 1 **5**

Core Connection Writing

Person Responsible

Tara Tahmosh

Schedule

Triannually, from 10/2/2017 to 12/22/2017

Evidence of Completion

Lesson plan documentation and review of assessments.

Action Step 2 **5**

ESOL Professional Development

Person Responsible

Tara Tahmosh

Schedule

Weekly, from 9/4/2017 to 5/4/2018

Evidence of Completion

Observations

Action Step 3 5

Cambridge AICE Professional Development

Person Responsible

Brian Sutliff

Schedule

On 9/20/2017

Evidence of Completion

Lesson plans and observations.

Action Step 4 5

National Gifted Conference

Person Responsible

Trevor Bliss

Schedule

On 11/5/2017

Evidence of Completion

Lesson plan documentation and observations

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

Monitor lesson plans and through observations

Person Responsible

Tara Tahmosh

Schedule

Quarterly, from 8/7/2017 to 5/23/2018

Evidence of Completion

Methods employed.

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

Student growth as evidenced in their FSA ELA scores.

Person Responsible

Tara Tahmosh

Schedule

On 6/15/2018

Evidence of Completion

Florida Standard Assessment English Language Arts scores disaggregated by teacher and student.

G2. By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 81%, as measured by the FSA Mathematics Assessment. 1

 G097343

G2.B1 Hesitancy to differentiate in the math classroom. 2

 B261724

G2.B1.S1 Increase use of differentiation in the mathematics classrooms using summative assessments and pretests. 4

 S277128

Strategy Rationale

Students will progress more if they are allowed to move beyond the class if they have attained a skill.

Action Step 1 5

Professional learning community discussions on how to differentiate in the mathematics classroom.

Person Responsible

Carl Williams

Schedule

Monthly, from 8/7/2017 to 5/4/2018

Evidence of Completion

Lesson plan documentation and observations.

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

Lesson plan documentation and observations.

Person Responsible

Carl Williams

Schedule

Quarterly, from 8/7/2017 to 5/23/2018

Evidence of Completion

Observations, evaluations, and lesson plans.

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

Florida Standards Assessment & End of Course Exams.

Person Responsible

Carl Williams


Schedule

Annually, from 8/7/2017 to 6/15/2018

Evidence of Completion

FSA & EOC disaggregated data by teacher and student.

G3. By the year 2018, there will be a minimum increase of 4% for any students performing below proficient, to 72%, as measured by the FCAT 2.0 Science Assessment. 1

 G097344

G3.B1 Curriculum and Methodology 2

 B261726

G3.B1.S1 Professional Development on Common Core strategies. 4

 S277129

Strategy Rationale

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

Action Step 1 5

FAST Conference

Person Responsible

Tara Tahmosh

Schedule

Monthly, from 10/20/2017 to 10/21/2017

Evidence of Completion

Lesson plan documentation and review of assessments.

Action Step 2 5

ActivPanel ClassFlow Workshop

Person Responsible

Tara Tahmosh

Schedule

On 10/16/2017

Evidence of Completion

Lesson plan documentation and observations.

Action Step 3 5

STEM Conference

Person Responsible

Tara Tahmosh

Schedule

On 7/20/2017

Evidence of Completion

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

Administrative Review

Person Responsible

Carl Williams

Schedule

Quarterly, from 8/7/2017 to 5/23/2018

Evidence of Completion

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

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

Progress monitoring assessments

Person Responsible

Carl Williams

Schedule

Quarterly, from 8/7/2017 to 5/23/2018

Evidence of Completion

Progress monitoring assessment 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					
G3.B1.S1.A3 A373490	STEM Conference	Tahmosh, Tara	7/18/2017		7/20/2017 one-time
G1.B1.S1.A3 A373485	Cambridge AICE Professional Development	Sutliff, Brian	9/19/2017	Lesson plans and observations.	9/20/2017 one-time
G3.B1.S1.A2 A373489	ActivPanel ClassFlow Workshop	Tahmosh, Tara	10/16/2017	Lesson plan documentation and observations.	10/16/2017 one-time
G3.B1.S1.A1 A373488	FAST Conference	Tahmosh, Tara	10/20/2017	Lesson plan documentation and review of assessments.	10/21/2017 monthly
G1.B1.S1.A4 A373486	National Gifted Conference	Bliss, Trevor	11/4/2017	Lesson plan documentation and observations	11/5/2017 one-time
G1.B1.S1.A1 A373483	Core Connection Writing	Tahmosh, Tara	10/2/2017	Lesson plan documentation and review of assessments.	12/22/2017 triannually
G1.B1.S1.A2 A373484	ESOL Professional Development	Tahmosh, Tara	9/4/2017	Observations	5/4/2018 weekly
G2.B1.S1.A1 A373487	Professional learning community discussions on how to differentiate in the mathematics classroom.	Williams, Carl	8/7/2017	Lesson plan documentation and observations.	5/4/2018 monthly
G1.MA1 M402175	Florida Standards Assessment	Tahmosh, Tara	8/7/2017	FSA results disaggregated by teacher and student.	5/23/2018 annually
G3.MA1 M402181	Assessment data and administrative review.	Williams, Carl	8/7/2017	Lesson plan review, observations, and FCAT 2.0 scores disaggregated by teacher and student.	5/23/2018 quarterly
G1.B1.S1.MA1 M402174	Monitor lesson plans and through observations	Tahmosh, Tara	8/7/2017	Methods employed.	5/23/2018 quarterly
G2.B1.S1.MA1 M402177	Lesson plan documentation and observations.	Williams, Carl	8/7/2017	Observations, evaluations, and lesson plans.	5/23/2018 quarterly
G3.B1.S1.MA1 M402179	Progress monitoring assessments	Williams, Carl	8/7/2017	Progress monitoring assessment data.	5/23/2018 quarterly
G3.B1.S1.MA1 M402180	Administrative Review	Williams, Carl	8/7/2017	Lesson plans documentation, progress monitoring tests, observations, IPDP, and assessment reviews.	5/23/2018 quarterly
G2.MA1 M402178	Observation of classroom.	Williams, Carl	8/7/2017		5/24/2018 quarterly
G1.B1.S1.MA1 M402173	Student growth as evidenced in their FSA ELA scores.	Tahmosh, Tara	8/7/2017	Florida Standard Assessment English Language Arts scores disaggregated by teacher and student.	6/15/2018 one-time
G2.B1.S1.MA1 M402176	Florida Standards Assessment & End of Course Exams.	Williams, Carl	8/7/2017	FSA & EOC disaggregated data by teacher and student.	6/15/2018 annually

V. Professional Development Opportunities

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

G1. By the year 2018, there will be a minimum increase of 2% in the percentage proficient, to a 77%, as measured by the FSA English Language Arts Assessment.

G1.B1 Training new faculty members in the English Language Arts department (3 for the 2016-17 school year; 1 for the 2017-18 school year.)

G1.B1.S1 Through mentoring and professional development, helping the new personnel learn the methodology and techniques that lead to higher student retention.

PD Opportunity 1

Core Connection Writing

Facilitator

Core Connection Writing

Participants

ELA Department

Schedule

Triannually, from 10/2/2017 to 12/22/2017

PD Opportunity 2

ESOL Professional Development

Facilitator

Participants

Schedule

Weekly, from 9/4/2017 to 5/4/2018

PD Opportunity 3

Cambridge AICE Professional Development

Facilitator

Cambridge University

Participants

Parkes, Lear, Calley

Schedule

On 9/20/2017

PD Opportunity 4

National Gifted Conference

Facilitator

National Association for Gifted Children

Participants

Gifted Specialist & Gifted Teacher

Schedule

On 11/5/2017

G3. By the year 2018, there will be a minimum increase of 4% for any students performing below proficient, to 72%, as measured by the FCAT 2.0 Science Assessment.

G3.B1 Curriculum and Methodology

G3.B1.S1 Professional Development on Common Core strategies.

PD Opportunity 1

FAST Conference

Facilitator

Florida Association of Science Teachers

Participants

Kuhar, Watson, Fleming, Bailey

Schedule

Monthly, from 10/20/2017 to 10/21/2017

PD Opportunity 2

ActivPanel ClassFlow Workshop

Facilitator

Gov Connection - Promethean

Participants

Science Department

Schedule

On 10/16/2017

PD Opportunity 3

STEM Conference

Facilitator

Florida STEM

Participants

Gehndyu, Kuhar

Schedule

On 7/20/2017

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	Core Connection Writing				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3200		0083 - Sarasota Schl Of Arts/Sciences	Title II		\$2,000.00
			Notes: Notes			
2	G1.B1.S1.A2	ESOL Professional Development				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3200		0083 - Sarasota Schl Of Arts/Sciences	General Fund		\$250.00
			Notes: Notes			
3	G1.B1.S1.A3	Cambridge AICE Professional Development				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3200		0083 - Sarasota Schl Of Arts/Sciences	General Fund		\$2,500.00
			Notes: Notes			
4	G1.B1.S1.A4	National Gifted Conference				\$880.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3200		0083 - Sarasota Schl Of Arts/Sciences	General Fund		\$880.00
			Notes: Notes			
5	G2.B1.S1.A1	Professional learning community discussions on how to differentiate in the mathematics classroom.				\$0.00
6	G3.B1.S1.A1	FAST Conference				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3200		0083 - Sarasota Schl Of Arts/Sciences	General Fund		\$800.00
			Notes: Notes			
7	G3.B1.S1.A2	ActivPanel ClassFlow Workshop				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Sarasota - 0083 - Sarasota Schl Of Arts/Sciences - 2017-18 SIP
Sarasota School Of Arts/Sciences

	3200		0083 - Sarasota Schl Of Arts/Sciences	General Fund		\$1,800.00
			<i>Notes: Notes</i>			
8	G3.B1.S1.A3	STEM Conference				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3200		0083 - Sarasota Schl Of Arts/Sciences	Title II		\$400.00
			<i>Notes: Notes</i>			
					Total:	\$8,630.00