

Sarasota County Schools

Suncoast School For Innovative Studies



2018-19 Schoolwide Improvement Plan

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Suncoast School For Innovative Studies

845 S SCHOOL AVE, Sarasota, FL 34237

www.suncoastschool.org

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School KG-5 | Yes | 87% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 79% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | D | C | C* |

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Title |
|-------------------|------------------------|
| Evans, Stephen | Principal |
| Berry, Jerod | Dean |
| Evans, Sherika | Instructional Coach |
| Kunz, Rita | Instructional Coach |
| Fredell, Amanda | School Counselor |
| Patton, Nate | Assistant Principal |
| Muench, Clay | Administrative Support |
| Schwietz, Karin | School Counselor |
| Carter, Amber | Teacher, ESE |
| Crawford, Rebecca | Instructional Coach |

Duties

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

The function and responsibility of each school-based leadership team member is to meet with each other twice a month to discuss the following: academic needs, instructional strategies, formative and summative student data, and the delivery of services for identified students. The team also monitors student progress in order to assess the needs of further instructional interventions. There have been several training sessions held for the members of this team both this year and in past years. The Leadership Team will employ a continuous improvement process to create the SIP. Input will be gathered from the grade level teams, the SAC and the district teams.

Early Warning Systems

Year 2017-18

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 | 8 | 18 | 9 | 8 | 14 | 10 | 16 | 24 | 15 | 0 | 0 | 0 | 0 | 122 |
| One or more suspensions | 0 | 0 | 1 | 2 | 0 | 0 | 11 | 25 | 4 | 0 | 0 | 0 | 0 | 43 |
| 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 | 11 | 11 | 30 | 28 | 28 | 32 | 0 | 0 | 0 | 0 | 140 |

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 | 2 | 2 | 6 | 15 | 19 | 12 | 0 | 0 | 0 | 0 | 56 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|----|---|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Retained Students: Previous Year(s) | 0 | 1 | 5 | 8 | 7 | 13 | 3 | 13 | 6 | 0 | 0 | 0 | 0 | 56 |

Date this data was collected

Wednesday 6/27/2018

Year 2016-17 - As Reported

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 | 14 | 11 | 12 | 18 | 11 | 13 | 20 | 29 | 22 | 0 | 0 | 0 | 0 | 150 |
| One or more suspensions | 3 | 9 | 2 | 3 | 4 | 5 | 3 | 16 | 9 | 0 | 0 | 0 | 0 | 54 |
| 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 | 17 | 15 | 31 | 23 | 26 | 23 | 0 | 0 | 0 | 0 | 135 |

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 | 1 | 2 | 1 | 8 | 5 | 13 | 12 | 19 | 11 | 0 | 0 | 0 | 0 | 72 |

Year 2016-17 - Updated

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 | 14 | 11 | 12 | 18 | 11 | 13 | 20 | 29 | 22 | 0 | 0 | 0 | 0 | 150 |
| One or more suspensions | 3 | 9 | 2 | 3 | 4 | 5 | 3 | 16 | 9 | 0 | 0 | 0 | 0 | 54 |
| 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 | 17 | 15 | 31 | 23 | 26 | 23 | 0 | 0 | 0 | 0 | 135 |

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 | 1 | 2 | 1 | 8 | 5 | 13 | 12 | 19 | 11 | 0 | 0 | 0 | 0 | 72 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

For the 2017-2018 school year, Science Achievement was SSIS's lowest component performed. Science continues to be an area of focus for SSIS. The percentage of students scoring a level 3 or above in Science during Spring 2018, was 29%, in Spring 2017, it was 28%, and in Spring 2016, it was 36%.

Which data component showed the greatest decline from prior year?

The component which showed the greatest decline from the prior year was 6th grade ELA Achievement. In Spring 2018, 35% of 6th grade students performed at a level 3 or above, whereas in Spring 2017, 50% of students performed at a level 3 or above. Therefore, the percentage of 6th grade students proficient in ELA decreased by 15%.

Which data component had the biggest gap when compared to the state average?

Science Achievement had the biggest gap when compared to the state average. For the 2017-2018 school year, only 29% of students scored a level 3 or above, which was 28% lower than the state average of 57%.

Which data component showed the most improvement? Is this a trend?

When examining the school grade level comparison report, 7th grade math showed significant improvement. During the 2017-2018 school year, the percentage of 7th grade students proficient in math increased from 5% (Spring 2017) to 28% (Spring 2018), an overall increase of 23%.

Describe the actions or changes that led to the improvement in this area.

SSIS carefully reviewed student data and determined Mathematics as a much needed area of focus. During the 2017-2018 school year, SSIS hired a highly qualified teacher assistant to work closely with teachers and students in math. She provided small group instruction and intensive math interventions to

our identified students.

Changes to the class placement criteria were also made. The criteria now strictly enforces that only level 4 and 5 performing students be eligible for advanced placement. Students also have to undergo a screening process before actually being placed in advanced courses. This is to ensure students are capable of being successful while taking above level standardized assessments.

The APEX Course Recovery program is also available to students at our middle school. This program is designed to provide remediation to students who are not showing proficiency in state standards and are receiving a failed report card grade.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 47% | 66% | 56% | 45% | 65% | 52% |
| ELA Learning Gains | 55% | 57% | 55% | 44% | 54% | 52% |
| ELA Lowest 25th Percentile | 55% | 46% | 48% | 44% | 49% | 46% |
| Math Achievement | 36% | 72% | 62% | 45% | 70% | 58% |
| Math Learning Gains | 50% | 63% | 59% | 52% | 66% | 58% |
| Math Lowest 25th Percentile | 56% | 51% | 47% | 57% | 50% | 46% |
| Science Achievement | 29% | 66% | 55% | 37% | 64% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|--------|---------|---------|---------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 8 (14) | 18 (11) | 9 (12) | 8 (18) | 14 (11) | 10 (13) | 67 (79) |
| One or more suspensions | 0 (3) | 0 (9) | 1 (2) | 2 (3) | 0 (4) | 0 (5) | 3 (26) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 11 (17) | 11 (15) | 30 (31) | 52 (63) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 55% | 68% | -13% | 57% | -2% |
| | 2017 | 58% | 71% | -13% | 58% | 0% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 70% | 67% | 3% | 56% | 14% |
| | 2017 | 44% | 69% | -25% | 56% | -12% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 26% | | | | |
| Cohort Comparison | | 12% | | | | |
| 05 | 2018 | 45% | 66% | -21% | 55% | -10% |
| | 2017 | 28% | 66% | -38% | 53% | -25% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 1% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 52% | 72% | -20% | 62% | -10% |
| | 2017 | 50% | 71% | -21% | 62% | -12% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 63% | 71% | -8% | 62% | 1% |
| | 2017 | 37% | 73% | -36% | 64% | -27% |
| Same Grade Comparison | | 26% | | | | |
| Cohort Comparison | | 13% | | | | |
| 05 | 2018 | 25% | 72% | -47% | 61% | -36% |
| | 2017 | 20% | 70% | -50% | 57% | -37% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | -12% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 35% | 67% | -32% | 55% | -20% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 26 | 51 | 63 | 21 | 51 | 63 | 14 | 42 | | | |
| ELL | 36 | 50 | 60 | 36 | 53 | 53 | 20 | | | | |
| BLK | 38 | 53 | | 24 | 39 | 40 | 21 | | | | |
| HSP | 51 | 56 | 52 | 41 | 57 | 62 | 30 | 70 | | | |
| MUL | 62 | 50 | | 31 | 33 | | | | | | |
| WHT | 41 | 53 | 53 | 37 | 45 | 60 | 33 | 69 | | | |
| FRL | 45 | 54 | 56 | 35 | 49 | 56 | 29 | 71 | | | |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 25 | 42 | 29 | 15 | 31 | 33 | 21 | | | | |
| ELL | 29 | 41 | 57 | 29 | 30 | 23 | | | | | |
| BLK | 21 | 31 | 64 | 20 | 24 | 18 | | | | | |
| HSP | 44 | 52 | 43 | 33 | 36 | 27 | 7 | | | | |
| MUL | 67 | 63 | | 37 | 38 | | 30 | | | | |
| WHT | 48 | 43 | 35 | 43 | 36 | 38 | 51 | | 53 | | |
| FRL | 42 | 46 | 45 | 33 | 33 | 26 | 26 | | 38 | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------|---|
| Title | ELA- All Subgroups Grades 3, 4, 5 - Learning Gain |
| Rationale | After meeting with instructional staff and examining FSA ELA Assessment data and categorical data, there is an increased need to determine areas of student weakness in order to facilitate their learning and increase their ability to perform. |
| Intended Outcome | Concluding the 2018-2019 school year, the percentage of students demonstrating learning gains in ELA will increase from 52% to 56%. |
| Point Person | Stephen Evans (sevans@suncoastschool.org) |

Action Step

- Classroom walk-throughs and observations
- Data instructional coach- continuous monitoring/frequent data chats
- i-Ready implemented with fidelity
- Accelerated Reader 360
- PLCs / common planning time for all grade levels

Description ESE and Pupil Support Services offered for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.

On-going professional development to enrich teachers knowledge which include but not limited to: creating an effective balanced literacy program, understanding literacy stages and assessment, questioning strategies for guided reading, teaching text features to enhance comprehension, etc...

(RTI) Response to Intervention- a multi-tier approach which facilitates early identification and support of students with learning and behavior needs. This prevention system is designed to help maximize student achievement and reduce behavior problems.

Person Responsible Stephen Evans (sevans@suncoastschool.org)

Plan to Monitor Effectiveness

Classroom walk-throughs / observations will be random and documented. Administrative staff will meet with those who received an area of focus that caused some concern to address reasons why and how to improve. A plan of action will be devised to assist the teacher and is followed-up by administration.

Description Frequent data chats; work closely with data instructional coach to monitor, analyze, and assess data to determine student growth and brainstorm instructional strategies.

Use i-Ready to monitor students in the lowest quartile and work on specific sub-categories where student performance is lowest.

Documentation of student use of AR 360 and goal setting will help to ensure the program is successful.

PLCs- Grades K-2, 3-5 teachers will meet a minimum of twice a month (bi-weekly) to review the instructional focus calendar, state standards, analyze data, and coach one another on effective, positive classroom instructional strategies. These meetings also afford teachers with the opportunity to discuss any arising issues and/or concerns while allowing them to strategically plan cross-curricular instruction. Documentation is made and filed.

Our ESE and Pupil Support services have a rigorous and consistent schedule which will be followed to ensure student progress and effective collaboration between classroom and support staff.

The school's Professional Development coordinator will schedule on-going professional development opportunities, maintain sign-in logs, certificates of course completion, and completion of credit received through the district PD system. Classroom walk-throughs and observations will provide evidence that teachers are successfully implementing the newly learned instructional strategies into their daily routine.

Teachers will follow the RTI process with fidelity which will be measured through self-report data, observations, and consistent documentation i.e. logs, lesson plans, and student work. SWST/CARE team meetings will be held biweekly to monitor, review, and discuss the progress of each student in order to determine what steps need to be taken next based on the findings.

Person Responsible Stephen Evans (sevans@suncoastschool.org)

| | |
|-------------------------|---|
| Activity #2 | |
| Title | ELA- All Subgroups Grades 6, 7, 8 - Learning Gain |
| Rationale | After meeting with instructional staff and examining FSA ELA Assessment data and categorical data, there is an increased need to determine areas of student weakness in order to facilitate their learning and increase their ability to perform. |
| Intended Outcome | Concluding the 2018-2019 school year, the percentage of students demonstrating learning gains in ELA will increase from 56% to 60%. |
| Point Person | Stephen Evans (sevans@suncoastschool.org) |

Action Step

Classroom walk-throughs and observations

Data instructional coach- continuous monitoring/frequent data chats

i-Ready implemented with fidelity

Accelerated Reader 360

PLCs / common planning time for all grade levels

Description Intensive Reading Program/ ESE/ ESOL support offered for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.

On-going professional development to enrich teachers knowledge which include but not limited to: creating an effective balanced literacy program, understanding literacy stages and assessment, questioning strategies for guided reading, teaching text features to enhance comprehension, etc...

(RTI) Response to Intervention- a multi-tier approach which facilitates early identification and support of students with learning and behavior needs. This prevention system is designed to help maximize student achievement and reduce behavior problems.

APEX Course Recovery for students who are not showing proficiency in state standards and/or are receiving a failed report card grade

Person Responsible Stephen Evans (sevans@suncoastschool.org)

Plan to Monitor Effectiveness

Classroom walk-throughs / observations will be random and documented. Administrative staff will meet with those who received an area of focus that caused some concern to address reasons why and how to improve. A plan of action will be devised to assist the teacher and is followed-up by administration.

Description Frequent data chats; work closely with data instructional coach to monitor, analyze, and assess data to determine student growth and brainstorm instructional strategies.

Use i-Ready to monitor students in the lowest quartile and work on specific sub-categories where student performance is lowest.

Documentation of student use of AR 360 and goal setting will help to ensure the program is successful.

PLCs- Grade level teachers will meet a minimum of twice a month (bi-weekly) to review the instructional focus calendar, state standards, analyze data, and coach one another on effective, positive classroom instructional strategies. These meetings also afford teachers with the opportunity to discuss any arising issues and/or concerns while allowing them to strategically plan cross-curricular instruction. Documentation is made and filed.

Our ESE and Pupil Support services have a rigorous and consistent schedule which will be followed to ensure student progress and effective collaboration between classroom and support staff.

The school's Professional Development coordinator will schedule on-going professional development opportunities, maintain sign-in logs, certificates of course completion, and completion of credit received through the district PD system. Classroom walk-throughs and observations will provide evidence that teachers are successfully implementing the newly learned instructional strategies into their daily routine.

Teachers will follow the RTI process with fidelity which will be measured through self-report data, observations, and consistent documentation i.e. logs, lesson plans, and student work. SWST/CARE team meetings will be held biweekly to monitor, review, and discuss the progress of each student in order to determine what steps need to be taken next based on the findings.

**Person
Responsible**

Stephen Evans (sevans@suncoastschool.org)

| Activity #3 | |
|-------------------------|--|
| Title | Mathematics- All Subgroups Grades 3, 4, 5 - Learning Gain |
| Rationale | After meeting with instructional staff and examining FSA Math assessment data and categorical data, there is an increased need to determine areas of student weakness in order to facilitate their learning and increase their ability to perform. |
| Intended Outcome | Concluding the 2018-2019 school year, the percentage of students demonstrating learning gains in Mathematics will increase from 42%-46%. |
| Point Person | Stephen Evans (sevans@suncoastschool.org) |

Action Step

| | |
|---------------------------|---|
| Description | <p>Classroom walk-throughs and observations</p> <p>Data instructional coach- continuous monitoring/frequent data chats</p> <p>i-Ready implemented with fidelity</p> <p>PLCs / common planning time for all grade levels</p> <p>ESE and Pupil support services for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.</p> <p>On-going professional development to enrich teachers knowledge which include but not limited to: differentiating math instruction, effective use of classroom manipulatives, and how to incorporate strategies into classroom instruction to close the achievement gap by promoting student understanding and confidence in mathematics.</p> <p>(RTI) Response to Intervention- a multi-tier approach which facilitates early identification and support of students with learning and behavior needs. This prevention system is designed to help maximize student achievement and reduce behavior problems.</p> |
| Person Responsible | Stephen Evans (sevans@suncoastschool.org) |

Plan to Monitor Effectiveness

| | |
|--------------------|--|
| Description | <p>Classroom walk-throughs / observations will be random and documented. Administrative staff will meet with those who received an area of focus that caused some concern to address reasons why and how to improve. A plan of action will be devised to assist the teacher and is followed-up by administration.</p> <p>Frequent data chats; work closely with data instructional coach to monitor, analyze, and assess data to determine student growth and brainstorm instructional strategies.</p> <p>Use i-Ready to monitor students in the lowest quartile and work on specific sub-categories where student performance is lowest.</p> <p>Grades K-2, 3-5 teachers will meet a minimum of twice a month (bi-weekly) to review the instructional focus calendar, state standards, analyze data, and coach one another on effective, positive classroom instructional strategies. These meetings also afford teachers with the opportunity to discuss any arising issues and/or concerns while allowing them to strategically plan cross-curricular instruction. Documentation is made and filed.</p> |
|--------------------|--|

Our ESE and Pupil Support services have a rigorous and consistent schedule which will be followed to ensure student progress and effective collaboration between classroom and support staff.

The school's Professional Development coordinator will schedule on-going professional development opportunities, maintain sign-in logs, certificates of course completion, and completion of credit received through the district PD system. Classroom walk-throughs and observations will provide evidence that teachers are successfully implementing the newly learned instructional strategies into their daily routine.

Teachers will follow the RTI process with fidelity which will be measured through self-report data, observations, and consistent documentation i.e. logs, lesson plans, and student work. SWST/CARE team meetings will be held biweekly to monitor, review, and discuss the progress of each student in order to determine what steps need to be taken next based on the findings.

Person Responsible Stephen Evans (sevans@suncoastschool.org)

| | |
|-------------------------|--|
| Activity #4 | |
| Title | Mathematics- All Subgroups Grades 6, 7, 8 - Learning Gain |
| Rationale | After meeting with instructional staff and examining FSA Math assessment data and categorical data, there is an increased need to determine areas of student weakness in order to facilitate their learning and increase their ability to perform. |
| Intended Outcome | Concluding the 2018-2019 school year, the percentage of students demonstrating learning gains in Mathematics will increase from 55% to 59%. |
| Point Person | Stephen Evans (sevans@suncoastschool.org) |

Action Step

- Classroom walk-throughs and observations
- Data instructional coach- continuous monitoring/frequent data chats
- i-Ready implemented with fidelity
- PLCs / common planning time for all grade levels
- Intensive Math Instructor/ ESE support services for small group intervention and remediation for identified students based on their level of proficiency. Differentiated lessons will focus on the specific needs of the student.

Description

- On-going professional development to enrich teachers knowledge which include but not limited to: differentiating math instruction, effective use of classroom manipulatives, and how to incorporate strategies into classroom instruction to close the achievement gap by promoting student understanding and confidence in mathematics.
- (RTI) Response to Intervention- a multi-tier approach which facilitates early identification and support of students with learning and behavior needs. This prevention system is designed to help maximize student achievement and reduce behavior problems.
- APEX Course Recovery for students who are not showing proficiency in state standards and/or are receiving a failed report card grade

Person Responsible

Stephen Evans (sevans@suncoastschool.org)

Plan to Monitor Effectiveness

Classroom walk-throughs / observations will be random and documented. Administrative staff will meet with those who received an area of focus that caused some concern to address reasons why and how to improve. A plan of action will be devised to assist the teacher and is followed-up by administration.

Description

- Frequent data chats; work closely with data instructional coach to monitor, analyze, and assess data to determine student growth and brainstorm instructional strategies.
- Use i-Ready to monitor students in the lowest quartile and work on specific sub-categories where student performance is lowest.
- PLCs- Grade level teachers will meet a minimum of twice a month (bi-weekly) to review the instructional focus calendar, state standards, analyze data, and coach one another on

effective, positive classroom instructional strategies. These meetings also afford teachers with the opportunity to discuss any arising issues and/or concerns while allowing them to strategically plan cross-curricular instruction. Documentation is made and filed.

Intensive Math Instructor / ESE support services have a rigorous and consistent schedule which will be followed to ensure student progress and effective collaboration between classroom and support staff.

The school's Professional Development coordinator will schedule on-going professional development opportunities, maintain sign-in logs, certificates of course completion, and completion of credit received through the district PD system. Classroom walk-throughs and observations will provide evidence that teachers are successfully implementing the newly learned instructional strategies into their daily routine.

Teachers will follow the RTI process with fidelity which will be measured through self-report data, observations, and consistent documentation i.e. logs, lesson plans, and student work. SWST/CARE team meetings will be held biweekly to monitor, review, and discuss the progress of each student in order to determine what steps need to be taken next based on the findings.

Person Responsible Stephen Evans (sevans@suncoastschool.org)

Activity #5

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| Title | Science- All Subgroups Grades 5, 8- Proficiency |
| Rationale | After meeting with instructional staff and examining FSSA Science assessment data and categorical data, there is an increased need to determine areas of student weakness in order to facilitate their learning and increase their ability to perform. |
| Intended Outcome | Concluding the 2018-2019 school year, the percent proficient on FSSA Science will increase from 29% to 35%. |
| Point Person | Stephen Evans (sevans@suncoastschool.org) |

Action Step

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|---------------------------|---|
| Description | <p>Heavy Sketches with Red Rohl- a creative method to connect visuals with Science. This unique sketchnote-inspired art features a cross-curricular approach that makes learning fun, engaging, and memorable. Students become inspired to pay attention, take initiative, and become independent thinkers.</p> <p>STEM Project-Based Learning will be incorporated in with our technology class. This programmed is designed to help our students master useful skills, keep learning fun, and allow students to direct the course of their own education.</p> <p>Science rotation and use of manipulatives</p> <p>Develop multi-content area Science curriculum</p> |
| Person Responsible | Stephen Evans (sevans@suncoastschool.org) |

Plan to Monitor Effectiveness

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|---------------------------|---|
| Description | <p>Red Rohl will be doing Heavy Sketches with 4th and 5th grade students. Sessions will be 50 mins and held bi-weekly as students turn Science curriculum into art. Red will teach and guide students through the process of sketching Science concepts and vocabulary. Each student will have their own sketch book to create their Science artwork. After the last session is held, some of the students' best work will be compiled into a study guide and published as a book.</p> <p>Our technology coordinator will be integrating STEM into her weekly daily lesson plans.</p> <p>Science lab time will be embedded into the schedule in order to provide students with the opportunity for hands-on inquires. Access to a variety of science manipulatives will be available in order to prepare effective science experiments. Teachers will plan Science lab experiments following the instructional focus calendar.</p> <p>Science instructional staff will collaborate during weekly PLC meetings to create a multi-content area curriculum (Earth & Space, Life, Physical). These units will be reviewed weekly through formative assessments, summative monthly assessments, and quarterly benchmarks to monitor student progress as it relates to the Sarasota County District pacing guide. FSSA Science vocabulary, subject specific concepts, and reading comprehension strategies will be remediated on an as needed basis in an effort to increase student proficiency.</p> |
| Person Responsible | Stephen Evans (sevans@suncoastschool.org) |

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| Activity #6 | |
| Title | Attendance- Decrease Percentage of At-Risk Students (those missing 5.0% to 9.99% of school) |
| Rationale | After meeting with school leadership team and examining attendance data, it was determined that the population of students "at risk" for missing school needs to be addressed in order to help increase our overall school attendance rates. |
| Intended Outcome | Concluding the 2018-2019 school year, the percentage of SSIS students who are categorized as "at risk" (missing 5.00%-9.99% of school) will decrease from 27.5% to 22.5%. |
| Point Person | Stephen Evans (sevans@suncoastschool.org) |
| Action Step | |
| | BlackBoard Connect will make phone calls home to the student's parent/guardian who is not present |
| | School Social Worker will be an advocate for students and will communicate directly with families via phone and/or home visits |
| | Semester rewards for attendance recognition |
| Description | Elementary school- monthly attendance initiative in efforts to improve school-wide attendance |
| | Middle school- weekly lunch bunch for students with excessive absences to discuss and problem solve barriers causing absences. Incentives and rewards will be implemented in order to improve overall attendance |
| | Before and After School Care is provided for students who need to arrive early and/or stay after school hours |
| Person Responsible | Stephen Evans (sevans@suncoastschool.org) |
| Plan to Monitor Effectiveness | |
| | Daily attendance will be taken by teachers and submitted into GradeBook. Teachers will also assist in reaching out to families of students with excessive absences. Administration will keep track of all excused and unexcused absences. |
| | School Social Worker will have continuous communication with families via phone and/or home visits. Contact logs will be completed and filed. |
| Description | A reward ceremony will take place every semester to recognize students for perfect attendance and students who have missed five days or less. |
| | At the elementary school, each month students will participate in a school-wide competition. The class who has the least amount of absences will receive special recognition. |
| | At the middle school, during lunch bunch, counselor will review the weekly attendance report with students to determine whether or not the interventions are effective. |

Person Responsible Stephen Evans (sevans@suncoastschool.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

Suncoast School for Innovative Studies provides multiple opportunities throughout the year to improve connections among families and school staff. Planned events are: Open House Orientation, Mental Health Awareness, Parent/Staff Workshop, After School Tutoring, PTO, Coffee with the Counselor, Career Week, Grandparent Read-a-Book Day, Parent/Teacher Conferences, i-Ready Parent Information Night, ESOL Parent Night, Parent School Transition Workshop, Annual Title I Meeting, and Literacy Night.

SSIS strives to bridge the gap between speakers of other languages by providing translators on both campuses for parent meetings and daily interactions.

Through our partnerships in the community SSIS strives to provide students and families resources to meet their basic needs. Agencies include: Coastal Behavioral Healthcare, JFCS, YMCA, Seasons of Sharing, All Faiths Food Bank, 4-H, Florida Department of Health, Parent Empowerment Workshops, SPARK, Bee Safe Awareness Program, and Sandy Hook Promise Program.

Each year SSIS develops a School Improved Plan (SIP) designed to focus on areas of improvement for the school. Areas of improvement are chosen through the inclusion of all school stakeholders based on data from the previous school year along with staff and parent feedback.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

SSIS ensures the social-emotional needs of all students are being met by adhering to the American School Counselor Association's core competencies and standards. The counseling department coordinates a developmental school counseling program including; individual and small group counseling and classroom guidance which is delivered to all students. Our counselors also coordinate school-wide social-emotional initiatives such as character education, consultation with major stakeholders on initiatives and programs to support social-emotional development, including bully prevention and mental health prevention programs, mentoring program, attendance lunch bunch

intervention groups, and through the positive behavior support system.

Teachers meet weekly in PLC's to discuss RTI and progress monitoring of students. The School-Wide Support Team (SWST) meets bi-weekly to discuss at-risk students. This process typically involves students who are considered at-risk due to attendance, academics and/or behavior. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed.

Suncoast School for Innovative Studies also provides a variety of community support which includes: a backpack program for our families in need of food, a summer breakfast/lunch program for all age-appropriate children in our community, clothing and school supplies, therapy dog reading program, Schoolhouse link YMCA homeless liaison, Big Brothers Big Sisters, Coastal Behavioral Healthcare, Community Foundation, Florida Department of Health, JFCS, and Seasons of Sharing.

In efforts to minimize instructional time loss due to behavior, SSIS will be training staff on the CHAMPS method of classroom managements. We have also started an attendance awareness initiative to include a monthly contest to determine which class has the best attendance and a weekly lunch bunch that focuses on improved attendance.

Florida Department of Health will be visiting our middle school campus to present on bullying prevention.

SSIS staff attend an evening presentation on mental health awareness focused on age-appropriate social-emotional developmental levels/stages.

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

To assist with the transition from VPK to Kindergarten students attend a virtual field trip by Kid Vision in their VPK classroom. VPK students also visit kindergarten classrooms so they are able to see what their days will be like next year as kindergartners. SSIS hosts Kindergarten Round Up, inviting all surrounding families to attend and take a tour of the school.

Each year, fifth grade students experience "a day at middle school" by taking a field trip to our middle school campus. Classroom teachers work with students to prepare them for a smooth transition academically. Fifth grade teachers fill out student of concern cards and send them to their respective middle schools to assist student and teachers in having a positive transition. The elementary school counselor attentions the district articulation meetings to speak with district middle school staff about transitioning fifth graders. SSIS invites all parents to tour the middle school campus during the second semester.

For our eighth grade students entering high school, our middle school counselor organizes field trips for students to local high schools. Students will meet administrators, instructors, and school counselors, take a tour of campus, and get to meet students who are currently enrolled for a question and answer session so they are aware of the expectations of an upcoming freshman. The middle school counselor provides students with an opportunity to meet individuals from their upcoming high school to discuss how to complete their freshman schedule, and give a presentation on the expectations they will face at their respective schools. The counselor will then follow up with students to ensure their schedules are accurately completed and to answer questions. Then, the high school counselor will come back to campus to ensure student schedules are completed and turned in so they can be successfully enrolled.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I funds supply financial assistance to schools with high numbers/percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These funds will be used throughout the school year to deliver intervention classes which provide intensive instruction in reading and math, additional resource teachers and assistants who are highly qualified, professional training for school staff, a variety of teaching methods and materials, special learning events, training for families, and after-school tutoring.

Title II funds are primarily used to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. In order to accomplish this, SSIS uses the funds to provide staff with continuous education and professional development opportunities.

Title III is the part of the No Child Left Behind Act that authorizes funds for English-language-acquisition programs. The purpose of these funds is to ensure that students with limited proficiency in English learn the language and master challenging academic content standards. SSIS uses the funds to supply students and families with additional resources, some of which include: reading materials, picture dictionaries, visual aids, teacher preparation for effective ELL instruction; incorporating curricula and resources regarding appropriate/effective instruction; and parent outreach/training activities which are designed to assist parents to become more active participants in the education of their children.

Food and Nutrition Services offer our students healthy meals. This includes making sure families are accessible to free and reduced lunch applications throughout the school year. All our students receive free breakfast when they arrive to school. SSIS also has a "Backpack Program" sponsored by All Faiths Food Bank. This program provides bags of kid-friendly food to our students on Fridays during the school year so that children have food on weekends and holiday breaks.

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

Not Applicable

Part V: Budget

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| Total: | \$0.00 |
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