

Sarasota County Schools

Suncoast School For Innovative Studies



2019-20 Schoolwide Improvement Plan

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Suncoast School For Innovative Studies

845 S SCHOOL AVE, Sarasota, FL 34237

www.suncoastschool.org

Demographics

Principal: Fayth Jenkins

Start Date for this Principal: 5/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (53%) 2016-17: D (37%) 2015-16: C (45%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

School Board Approval

N/A

SIP Authority

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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 not just giving the child a tool or skill, but also 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	Job Duties and Responsibilities
Evans, Sherika	Principal	
Berry, Jerod	Dean	
Kunz, Rita	Teacher, ESE	
Fredell, Amanda	School Counselor	
Berry, Alicia	Administrative Support	
Carter, Amber	Teacher, ESE	
Crawford, Rebecca	Instructional Coach	
Atkins, Dumaka	Dean	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	32	37	38	29	31	27	40	48	0	0	0	0	312
Attendance below 90 percent	5	10	5	5	7	5	6	8	13	0	0	0	0	64
One or more suspensions	0	0	1	3	4	1	3	4	3	0	0	0	0	19
Course failure in ELA or Math	0	0	0	1	3	2	3	7	15	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	7	10	6	13	11	20	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	5	6	3	7	7	14	0	0	0	0	43

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	0	1	7	0	0	0	0	0	0	0	0	0	8	
Students retained two or more times	0	0	0	0	2	0	0	0	2	0	0	0	0	4	

FTE units allocated to school (total number of teacher units)

34

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	2	2	6	15	19	12	0	0	0	0	56	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	2	2	6	15	19	12	0	0	0	0	56	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	68%	57%	43%	68%	55%
ELA Learning Gains	52%	62%	58%	47%	63%	57%
ELA Lowest 25th Percentile	48%	53%	53%	45%	54%	52%
Math Achievement	38%	73%	63%	35%	72%	61%
Math Learning Gains	45%	67%	62%	34%	68%	61%
Math Lowest 25th Percentile	48%	53%	51%	27%	57%	51%
Science Achievement	32%	65%	53%	28%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	30 (0)	32 (0)	37 (0)	38 (0)	29 (0)	31 (0)	197 (0)
Attendance below 90 percent	5 (8)	10 (18)	5 (9)	5 (8)	7 (14)	5 (10)	37 (67)
One or more suspensions	0 (0)	0 (0)	1 (1)	3 (2)	4 (0)	1 (0)	9 (3)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	3 (0)	2 (0)	6 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (11)	10 (11)	6 (30)	23 (52)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	70%	-25%	58%	-13%
	2018	55%	68%	-13%	57%	-2%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	50%	67%	-17%	58%	-8%
	2018	70%	67%	3%	56%	14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-20%				
Cohort Comparison		-5%				
05	2019	45%	68%	-23%	56%	-11%
	2018	45%	66%	-21%	55%	-10%
Same Grade Comparison		0%				
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	73%	-36%	62%	-25%
	2018	52%	72%	-20%	62%	-10%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	66%	72%	-6%	64%	2%
	2018	63%	71%	-8%	62%	1%
Same Grade Comparison		3%				
Cohort Comparison		14%				
05	2019	31%	70%	-39%	60%	-29%
	2018	25%	72%	-47%	61%	-36%
Same Grade Comparison		6%				
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	65%	-38%	53%	-26%
	2018	35%	67%	-32%	55%	-20%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	43	35	20	38	43	7				
ELL	27	54	56	29	50	50	6				
BLK	38	44	40	26	38	50	17				
HSP	44	54	50	36	46	48	34	76			
MUL	54			62							
WHT	42	58		46	45		28				
FRL	40	50	47	35	44	44	29	78	42		

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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For the 2018-2019 school year, Science Achievement was SSIS's lowest component performed. The percentage of students scoring a level 3 or above in Science during Spring 2019 was 32%, in Spring 2018, it was 29%, and in Spring 2017, it was 28%. Although this past Spring showed slight improvement, Science continues to be the lowest performance area for SSIS.

Many of our students' test data show a deficit in vocabulary, phonics, and phonemic awareness. These demonstrated deficiencies makes it more challenging to help students understand and demonstrate mastery of abstract concepts and domain specific vocabulary. Further-still, many of our students have documented struggles with staying focused for longer periods of time which helps to hinder their success in fully grasping a concept well enough to demonstrate mastery.

Another contributing factor is the lack of depth in teachers' science skill set. Our teachers have demonstrated a need for more training in science so that they can become more comfortable with demystifying science for our students. In order to do this successfully our teachers must provide early exposure, consistently high grade level appropriate expectations, and hands on - real world experiences for our students.

Our facilities and equipment are also dated. We have smaller classrooms and older technologies that help make it challenging to bring science to life.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

For the 2018-2019 school year, our Lowest 25th Percentile of students making Learning Gains in Math showed the greatest decline from the prior year. In Spring 2019, 48% of students from our Lowest 25th Percentile made Learning Gains, whereas in Spring 2018, 56% of students from our Lowest 25th Percentile made Learning Gains. Therefore, the percentage of students in our Lowest 25th Percentile making Learning Gains in Math decreased by 8%.

Many of our students have demonstrated many challenges with mastering abstract math concepts. Our school data shows a lack of fundamentals needed to practice math and master harder concepts. Our teachers have also demonstrated challenges in creating hands on lessons that are real world applicable. Further still, many of our teachers teach in whole group. The challenges our students have presented require more of a small group, targeted response. Stronger partnerships with local agencies such as grocery stores and banks can also help expose our students to the real world application of mathematical concepts.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

For the 2018-2019 school year, student achievement in Math and Science was 24% lower than the state average causing both components to have the greatest gap when compared to the state average.

Many of our students have demonstrated many challenges with mastering abstract math concepts. Our school data shows a lack of fundamentals needed to practice math and master harder concepts. Our teachers have also demonstrated challenges in creating hands on lessons that are real world applicable. Further still, many of our teachers teach in whole group. The challenges our students have presented require more of a small group, targeted response.

Many of our students struggle to understand abstract concepts and domain specific vocabulary in science. These deficiencies also makes it more challenging for students to show master of content and concepts as understanding the verbiage requires such an intense effort.

Another contributing factor is the lack of depth in teacher science skill set. Our teachers have demonstrated a need for more training in science so that they can become more comfortable with demystifying science for our students by providing more hands on - real world learning opportunities.

Further still, when students have a low skill set in a subject, task avoidance behavior tends to come out as disruptive. Many of our teachers do not have a strong skill set for administering, documenting, and aligning an intervening response to help reduce or eliminate disruptive behavior and redirect a student's focus and energy to strengthening the presented skill.

Which data component showed the most improvement? What new actions did your school take in this area?

For the 2018-2019 school year, Social Studies achievement showed the most improvement. In Spring 2018, the percentage of students who scored a level 3 or above in Social Studies was 81% which was a 10% increase from Spring 2018. Exposing students to more test specific material and teaching them test-taking strategies were key factors in increasing student achievement. Students who learn test-taking strategies and have practice utilizing such skills will positively affect their testing competency. Students will also have lower levels of test anxiety and better attitudes towards tests, all of which will improve their academic performance.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on the EWS data from Part I (D), SSIS identified two potential areas of concern: 1. Attendance Below 90%, 2. Level 1 on Statewide Assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Subgroup: Students with Disabilities
2. Subgroup: Black/African American Students
3. Science Achievement
4. Lowest 25th Percentile- Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Subgroup: Students with Disabilities</p> <p>After examining the ESSA Federal Index data with school personnel and instructional staff, there is an increased need to determine which areas students with disabilities are most deficient in, in order to facilitate their learning and increase their ability to perform.</p>
Rationale	<p>Spring 2019 Data:</p> <p>ELA</p> <p>Achievement- 22%</p> <p>Learning Gains- 43%</p> <p>Low 25% Learning Gains- 35%</p> <p>Mathematics</p> <p>Achievement- 20%</p> <p>Learning Gains- 38%</p> <p>Low 25% Learning Gains- 43%</p> <p>Science</p> <p>Achievement- 7%</p>
State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, the Federal Index for students with disabilities will increase from 30% to 41%
Person responsible for monitoring outcome	Sherika Evans (shevans@suncoastschool.org)
Evidence-based Strategy	Instructional staff members will design and implement a classroom environment that supports and enhances learning.
Rationale for Evidence-based Strategy	In order to create a learning environment that supports students with disabilities, teachers must use practices that target varied, effective strategies when instructing diverse learners. Some of which include: the use of assessments to gather information on students' performance in their instructional planning; target individual literacy and math goals, safeguard instructional time, and use research and data to improve practice.
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready/Achieve 3000/IXL implemented with fidelity 2. Instructional coach- one-on-one coach who provides personalized support to all teachers in differentiated instruction, i.e learning centers, goal-setting exercises, literature circles, lessons designed based on students' learning styles, etc... 3. On-going professional development to enrich teacher's knowledge in areas where extra support is needed. 4. SWST/CARE Team/RTI- 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. 5. Classroom walk-through and observations will be random and documented. <p>Administrative staff will meet with those who received an area of focus that caused some</p>

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.

6. Intensive reading and math is assigned to identified students. These remedial education programs are designed to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy.

Person Responsible Sherika Evans (shevans@suncoastschool.org)

#2	
Title	<p>Subgroup: Black/African American Students</p> <p>After examining the ESSA Federal Index data with school personnel and instructional staff, there is an increased need to determine which areas Black/African American students are most deficient in, in order to facilitate their learning and increase their ability to perform.</p>
Rationale	<p>Spring 2019 Data:</p> <p>ELA</p> <p>Achievement- 38%</p> <p>Learning Gains- 44%</p> <p>Low 25% Learning Gains- 40%</p> <p>Mathematics</p> <p>Achievement- 26%</p> <p>Learning Gains- 38%</p> <p>Low 25% Learning Gains- 50%</p> <p>Science</p> <p>Achievement- 17%</p>
State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, the Federal Index for Black/African American students will increase from 36% to 41%
Person responsible for monitoring outcome	Sherika Evans (shevans@suncoastschool.org)
Evidence-based Strategy	Instructional staff members have enhanced cultural competence.
Rationale for Evidence-based Strategy	The NEA defines cultural competence in education as “skills and knowledge to effectively serve students from diverse cultures.” Educators with enhanced cultural competence have the ability to understand and build on students’ culture, abilities, and resilience. By understanding and being sensitive to students’ home cultures, teachers are able to perceive students’ diversity as an asset. Promoting school culture, setting high-expectations, and forming strong teacher-student relationships, help to create a positive learning environment where all students can be successful.
Action Step	
Description	<ol style="list-style-type: none"> 1. Instructional Coach- one-on-one coach who provides personalized support to all teachers. The coach will guide teachers and help them plan ways to incorporate cultural knowledge into their teaching. The instructional coach will also help teachers adjust their curriculum. Some of these adjustments incorporate individualized instruction, emphasis on problem solving and critical thinking, and practices that include the student’s cultural background. 2. On-going professional development to enrich teacher’s knowledge. 3. . SWST/CARE Team/RTI- 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.

4. Classroom walk-through and 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.

5. Intensive reading and math is assigned to identified students. These remedial education programs are designed to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy.

Person Responsible	Sherika Evans (shevans@suncoastschool.org)
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#3	
Title	Science Proficiency
Rationale	After examining the FSSA Science assessment data with school personnel and instructional staff, there is an increased need to determine which areas students are most deficient in, in order to facilitate their learning and increase their ability to perform.
State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, the percent proficient on FSSA Science will increase from 32% to 36%.
Person responsible for monitoring outcome	Sherika Evans (shevans@suncoastschool.org)
Evidence-based Strategy	Instructional staff members will continuously use data to identify student needs and monitor student progress.
Rationale for Evidence-based Strategy	Instructional staff members will regularly analyze various forms of student data to identify student needs, assign interventions targeting those needs, and assess whether the interventions were successful in yielding student progress. In order to facilitate this process, established protocols and a clear understanding for reviewing information about students must be in place.
Action Step	
Description	<ol style="list-style-type: none"> 1. STEM Labs will be utilized at both the elementary and middle school. These STEM Labs are designed to supply problem-based learning. Students will have the opportunity to be innovators by using critical thinking and problem solving strategies on real world problems. 2. Bricks 4 Kidz will be providing a hands-on approach to learning, designed to engage students in the discovery process. The goal is to enhance our curriculum by creating a self-motivated learning experience in areas such as laws of motion, robotics, space, and world exploration while making learning imaginative, multi-sensory, and fun. 3. Frequent data chats- teachers will continue to monitor, analyze, and assess data to determine student growth and brainstorm instructional strategies to facilitate student's learning. Such data will be taken from student's performance on classwork, chapter tests, 5th grade Science Inventory, and middle school unit assessments. 4. Instructional coach- one-on-one coach who provides personalized support to all teachers in differentiated instruction, i.e science experiments, learning centers, critical thinking exercises, lessons designed based on students' learning styles, etc... 5. On-going professional development to enrich teacher's knowledge in areas where extra support is needed. 6. SWST/CARE Team/RTI- 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. 7. Classroom walk-through and 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.

Person Responsible Sherika Evans (shevans@suncoastschool.org)

#4	
Title	Subgroup: Lowest 25th Percentile-Learning Gains
Rationale	<p>After examining the needs assessment data with school personnel and instructional staff, there is an increased need to determine which areas students are most deficient in, in order to facilitate their learning and increase their ability to perform.</p> <p>Spring 2019 Data: ELA- 48% Mathematics- 48%</p>
State the measurable outcome the school plans to achieve	Concluding the 2019-2020 school year, the percentage of students demonstrating learning gains will increase from 48% to 52%.
Person responsible for monitoring outcome	Sherika Evans (shevans@suncoastschool.org)
Evidence-based Strategy	Instructional staff members will design and implement a classroom environment that supports and enhances learning.
Rationale for Evidence-based Strategy	In order to create a learning environment that supports students in the lowest 25th percentile, teachers must use practices that target varied, effective strategies to promote learning. In effort to improve outcomes and make learning gains, specific interventions, instructional strategies, and various support systems must be in place for students. Such interventions will not only be tailored to the students' needs but will also have established structures and systems to facilitate their systematic implementation.
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready/Achieve 3000/IXL implemented with fidelity 2. Instructional coach- one-on-one coach who provides personalized support to all teachers in differentiated instruction, i.e learning centers, goal-setting exercises, literature circles, lessons designed based on students' learning styles, etc... 3. On-going professional development to enrich teacher's knowledge in areas where extra support is needed. 4. SWST/CARE Team/RTI- 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. 5. Classroom walk-through and 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. 6. Intensive reading and math is assigned to identified students. These remedial education programs are designed to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy.
Person Responsible	Sherika Evans (shevans@suncoastschool.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will engage in key book studies this year to help address the remaining schoolwide improvement priorities. We are studying Ruby Payne's Frameworks of Poverty as well as her Emotional Poverty in All Demographics books to better understand our students and how to better meet their needs. Over 25% of our staff will be trained on meditation techniques to use to help our students better manage their stress levels. We are seeking to use strategies that help students manage stress, anger, and anxiety when they are sent to a refocus room instead of relying solely on punitive consequences.

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 Schoolwide Improvement Plan 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, 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. We also send out our messages in multiple languages to help our parents feel valued and informed.

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 hold weekly 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 consists of Administration, ESE Providers, School Psychologist, School Counselors, Pupil Support Staff, and General Education Teachers. The goal is to meet and/or exceed district and state requirements for assisting in both the identification of students and eligibility. The Executive Director ensures 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 the Intervention Plan. The School Psychologist provides information as to the students' ability. 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 small group. The General Education Teachers provides information regarding the identified student, the interventions being given and parent communication.

Title I funds supply financial assistance to schools with percentages of children from low-income families to help ensure that all children meet state academic standards. These funds are used to provide intensive instruction in reading and math, additional resource teachers, professional training for staff, training for families, and after-school tutoring.

Title II funds are used to provide staff with continuous education and professional development opportunities.

Title III funds are for English language-acquisition programs and help ensure ELL students learn the language and master academic standards. The funds supply students and families with additional resources, such as: reading materials, picture dictionaries, visual aids, and parent outreach/training activities.

Food and Nutrition Services make sure families are accessible to free and reduced lunch applications throughout the school year. All students receive free breakfast. SSIS also has a "Backpack Program" sponsored by All Faiths Food Bank. This program provides bags of kid friendly food to our students so they 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.

Our school is seeking to partner with existing college and career institutions. This year we are focused on building relationships with businesses and community organizations that can help us help our students be successful and focused in school. Many of our students have expressed interest in learning career based skills and going to technical colleges to help prepare them for their life after high school.

We are exploring starting clubs or offering electives that will help our students feel as if they are preparing for the future they want right now, today.

For our students that have expressed interest in attending college and/or going to a university we are seeking to build relationships with local institutions for higher learning so that we can take our students to

those campuses and give them an idea of what to expect.

We are hoping to provide more exposure to the college, university, career, or trades that our students are interested in so that we can better help them plan to achieve the goals they have set for themselves as they strive for the futures they want.