Suncoast School For Innovative Studies

leadership

analysis

Florida

college and career

students

mission

ambitious

family and community involvement

school improvement

striving   achievement

needs assessment

teaching   relationships

success   resources

areas of focus

strategic planning   vision   instruction

collaboration   learning   growth

supportive environment

2020-21 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: 9/29/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 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%)
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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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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	83%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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 encouraged to become participating partners in the achievement of our students, through tools described in our bilingual Parent and Family Engagement Plan (e.g., monthly Family Fun Nights, annual ESOL & Title I Nights and semi-annual Parent University Nights), which can be found on school's user friendly website: suncoastschool.org.

Provide the school's vision statement.

The vision of Suncoast School for Innovative Studies is centered on enriching the lives of each student. This will be accomplished by nurturing the tools and skills within the child, not by simply giving the child a tool or skill. By embracing Howard Gardner's Theory of Multiple Intelligences, our 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Evans, Sherika	Principal	Since January 2019, Dr. Evans has overseen all academic and daily operations at the school to help ensure an optimal teaching and learning environment designed to support high academic success.
Carter, Amber	Teacher, ESE	Ensures that the school is in compliance with providing exceptional student education services to students.
Crawford, Rebecca	Teacher, K-12	Implement's and the Reading Recovery program out the school to help ensure optimal student success in reading.
Atkins, Dumaka	Dean	Oversee the daily operations (facilities, scheduling, safety and security) at the school to help ensure an optimal teaching and learning environment designed to support high academic success.
Jenkins, Fayth	Dean	Oversee the academic and student support at the school to help ensure optimal an teaching and learning environment designed to support high academic success.
DeBenedetto, Anthony	Administrative Support	As Director of Finance, the responsibilities include ensuring accurate record keeping and guidance in managing the school's finances, helping to ensure the organization is in compliance and financially healthy.
Sanchez, Jade	Teacher, K-12	As ESOL Liaison, the job duties involve ensuring that the school is incompliance with serving students who speak a second language.
Williams, JaeLangston	Administrative Support	The job duties for this employee involves managing our front office and human resource department.

Demographic Information

Principal start date
Tuesday 9/29/2020, Fayth Jenkins

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
15

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
14

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2019-20 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%)
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.	

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	7	31	32	30	33	28	0	0	0	0	0	0	0	161
Attendance below 90 percent	1	4	4	6	2	6	0	0	0	0	0	0	0	23
One or more suspensions	0	3	2	14	10	7	0	0	0	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

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	0	1	1	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	5	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Tuesday 9/29/2020

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	
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

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**	
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

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%	
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%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	1
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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 deficiency 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 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 sized 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 mastered 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?

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. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	After examining the ESSA Federal Index data with school personnel and instructional staff, there is an increased need to determine in which areas are students with disabilities are most deficient. In order to facilitate their learning and increase their ability to perform. reduce behavior problems. Spring 2019 Data: ELA Proficiency- 20% ELA Learning Gains- 40% ELA Low 25% Learning Gains- 37% Mathematics: Mathematics Proficiency- 18 Mathematics Learning Gains- 35% Mathematics Low 25% Learning Gains- 37% Science: Proficiency- 7%
Measurable Outcome:	Concluding the 2020-2019 school year, the Federal Index for students with disabilities will increase from 30% to 41%.
Person responsible for monitoring outcome:	Amber Carter (acarter@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 Steps to Implement

1. Instructional coaching to provide personalized support to all teachers in differentiated instruction, i.e learning centers, goal-setting exercises, lessons designed based on students' learning styles, etc...
2. On-going professional development to enrich teachers' knowledge in areas where extra support is needed.
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 signaled a need for strengthening. A plan of action will be devised to assist the teacher and will be followed-up by administration.
5. Reading, math, writing, and science interventions will be assigned to students who demonstrate a need. Our intervention specialist will provide prompt remediation to help the student master the needed standards.

Person Responsible   Linda Kneeland (lkneeland@suncoastschool.org)

#2. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	After examining the ESSA Federal Index data with school personnel and instructional staff, there is an increased need to determine which areas African American students are most deficient in, in order to facilitate learning and increase academic performance. Spring 2019 Data: ELA Proficiency- 38% ELA Learning Gains- 43% ELA Low 25% Learning Gains- 37% Mathematics Mathematics Proficiency- 25% Mathematics Learning Gains- 37% Mathematics Low 25% Learning Gains- 44% Science Achievement- 17%
Measurable Outcome:	Concluding the 2019-2020 school year, the Federal Index for 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 Steps to Implement

1. Instructional Coach to provide personalized support to all teachers and help them plan ways to incorporate cultural knowledge into their teaching as well as help teachers adjust their instructional delivery to incorporate individualized instruction and an emphasis on problem solving and critical thinking.
2. On-going professional development to enrich teachers' knowledge.
3. SWST/CARE Team/RTI- a multi-tier approach which facilitates early identification and support of students with learning and behavior needs.
Classroom walk-through and observations will be random and documented. Administrative staff will meet with those who received an area of focus that signaled a need for strengthening. A plan of action will be devised to assist the teacher and will be followed-up by administration.
5. Reading, math, writing, and science interventions will be assigned to students who demonstrate a need. Our intervention specialist will provide prompt remediation to help the student master the needed standards.

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |

#3. Instructional Practice specifically relating to Science

Area of Focus Description and 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.
Measurable Outcome:	Concluding the 2019-2020 school year, the percent proficient on FSSA Science will increase from 28% to 32%.
Person responsible for monitoring outcome:	Fayth Jenkins (fjenkins@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 Steps to Implement

1. STEM Labs will be utilized to help facilitate problem-based learning.
2. Bricks 4 Kidz will be provide a hands-on approach to learning, designed to engage students in the discovery process as they work to master standards within in areas such as laws of motion, robotics, and space.
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.
4. Instructional coaching to provide personalized support to all teachers in differentiated instruction, i.e science experiments, critical thinking exercises, etc...
5. On-going professional development to enrich teachers' 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.
7. Classroom walk-through and observations will be random as well as scheduled. Documented and followed up by administrative staff.

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |

#4. Other specifically relating to Lowest 25th Percentile-Learning Gains	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	Concluding the 2019-2020 school year, the percentage of students demonstrating learning gains will increase from 48% to 52%.
Person responsible for monitoring outcome:	Dumaka Atkins (datkins@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 Steps to Implement

1. i-Ready
2. Instructional coach- one-on-one coach who provides personalized support to all teachers in differentiated instruction, i.e learning centers, 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.
5. Classroom walk-through and observations will be random and documented. Administrative staff will meet with those who received an area of focus that signaled a need for strengthening. A plan of action will be devised to assist the teacher and will be followed-up by administration.

Person Responsible	Sherika Evans (shevans@suncoastschool.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will engage in key book studies this year to help address the remaining school wide 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.

Teachers have been instructed on how to use the Reading Wonders and Go Math curriculum with fidelity, specifically focusing on how to include distance learners, remediate students who struggle with prerequisite skills, and service students with disabilities. Teachers have weekly meetings with Dean of Students centered on effective lesson planning, and using data to drive instruction. Teachers meet weekly with Executive Director to inspect data targeted at the lowest 25% performing students. We are focusing on these students due to the lack of mastery of fundamental skills that they have previously exhibited. Teachers hold PLCs biweekly to discuss interventions, strategies and lesson planning. Teachers have ongoing PDs for i-Ready implementation including the use of lessons for remediation and acceleration, mastery assessments, and instructional grouping. Lowest 25% (i-Ready Diagnostic and/or FSA) meet three times a week for targeted instruction to help students meet grade level expectations. Parents are involved in PDs to understand i-Ready and how they can help their students at home. i-Ready data is shared with parents, as well as plans for remediation for students whose diagnostic data indicates the need for additional remediation, or for students who are lacking fundamental skills necessary for meeting grade level expectations. Additionally, our students are encouraged to attend our new Saturday program, geared at building upon fundamental skills in a small group setting.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The mission of Suncoast School For Innovative Studies (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, 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 encouraged to become participating partners in the achievement of our students, through tools described in our bilingual Parent and Family Engagement Plan (e.g., monthly Family Fun, annual ESOL, Title I, and semi-annual Parent University Nights), which can be found on school's user friendly website: suncoastschool.org.

SSIS provides Parent and Family Engagement materials and trainings designed to provide assistance to parents, families and staff in understanding challenging State academic standards, State and local academic assessments, monitoring students' progress, and how to work together to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs, promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement in concert with State/Federal resource programs.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parent and families are regularly invited to attend SSIS Zoom meetings for the Student Advisory Council meetings, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, SSIS responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/ families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

Furthermore, a Title I Annual Meeting is scheduled for parents and families at a convenient time on September 30, 2020 at 6:00 pm. All parents are invited and encouraged to attend through timely notice in English and Spanish. Additionally, childcare, interpreter services in specific language(s), and a light snack over the dinner hour is provide d during brick and mortar meetings in an effort to remove barriers and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

Parent Family and Engagement Plan (PFEP) Link

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