



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Suncoast School For Innovative Studies

845 S SCHOOL AVE  
Sarasota, FL 34237  
941-952-5277  
[www.suncoastschool.org](http://www.suncoastschool.org)

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## School Demographics

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**School Type**  
Combination School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
79%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
60%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Suncoast School For Inn.Stud.

##### Principal

Stephen Evans

##### School Advisory Council chair

Larry Robbins

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Larry Robbins	President
Pat Tan	Vice President
Terrell Neal	Secretary
Mike Johnson	Treasurer

#### District-Level Information

##### District

Sarasota

##### Superintendent

Mrs. Lori White

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Larry Robbins- President  
 Pat Tan- Vice President  
 Terrell Neal- Secretary  
 Mike Johnson- Treasurer

#### Involvement of the SAC in the development of the SIP

The SAC is the governing body of SSIS and is in charge of budgeting, developing school policies, approving new positions, and the signing of contracts for food service and transportation. The SAC committee also works with the Executive Director to review all data and building wide performance.

#### Activities of the SAC for the upcoming school year

The activities of the SAC for this school year will include attending the Florida Charter School Conference, strategic planning with staff members, and aiding in parent complaints. The SAC committee will also be working on the 2014-2015 budget as well as monitor student performance.

**Projected use of school improvement funds, including the amount allocated to each project**

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Stephen Evans**

Principal

Years as Administrator: 16

Years at Current School: 5

**Credentials**

AA in Science from Ferrum College  
 BA in Education from Marshall University  
 MA in Counseling  
 PhD in Studies in Leadership from Walden University

**Performance Record**

School Grades:  
 2008-2009 A rating  
 2009-2010 C rating  
 2010-2011 A rating  
 2011-2012 B rating  
 2012-2013 C rating  
 Stephen has expanded both the elementary and middle school campuses and both campuses have moved to new facilities to accommodate the enrollment.

**Instructional Coaches**

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Erin Woods**

Full-time / School-based      Years as Coach: 1      Years at Current School: 4

**Areas**      Reading/Literacy, Mathematics

**Credentials**      Elementary Education K-6  
ESOL Endorsement  
Reading Endorsement

**Performance Record**      For the past 3 years, her students have scored proficient on FLKRS.

**Linda Kneeland**

Full-time / School-based      Years as Coach: 4      Years at Current School: 12

**Areas**      Reading/Literacy, Mathematics

**Credentials**      Elementary Education K-6  
ESOL Endorsement  
Middle Grades (5-9) Integrated Curriculum

**Performance Record**

**Carla Rollinson**

Full-time / School-based      Years as Coach: 2      Years at Current School: 4

**Areas**      Reading/Literacy, Mathematics

**Credentials**      Elementary Education K-6  
ESE K-12

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

20

**# receiving effective rating or higher**

20, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

20, 100%

**# ESOL endorsed**

6, 30%

**# reading endorsed**

1, 5%



**# with advanced degrees**

2, 10%

**# National Board Certified**

1, 5%

**# first-year teachers**

6, 30%

**# with 1-5 years of experience**

19, 95%

**# with 6-14 years of experience**

1, 5%

**# with 15 or more years of experience**

0, 0%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

7

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

We advertise our available positions through various websites such as teacherteacher.com via the internet, by posting open positions in local universities, and by word of mouth. Our Executive Director and Administrative Assistant read through the resumes the school receives regarding the open positions. Then, an interview is arranged and the lead teachers join the Executive Director and the Administrative Assistant in the process. A decision is made and the interviewee is either asked to join or team or not.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

SSIS follows the Sarasota County mentoring program, which is approved by the State of Florida. Our mentors go through all of the mandatory training at the district and meets all of the requirements. Our mentor program includes modeling, classroom observations, and collaborative planning.

## **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Suncoast School for Innovative Studies Rtl Team is comprised of SSIS Administration, ESE Providers, School Psychologist, School Counselors, 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 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The fidelity used to monitor the MTSS and the SIP is a building-level support staff. At SSIS, we support the Rtl process by which identified students are brought before our Rtl team bi-weekly. During the Rtl meeting/process our classroom education continuously reviews student progress based on staff formal/informal academic and behavioral feedback. Depending on the level of Rtl services, our parents may be asked to play a more active role as we attempt to modify and/or improve concerns.

The SIP process is monitored much the same as our MTSS process. We have a building level school improvement team which is made up of teachers, support staff, and administration. The SIP Team is primarily responsible for making our SIP a live document. The SIP Team, in conjunction with our staff, develops, reviews, and assesses our academic and behavioral building wide plan of action. Each month the SIP Team meets with our staff to review and discuss the accuracy of the plan. During this review we evaluate and recommend our course of action.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The district of Sarasota provides a variety of student academic reports which disaggregate subgroups in all subject areas tested in reading, math, science, and social studies. SSIS will continue to use FAIR and LEARN data in which will assist in our determination of academic needs.

## Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

SSIS will engage in professional development opportunities regarding MTSS in order to expand our knowledge of the process. The Executive Director and Guidance Counselors will continually monitor the process.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

**Strategy:** Before or After School Program

**Minutes added to school year:** 60

After school programs that provide math and reading initiatives. The after school program is provided by all highly qualified instructors in their content/subject areas.

#### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

#### How is data collected and analyzed to determine the effectiveness of this strategy?

Students selected to participate in the program are selected by informal teacher recommendations based on classroom academic performance/behavior. Students are also selected by their performance on state assessments, FCAT Level 1 and 2. We have 2 academic after school programs: 1) homework assistance twice a week, and 2) academic tutorial based on academic deficit areas.

#### Who is responsible for monitoring implementation of this strategy?

Executive Director  
Building Level Representatives

### Literacy Leadership Team (LLT)

#### Names and position titles of the members of the school-based LLT

Name	Title
Stephen Evans	Principal
Dr. Ann Lee Tilman	Guidance Counselor
Camille Cascio	ESE Representative
Erin Woods	K-2 Lead Teacher
Linda Kneeland	3-5 Lead Teacher

### **How the school-based LLT functions**

The Lead Teachers meet with their appropriate grade level classroom teachers every other week after school to address concerns such as academics and behavior. The Professional Learning Communities discuss the Instructional Focus Calendars and current test results such as FAIR, LEARN, and FCAT. The second part of the PLC meeting is focused on students in the Rtl process as well as those who may need to begin the process.

### **Major initiatives of the LLT**

The major initiatives of the LLT this school year will be to improve academics. In the past year our enrollment has increased and as of now we have a waiting list for most grades on our elementary campus.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Common Planning Time  
Reading Wonders/Professional Development  
Specials are integrating Reading Wonders in their classes

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Our school counselor works with our preschool students and parents to ensure positive transitions from our Pre-K program to our Kindergarten.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	52%	No	63%
American Indian				
Asian				
Black/African American	43%	39%	No	48%
Hispanic	55%	38%	No	60%
White	68%	67%	No	71%
English language learners				
Students with disabilities	32%	28%	No	39%
Economically disadvantaged	55%	49%	No	60%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	53%	57%
Students scoring at or above Achievement Level 4	132	51%	55%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	137	53%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	33	51%	55%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	63%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	30%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	29%	63%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	26	32%	36%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	38%	No	54%
American Indian				
Asian				
Black/African American	33%	34%	Yes	39%
Hispanic	38%	26%	No	44%
White	56%	47%	No	60%
English language learners				
Students with disabilities	37%	26%	No	43%
Economically disadvantaged	46%	35%	No	51%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	26%	28%
Students scoring at or above Achievement Level 4	30	12%	16%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	116	45%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	44%	48%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	12	3%	3%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		75%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	33%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39	11%	10%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	8	22%	21%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	3%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our target for parental involvement for the 2013-2014 school year is 85%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
	304	80%	85%



## Goals Summary

- G1.** By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).
- G3.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay.
- G4.** By the year 2014, there will be a minimum of a four percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

## Goals Detail

**G1.** By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

### Targets Supported

#### Resources Available to Support the Goal

- Pupil Support Services, ESOL Services, ESE Services
- ESOL Services
- ESE Services
- Homework Help Club (after school)
- Afters chool Tutoring

#### Targeted Barriers to Achieving the Goal

- Limited language ability

### Plan to Monitor Progress Toward the Goal

Areas of both concern and improvement will be monitored

#### Person or Persons Responsible

Pupil Support Services, ESOL Providers, ESE Providers, Classroom Teachers, and the Executive Director

#### Target Dates or Schedule:

Daily

#### Evidence of Completion:

Ongoing assessments

**G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

**Targets Supported**

- Science - Elementary School
- Science - Middle School

**Resources Available to Support the Goal**

- Field trips, hands-on science activities, Brain Pop

**Targeted Barriers to Achieving the Goal**

- Lack of skills and interest in science

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G3.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writing prompts and rubrics

**Targeted Barriers to Achieving the Goal**

- Lack of understanding of the writing process and different types and levels of writing

**Plan to Monitor Progress Toward the Goal**

Utilize written assignments to analyze student abilities and problem areas and adjust instruction based on this data

**Person or Persons Responsible**

Executive Director, Classroom Teachers, ESE Providers, and Pupil Support Services

**Target Dates or Schedule:**

2-3 times a week

**Evidence of Completion:**

Frequent assessment by the Executive Director and Peer Reviews

**G4.** By the year 2014, there will be a minimum of a four percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

**Targets Supported**

**Resources Available to Support the Goal**

- Student Agenda Books and Student Binders

**Targeted Barriers to Achieving the Goal**

- Lack of organizational Skills

**Plan to Monitor Progress Toward the Goal**

The classroom teachers will keep a chart of signed/unsigned agenda books and will check each student's binder for organization.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule:**

Every day school is in session

**Evidence of Completion:**

Signed agenda books, organized binders, and completed charts

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

### **G1.B1** Limited language ability

#### **G1.B1.S3** Intense instruction in a small group setting

##### **Action Step 1**

Identified students will be pulled out of class in order to receive more intense instruction

##### **Person or Persons Responsible**

Pupil Support Services, ESOL Providers, and ESE Providers

##### **Target Dates or Schedule**

2-3 times a week

##### **Evidence of Completion**

Increased scores on tests and class assignments

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Identified students will be pulled out of class in order to receive more intense instruction

##### **Person or Persons Responsible**

Pupil Support Services

##### **Target Dates or Schedule**

2-3 times a week

##### **Evidence of Completion**

Increased scores on tests and class assignments

### Plan to Monitor Effectiveness of G1.B1.S3

Areas of both concern and improvement will be monitored

#### Person or Persons Responsible

Pupil Support Services, ESOL Providers, ESE Providers, and Classroom Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Ongoing assessments

**G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

### G2.B2 Lack of skills and interest in science

**G2.B2.S1** Explore science concepts through both hands-on activities as well as through science newspapers and magazines.

#### Action Step 1

Monitor the participation of the students in the hands-on activities and check for knowledge acquired

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Reviews of students' progress on their daily assignments

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monitor the participation of the students in the hands-on activities and check for understanding

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Reviews of students' progress on their daily assignments

### Plan to Monitor Effectiveness of G2.B2.S1

Hands-on activities based on the multiple intelligences of each student

#### Person or Persons Responsible

Classroom Teachers and Leadership Team

#### Target Dates or Schedule

1-2 times a week

#### Evidence of Completion

Effectiveness will be determined through frequent assessments by the classroom teachers and Leadership Team

**G3.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay.

### G3.B2 Lack of understanding of the writing process and different types and levels of writing

#### G3.B2.S1 Learn the basic organizational patterns of writing

##### Action Step 1

Teach/Review the basic organizational patterns of writing.

#### Person or Persons Responsible

Classroom Teachers, ESE Providers, and Pupil Support Services

#### Target Dates or Schedule

2-3 times a week

#### Evidence of Completion

Review of student achievements on classroom assignments

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

The writing patterns of the students' writing assignments

#### Person or Persons Responsible

Classroom Teachers, ESE Providers, and Pupil Support Services

#### Target Dates or Schedule

2-3 times a week

#### Evidence of Completion

Increased knowledge of the writing process as shown through writing assignments

### Plan to Monitor Effectiveness of G3.B2.S1

Utilize written assignments to analyze student abilities and problem areas and adjust instruction based on this data

#### Person or Persons Responsible

Classroom Teachers, ESE Providers, and Pupil Support Services

#### Target Dates or Schedule

2-3 times a week

#### Evidence of Completion

Review of student achievement on classroom assignments

**G4.** By the year 2014, there will be a minimum of a four percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

### G4.B1 Lack of organizational Skills

**G4.B1.S1** All students in grades K-8 will be given an agenda book to be taken home every night to be signed by their parent/guardian. Students in grades 3-8 also have a binder in which to keep them more organized. They have different color folders that align with each subject.

#### Action Step 1

All students attending SSIS

#### Person or Persons Responsible

Classroom Teachers, Students, and Parents

#### Target Dates or Schedule

Every school night

#### Evidence of Completion

Signed agenda books and organized binders

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Agenda books will be looked at on a daily basis by the classroom teachers

#### **Person or Persons Responsible**

Executive Director Classroom Teachers Students Parents

#### **Target Dates or Schedule**

All school days

#### **Evidence of Completion**

Signed agenda books and organized binders

### **Plan to Monitor Effectiveness of G4.B1.S1**

Classroom Teachers will monitor whether or not their students' agenda books are being signed on a nightly basis.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Every day school is in session

#### **Evidence of Completion**

Signed agenda books, organized binders, and completed homework assignments



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals