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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: 3/14/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (53%) 2016-17: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Sarasota County School Board.

## 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](http://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

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	80%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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 by not giving the child a tool or skill, but rather nurturing the tools and skills within the child. Students will be more self-sufficient through learning to be responsible for their education and develop leadership skills to improve the quality of their lives for now and in the future.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Evans, Sherika	Principal	<p>Since January 2019, Dr. Evans has overseen all academic and daily operations at the school to ensure an optimal teaching and learning environment designed to support high academic success, participates in all school functions including Governing Board meetings, SAC, PTO, Title I, Schoolwide Support Team, Professional Learning Communities, and community events that feature our school. As the leader of the school, Dr. Evans is present at all extracurricular and afterschool events such as Family Fun Night and parent informational meetings. To further engage parent and the community, Dr. Evans also implemented "Read with me with Dr. E" a virtual reading program which invites students to participate in a live, virtual story time with an SSIS staff member once per week. Dr. Evans has also taken on the role as the fifth grade classroom teacher this school year, participating in PLCs, planning and intervention meetings with her grade level team.</p>
Atkins, Dumaka	Dean	<p>Mr. Atkins oversees the daily operations such as facilities, scheduling, safety, security, and transportation at the school level to ensure an optimal teaching and learning environment designed to support high academic success. Mr. Atkins is also the head of the RTI/MTSS process, responsible for analyzing schoolwide data. Mr. Atkins attends all board meetings, staff meetings, SAC And PTO meetings, as well as any student information meetings with the Schoolwide Support Team.</p>
Jenkins, Fayth	Dean	<p>As the Dean of Students, Mrs. Jenkins oversees the instructor and student support including professional development, parent communication, discipline and curriculum coordination to help ensure an optimal teaching and learning environment designed to support high academic success. As a part of the Administration team, Mrs. Jenkins assists with the interview and onboarding process along with Mr. Williams, the Human resources Director. As new teachers are hired, Mrs. Jenkins works closely with them to ensure they are able to access and understand the use of necessary District, State and schoolwide resources such as curriculum, standards, online platforms. Mrs. Jenkins also helps manage the discipline and schoolwide Positive Behavior Intervention and Support program. She works closely with Mr. Atkins to provide support whose behavior may affect academic performance, and supports teachers with strategies, resources, and interventions as needed. Mrs. Jenkins attends and gives feedback at all schoolwide and student support meetings, including Governing Board Meetings, instructional Professional Learning Communities, Schoolwide Support Team, and student education and behavioral plan meetings including 504s and IEPs. Mrs. Jenkins helps to manage the school's social media and Class Dojo pages, which inform parents and the community about events, school closings, and celebrations.</p>
DeBenedetto, Anthony	Administrative Support	<p>As Director of Finance, the responsibilities include ensuring accurate record keeping and guidance in managing the school's finances,</p>

Name	Position Title	Job Duties and Responsibilities
		helping to ensure the organization is in compliance and financially healthy.
Sanchez, Jade	Administrative Support	As ESOL Liaison, Mrs. Sanchez's job duties involve ensuring that the school and staff are in compliance with serving students who speak English as a second language. Jade is also the school's Testing Coordinator and works closely with Administration to analyze schoolwide data.
Williams, JaeLangston	Administrative Support	The job duties for this employee involves managing our front office and human resource department. Mr. Williams posts job opportunities to our school website, and reviews applicants for specific requirements. Mr. Williams subsequently secures interviews and follows up with the hiring and onboarding process for all new employees. Along with being our Title I e-box Coordinator, Mr. Williams is an integral part of the SSIS Marketing team, which engages in community outreach at various community events in the surrounding areas. Mr. Williams using extensive training from Sarasota County School District to assist teachers with documenting academic and behavior interventions for students. His training with the YCMA contributed to his ability to coordinate before and aftercare programs for SSIS.
Cantrell, Sheldon	Administrative Support	Mr. Cantrell supports administration by providing guardian services, as well as guidance for campus safety, security, and logistics. Mr. Cantrell has 13 years experience as an employee for City of Sarasota Police Department and SWAT team, as well as 5 years as a School Resource Officer for schools within Sarasota County School District. These experiences encapsulate the requisite skills to be the lead coordinator for the SSIS Threat Assessment Team. He also coordinates and provides feedback for monthly fire, active assailant, severe weather, and lockdown drills. Mr. Cantrell ensures that our staff is properly trained and prepared for safety events on campus, while utilizing the RAPTOR System for notifications and alerts. Mr. Cantrell uses the Florida Safe Schools Assessment Tool guidance and inventory of SSIS operations, facilities and security.
Zenteno, Stacy	Administrative Support	Stacy Zenteno is our school's Parent Liaison, heading our PTO and SAC committees. Mrs. Zenteno is also the Administrative Assistant for the Executive Director. Along with duties as the Parent Liaison, Mrs. Zenteno helps to manage the school's social media and Class Dojo pages, email list and robocalls, which inform parents and the community about events, school closings, and celebrations. Mrs. Zenteno is an integral part of the SSIS Marketing team, which engages in community outreach at various community events in the surrounding areas.

**Demographic Information**

**Principal start date**

Thursday 3/14/2019, 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.*

2

**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.*

8

**Total number of teacher positions allocated to the school**

11

**Total number of students enrolled at the school**

152

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

7

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	13	25	28	38	23	25	0	0	0	0	0	0	0	152
Attendance below 90 percent	10	12	12	7	7	0	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	1	1	2	0	0	0	0	0	0	0	4
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 FSA ELA assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	12	11	6	13	0	0	0	0	0	0	0	42
Level 1 on 2020-2021 ELA Assessment	0	0	0	6	5	6	0	0	0	0	0	0	0	17
Level 1 On 2020-2021 Math Assessment	0	0	0	6	9	15	0	0	0	0	0	0	0	30

**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	6	1	0	0	0	0	0	0	0	7
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**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	0	6	1	0	0	0	0	0	0	0	0	7
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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**Date this data was collected or last updated**

Tuesday 9/14/2021

**2020-21 - 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	7	31	32	30	33	28	0	0	0	0	0	0	0	161
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Attendance below 90 percent	1	4	4	6	2	6	0	0	0	0	0	0	0	23
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One or more suspensions	0	3	2	14	10	7	0	0	0	0	0	0	0	36
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	4	0	0	0	0	0	0	0	9
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Level 1 on 2019 statewide Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13
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**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
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**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
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Students retained two or more times	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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**2020-21 - 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	25	36	35	31	32	30	0	0	0	0	0	0	0	189
Attendance below 90 percent	2	4	3	6	2	6	0	0	0	0	0	0	0	23
One or more suspensions	0	1	2	2	3	4	0	0	0	0	0	0	0	12
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	4	5	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	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	1	0	6	1	0	0	0	0	0	0	0	8

**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	2	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	68%	57%	47%	66%	56%
ELA Learning Gains				52%	62%	58%	55%	57%	55%
ELA Lowest 25th Percentile				48%	53%	53%	55%	46%	48%
Math Achievement				38%	73%	63%	36%	72%	62%
Math Learning Gains				45%	67%	62%	50%	63%	59%
Math Lowest 25th Percentile				48%	53%	51%	56%	51%	47%
Science Achievement				32%	65%	53%	29%	66%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	45%	70%	-25%	58%	-13%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	58%	-8%
Cohort Comparison		-45%				
05	2021					
	2019	45%	68%	-23%	56%	-11%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	73%	-36%	62%	-25%
Cohort Comparison						
04	2021					
	2019	66%	72%	-6%	64%	2%
Cohort Comparison		-37%				
05	2021					
	2019	31%	70%	-39%	60%	-29%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	65%	-38%	53%	-26%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Kindergarten through fifth grade students take the i-Ready Diagnostic throughout the year, once per quarter. all students also have monthly growth checks on i-Ready. In addition to i-Ready, fifth grade students take the Science Benchmark twice per year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	19%	14%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	22%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	8%	50%
	Economically Disadvantaged			
	Students With Disabilities	0%	14%	25%
	English Language Learners	0%	0%	50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	28%	75%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	22%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	17%	88%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0%	17%	0%
	English Language Learners	0%	20%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	52%	100%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0%	20%	33%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	13%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13%	20%	9%
	Economically Disadvantaged			
	Students With Disabilities	17%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	3%	16%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3%	11%	21%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	0%	6%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	6										
ELL	29			19							
BLK	7	9		3							

2021 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 2019-20	C & C Accel 2019-20
HSP	21	40		22							
WHT	40			29							
FRL	20	27		13	4						
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			

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	123
Total Components for the Federal Index	6
Percent Tested	99%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	3
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	4
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Historically, our Hispanic and multiracial populations tend to outperform the other subgroups in achievement across all subjects. Conversely, the students with disabilities is the lowest performing group in every achievement area, except for math, where students with disabilities performed on the same level with Black students. As a whole, our Black students and students with disabilities are missing the targets for achievement.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

For the 2018-2019 school year, Science Achievement was SSIS's lowest component performed. Science continued to be the lowest performance area for SSIS during the 2020-2021 school year. 32% of fifth grade students scored a level 3 or above in Science during Spring 2019, while no fifth grade student scores illustrated science proficiency during the 2020-2021 school year.

While all grade levels tend to make growth throughout the year in core subjects reading and math, student performance on state testing falls short of proficiency due to a large initial learning gap and lack of preparedness for testing environment and structure. 30% of K-5 students ended last school year on level in Mathematics, compared to just 8% when the school year began, according to i-Ready Diagnostic data. Geometry and measurement were consistently the subjects with the poorest results for students in grades 3-5, as they are often the last subjects to be taught while teacher instruction slows to attempt to close learning gaps throughout the year.

Many of our grade 3-5 students consistently demonstrate a deficiency in vocabulary and phonics, which affects decoding skills, and ultimately, reading comprehension. According to i-Ready Diagnostic Data, at the start of the 2021 school year, only 19% of K-5 students entered with proficiency in vocabulary skills, 37% with phonics skills, and 20% demonstrating comprehension proficiency. Growth is evident, but many students do not meet grade-level expectations, with 38% of k-5 students mastering vocabulary and 56% of students mastering phonics, while 41% mastered comprehension.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Historically, many SSIS students are not exposed consistently to science material until they reached the fifth grade, hindering students' understanding of basic lab and theory-based science skills. Adding to that, more than 50% of 5th grade students spent the 2021 year as remote learners, minimally engaging with science labs, lessons, or experiments. Our teachers will receive more training in lab-based, hands on, and real-world applications of science by utilizing science lab prop boxes. Teachers will receive training on how to utilize the online assessment and activities management to access and monitor data, reports and trends on student performance. Administration will ensure that teachers provide early exposure to science vocabulary and experiments starting in kindergarten, and will set consistently high grade level appropriate expectations including frequent, targeted assessments of our students.

Grade 3-5 students lack prerequisite mathematics skills. Instructors need training in interventions and remediation. 92% of our student body started this school year at least 1 grade level below expectations in mathematics, (Fall 2021 i-Ready diagnostic), requiring small group, targeted instruction. SSIS administration will provide training on MTSS process to include targeted, intensive interventions for students.

Students in grades 3-5 consistently demonstrate deficits in vocabulary and phonics, which hinders decoding skills and comprehension. We have created targeted intervention groups in grades 3-5, pulled during remediation block, to focus on building phonics and vocabulary skills. Teachers will also meet weekly with the administration to plan for instruction and assessment. Two Reading Recovery teachers will provide Tier III interventions to k-2 students.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Though this is an area for improvement for the 2021 school year, Science achievement in fifth grade was the most improved area for the SSIS Elementary school campus. The student achievement on science benchmark grew from 28% in 2018 to to 32% in 2019.

### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

During the 2019 school year, students participated in benchmark assessments and utilized the IXL program for independent studies, classwork and extra practice. One of the teachers in the 5th grade classroom during the 2019 assessment period was data-driven and participated in testing by creating a testing environment for the students and teaching test-taking strategies. This year, in concert with more hands on theory and lab- based exploration, our 5th grade students will embrace more test-taking strategies and encourage valid data by testing students with fidelity, even when practicing with the science assessment workbooks and benchmarks.

### **What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, teachers will require training in how to use the curriculum and follow the district's instructional focus guides with fidelity. Standards-based instruction will need to be a focus as students embrace testing strategies and testing environments.

Increased engagement using Thinking Maps, and Kagan strategies will be necessary for students to want to learn. Data-driven instructional grouping for students, and closely monitoring teacher instruction will ensure students achieve learning gains. Additionally, students with identified deficits will need strategic and intensive remediation throughout the school year to close leaning gaps.

Administrative team will refer teachers to specific professional development as related to PRIDE rubrics and Individual Professional Development Plan.

For science acceleration, teachers will need to test regularly and use the RTI process to identify any learning gaps students may exhibit before end of the year testing is under way. PLCs to review benchmark data and weekly assessments will be key for identifying areas of need across grade levels

so that instructors can spend less time scaffolding, and increase rigor in the subject area. IXL will be part of targeted remediation and reteaching strategies.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

To make sure our teachers are better prepared for math instruction, we have contracted with Math and Movement to provide professional development, materials and hands on-trainings for teachers and students. This program uses a multi-sensory approach to mathematics which increases engagement and movement while encouraging students to practice basic math skills such as skip counting, multiplication, and number sense.

Teachers and support staff have been trained in using Thinking Maps, which are visual aids for cognitive processing and metacognition, which research proves increases engagement, rigor, and enhances language skills across all subject areas.

Thinking Maps help students use and understand domain specific vocabulary in science instruction and labs so that students are more prepared for weekly and end of year science assessments.

All staff engaged in a two-day Kagan training for classroom management, collaboration, social skills and language development.

Teachers will receive regular and on-demand trainings on using curriculum for each subject area, including Benchmark Advance curriculum for ELA, Elevate Science, Go Math and Social Studies Weekly. All staff will receive training in how to identify the need for students to utilize the RTI process. All staff have been trained in Youth Mental Health First Aid to help students work through stressful situations, and help staff see when students may require additional assistance.

Twice per month, teachers meet with Professional Learning Communities to review student data, actively problem solve, and work with administration to analyze data, plan for instruction, and monitor student progress.

Quarterly PBIS training for all staff.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We have implemented ongoing and instructional coaching to provide personalized support to all teachers in differentiated instruction. During this time, instructors explore how to create rigorous and effective learning centers, goal-setting exercises, and lessons designed around students' Multiple Intelligences.

Teachers will also receive on-going professional development to expand mastery in areas where extra

support is needed, as identified by teachers on their Individual Professional Development Plan.

Administration will increase classroom walk-throughs, observations and feedback to instructors and staff. A plan of action will be devised to assist the teachers whose evaluations signaled a need for strengthening of planning, practices and execution.

Free after school programs are offered Monday through Friday which includes tutoring and standards-based remediation and practice based off of progress monitoring data gathered during the school year. We have offered flexible transportation accommodations to remove transportation barriers for our families.

Because our students have a low skill set in some subjects, task avoidance behavior tends to manifest as disruptive. We have streamlined our SWST/CARE Team/RTI and MTSS processes. We have designed an area for students who are overstimulated or need support. They are free to regulate and receive sensory input with support, and without environmental triggers while in the Sunshine Room. This prevention system is designed to help maximize student achievement and reduce behavior problems so that we can administer, document, and align our RTI process to help reduce or eliminate disruptive behavior and redirect a student's focus and energy.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** ELA instructional practice is identified as a critical need due to the progress monitoring and FSA data. Students struggle with reading, which affects learning across other subject areas.

**Measurable Outcome:** SSIS students grades 3-5 will increase proficiency by at least 7% to 10% in English Language Arts as measured by Florida Standards Assessment. In the 2021-2022 school year, student overall FSA scale scores will increase by 10-15 points from the 2020-2021 school year.

**Monitoring:** Student progress will be monitored using i-Ready Diagnostics, STAR testing, and RTI documentation in the MTSS system. Student remediation instructional groupings will be redistributed based on student performance.

**Person responsible for monitoring outcome:** Dumaka Atkins (datkins@suncoastschool.org)

**Evidence-based Strategy:** We will implement standards-based instruction the Reading Recovery Program to focus on closing learning gaps in English Language Arts.

**Rationale for Evidence-based Strategy:** Instructors will closely examine the district instructional focus-guide along with the state standards as they plan classroom instruction and assessments to be sure that students are mastering prerequisite skills and meeting grade-level expectations.

**Action Steps to Implement**

Analyze i-Ready Diagnostic and STAR data to review students needs with teachers in PLCs

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Provide intensive intervention and support in phonics and vocabulary to 3rd grade students who have been retained, 4 days a week during remediation block

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

Provide intensive, Tier III support and direct instruction in phonics, phonemic awareness, writing and reading comprehension to kindergarten through third grade students 4 days a week as a component of the Reading Recovery Program

**Person Responsible** Rebecca Crawford (rcrawford@suncoastschool.org)

Add a second Reading Recovery teacher to provide intensive, Tier III support and direct instruction in phonics, phonemic awareness, writing and reading comprehension to kindergarten and first grade students 4 days a week

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

Tier III small groups for intensive reading remediation based on student i-Ready Diagnostic data

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

Restructure lesson plan template to include plan for remediation, enhancement, specific strategies and formative and summative assessment.

**Person  
Responsible**

Fayth Jenkins (fjenkins@suncoastschool.org)

**#2. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Science instructional practice is identified as a critical need due to the progress monitoring and assessment data.

**Measurable Outcome:** SSIS 5th grade students will increase science achievement by 10 percentage points on Florida State Science Assessments.

**Monitoring:** Student progress will be monitored using Science Benchmarks, Florida Science Assessment Workbooks, Science and RTI documentation.

**Person responsible for monitoring outcome:** Dumaka Atkins (datkins@suncoastschool.org)

**Evidence-based Strategy:** Response to Intervention is 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.

**Rationale for Evidence-based Strategy:** Our students' historical data suggests the need for increased proficiency in this area.

**Action Steps to Implement**

Use data from Florida Science Assessment workbooks to regularly monitor student progress toward testing readiness.

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Monitor students progress and analyze data on Science Benchmark assessments.

**Person Responsible** Jade Sanchez (jsanchez@suncoastschool.org)

Create criteria and rubric for schoolwide science fair, which will be open to all stakeholders.

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

Staff receive training in how to use Elevate Science Curriculum and analyze student data for adjusted instruction and mastery of skills

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

Students will participate in Sarasota District Science Fair

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

Partner with science and research-based organizations such as Mote Marine Laboratory, Sea World, local farms, and MOSI to establish ongoing hands-on experiences for students and staff

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

Implement IXL personalized learning program

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Math instructional practice is identified as a critical need due to poor student performance as detailed in the schoolwide progress monitoring and State assessment data.
<b>Measurable Outcome:</b>	SSIS students grades 3-5 will increase proficiency by at least 3% to 5% in Mathematics as measured by Florida Standards Assessment.
<b>Monitoring:</b>	Student progress will be monitored using i-Ready Diagnostics, and RTI documentation.
<b>Person responsible for monitoring outcome:</b>	Dumaka Atkins (datkins@suncoastschool.org)
<b>Evidence-based Strategy:</b>	Implement data monitoring and standards-based instruction
<b>Rationale for Evidence-based Strategy:</b>	Our students' historical data suggests the need for increased proficiency, and this strategy ensures increased student success through monitoring, adjusted instruction and targeted assessment.

**Action Steps to Implement**

Analyze student performance on ongoing i-Ready Diagnostics

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Sort students into remediation groups based on diagnostic and assessment data to provide remediation several times a week.

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Pretest students in grades 2-5 on multiplication math facts and skip counting

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Initiate schoolwide Math and Movement program, curriculum and lessons for students in grades k-5. We will be engaging families with Family Fun Night to teach families how to use the materials and help students learn basic math facts, fractions

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

Post test students 2-5 on multiplication math facts and skip counting according to Math and Movement program

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Provide tier II interventions to 3rd, 4th and 5th grade students during remediation block 4 days a week. Student instruction will focus on prerequisite skills algebra and numbers and operation

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Math Mentors Program will pair Logical/ Mathematical Smart individuals (Multiple Intelligences) with students who are not strong in mathematics during aftercare program.

**Person Responsible** JaeLangston Williams (jwilliams@suncoastschool.org)

**#4. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

Our students in grades k-2 have significantly lower attendance rates than students in grades 3-5, which leads to losing precious instructional time when students need prerequisite skills. Grades k-2 have nearly 3 times as many students with attendance below 90% as in grades 3-5. As previously identified, students in grades 3-5 lack prerequisite skills taught in early grades. It is imperative that students in early grades are in school and learn early the importance of education.

**Measurable Outcome:**

Number of students with attendance below 90% will decrease by 25% in each grade level by the end of the 2021-2022 schoolyear.

**Monitoring:**

Teachers take attendance daily, and the guidance counselor will pull weekly reports for attendance and follow the SSIS Truancy Protocol.

**Person responsible for monitoring outcome:**

Fayth Jenkins (fjenkins@suncoastschool.org)

**Evidence-based Strategy:**

Using early monitoring and attendance intervention, parents will receive regular reports on their child's attendance, with comparisons of the student's attendance with the previous quarter, and the district attendance requirements. Interventions, rewards and recognition will be assigned based off this data.

**Rationale for Evidence-based Strategy:**

Families may not be fully aware of the extent of student absences and their affect on academic performance and proficiency. This strategy will increase the spotlight on students performance and time spent in school.

**Action Steps to Implement**

Develop SSIS truancy plan

**Person Responsible**

Fayth Jenkins (fjenkins@suncoastschool.org)

Share SSIS truancy plan with teachers and staff

**Person Responsible**

Fayth Jenkins (fjenkins@suncoastschool.org)

Monitor attendance by pulling weekly reports and reporting outliers as needed

**Person Responsible**

Keanna Newman (knewman@suncoastschool.org)

Hold Schoolwide Support team meetings for students of concern

**Person Responsible**

Fayth Jenkins (fjenkins@suncoastschool.org)

Work with teachers to develop attendance interventions, positive recognition and increase communication with parents

**Person Responsible**

Fayth Jenkins (fjenkins@suncoastschool.org)

Increased parental outreach with a Home School Liaison to provide at-home support and increased communication between home and school

**Person Responsible**

Dumaka Atkins (datkins@suncoastschool.org)

Parent letters sent home reporting attendance information

**Person**  
**Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

**#5. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with disabilities falls below the federal index of 41%, and is currently at 3% according to 2020-2021 school data. Students with disabilities account for only 18.7% of the total student population at SSIS. However, discipline data suggests that SWD account for 35.5% of out of school suspensions. 50% of our students with disabilities scored a level 1 on 2020-2021 ELA FSA, while 87.5% of SWD scored a level 1 on Math FSA the same year. This indicates a need to work with our SWD on their academic achievement and place an emphasis on positive behavior support.

**Measurable Outcome:** The federal Index for students with disabilities will increase from 3% to 30%.

**Monitoring:** Because SWD perform poorly on state standardized testing, most significantly, in Math, SSIS will rely on progress monitoring data from i-Ready, IXL and classroom tests to track student performance and adjust instruction as needed. The MTSS system supports student goals and academic progress. Additionally, we will monitor discipline with the SSIS discipline protocol, which increases communication between school and home in regards to student performance, behavior and specific student needs. Supporting student behavior with the PBIS system increases the likelihood that they will remain in class taking advantage of direct instruction.

**Person responsible for monitoring outcome:** Dumaka Atkins (datkins@suncoastschool.org)

**Evidence-based Strategy:** PBIS and MTSS/RTI

**Rationale for Evidence-based Strategy:** PBIS provides relevant incentives for students to increase performance and desired behaviors. SWD will need support in their specific areas of deficit in order to be successful. This will include academic and behavioral support. Including PBIS in the MTSS flow guarantees that SSIS can properly identify areas of need for our students.

**Action Steps to Implement**

Intentionally recruit, interview and hire instructors with background, certification, or experience in exceptional student education.

**Person Responsible** JaeLangston Williams (jwilliams@suncoastschool.org)

Include PBIS in the MTSS

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Create options for discipline and specific goals for SWD that are specifically aligned to the function of student behaviors

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

Provide training and direct instruction, or assist with signing up for district training on how to read IEPs, 504s and EPs. Staff will also receive training or resources on how to properly work through accommodations within the classroom during the school day.

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

Implement the schoolwide Math and Movement program, which is a multi-sensory approach to basic math facts recognition, recitation and retention. This will include pre and post testing students n basic math facts, skip counting and multiplication facts as appropriate per grade level.

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

**#6. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:** The federal index for Black students at SSIS is below 41%, at 4% for the 2020-2021 school year. The main contributing factors to this index score are the number of suspensions and the performance level of Black students compared to SSIS students of other races. While Black students at SSIS make up around 30% of the total student body, there is a significant performance gap in that subgroup compared to other racial/ethnic subgroups. To start, Black students accounted for 33% of students with one or more out-of-school suspensions in the 2019-2020 school year. While 70% of the total number of tested students scored a level 1 on ELA state assessments in 2020-2021 school year, 60% of Black students tested scored a level 1. 87.5% of Black students tested scored a level 1 on 2020-2021 Mathematics FSA in 2020-2021 school year. Keeping students within this subgroups will directly impact academic performance and accelerate learning.

**Measurable Outcome:** The federal index for black students will increase from 4% to 36% in the 2021-2022 school year.

**Monitoring:** The major areas of concern for Black students is discipline, resulting in poor attendance, as well as poor academic performance on state standardized testing. We will monitor discipline with the SSIS discipline protocol, which increases communication between school and home in regards to student performance, behavior and specific student needs. Additionally, the school's academic progression plan directly benefits this subgroup.

**Person responsible for monitoring outcome:** Fayth Jenkins (fjenkins@suncoastschool.org)

**Evidence-based Strategy:** School-wide PBIS implementation for behavior.

**Rationale for Evidence-based Strategy:** PBIS will become a part of SSIS's Multi-Tiered System of Support (MTSS) for behavior. PBIS will teach students how to achieve expected outcomes, prevent problem behaviors from taking place, provide relevant incentives for students to demonstrate desired behaviors, and use consequences for punishment that are aligned to the function of the student's behavior.

**Action Steps to Implement**

Create a separate place on campus for students to work through problems, self-regulate or get additional support.

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

Streamline and communicate the MTSS process to include PLC, SWST and RTI

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

Train staff on the RTI process, how to document concerns, student needs.

**Person Responsible** Dumaka Atkins (datkins@suncoastschool.org)

Implement positive values in school culture for student ownership of success: Proficiency, Respect, Integrity, Determination, Excellence

**Person Responsible** Fayth Jenkins (fjenkins@suncoastschool.org)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our school behavior data suggests that we have considerably less out of school suspensions, in school suspensions and discipline events than the state average. We will continue to implement our RTI process and behavior intervention process to reduce the amount of time that students are losing instructional time, specifically Black students and Students with disabilities.**

### 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.

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 multimodality 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](https://www.suncoastschool.org).

We have surveyed our parents to determine our greatest area of need for positive climate and culture. The main areas that were suggested in our most recent survey involved communication between school and home about student daily activities, events and homework.

Parents are invited to Family Fun Night every month, and each classroom teacher posts videos, photos, updates and celebrations on their ClassDojo pages and the School Story page on ClassDojo. This helps parents see what is happening in the classrooms, while also encouraging discussions about the child's school day and accomplishments. SSIS wants parents and students to know about and celebrate their academic accomplishments as well. Academic Scholars celebrations are held, facilitated by Dr. Evans, Dumaka Atkins, Fayth Jenkins and Stacy Zenteno. These events bring attention to those students who are making growth, meeting proficiency goals, and performing well on a number of areas, including attendance, academic subjects, and progress monitoring data, and accelerated reader performance. We have streamlined our dismissal process to reduce confusion and calls and notes to the office or teachers by utilizing the PickUp Patrol App. We are able to encourage parents to change their child's dismissal plan as they need to without and communication barriers.

## Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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, families and community partners 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 29 at 5pm. The meeting has been recorded and posted so that parents can view the information on their own schedules. Executive Administration, including Mrs. Zenteno, Mr. Atkins, Mrs. Jenkins and Mr. Williams help facilitate, and attend this meeting. All parents, teachers and staff are invited and encouraged to attend through timely notice in English and Spanish. 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, Dr. Evans presents 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.

The SSIS Governing Board meets once a month during a public meeting to discuss the school's finances, events, operations and needs. During this meeting, the public is invited to speak, make comments, and provide feedback, concerns and praise. The Governing Board meeting schedule and minutes are made available to the public on the school's website. Teachers, SSIS Administration and staff also attend Governing Board meetings.

To promote a positive partnership between school and family, The SSIS discipline and positive behavior support system has been completely overhauled, allowing for a more personal approach to addressing individual student needs. When students need sensory break, a calming area, a counselor, a time for reflection, or discipline, they are able to go to the Sunshine room, where Mrs. Jenkins and Mr. Atkins are available to respond. Students then have the opportunity to receive sensory input, meet with a counselor, participate in behavior reflection, speak about problems, and explore their feelings while in a positive and supportive environment. The Sunshine Room allows students time to regulate, calm, refocus, and have time to regroup before any discipline is assigned to students. Students have more opportunities to explore possible positive outcomes, and embrace a growth mindset. Students using the Sunshine Room learn that they can have reentry into the classroom with impunity, and can make better choices with proper guidance. Using this system reduces the number of out of school suspensions and negative phone calls home. Instead, Mrs. Jenkins is able to contact parents and share how students were able to work through and problems and come to a resolution during the school day. All interactions are recorded and students data is analyzed by Mrs. Jenkins to be sure that students of concern are properly supported.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
<b>Total:</b>			<b>\$0.00</b>