# Suncoast School For Innovative Studies



**2022-23 Schoolwide Improvement Plan**

## Table of Contents

# Suncoast School For Innovative Studies

## 845 S SCHOOL AVE, Sarasota, FL 34237

### www.suncoastschool.org

## Demographics

### Principal: Fayth Jenkins

Start Date for this Principal: 7/1/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>KG-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 90% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | English Language Learners<br>Black/African American Students*<br>Hispanic Students<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: D (32%)<br><br>2018-19: C (48%)<br><br>2017-18: C (53%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | CSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## 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.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Suncoast School For Innovative Studies

### 845 S SCHOOL AVE, Sarasota, FL 34237

### www.suncoastschool.org

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School KG-5 | Yes | 90% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | Yes | 85% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | D | | C | C |

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

The vision of Suncoast School for Innovative Studies is centered on enriching the lives of each student by not just giving the child a tool or skill, but also nurturing the tools and skills within the child. Students will be more self-sufficient through learning to be responsible for their education and develop leadership skills to improve the quality of their lives for now and in the future. Parent and family engagement is key to this success. We understand that the school must share the responsibility of actualizing this vision by promoting high parent and family engagement. We value the fact that increased parent and and family engagement encourages high quality instruction for all learners within the school community.

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Evans, Sherika | Principal | In general, as a school leader the responsibilities are to: facilitate information between the district and site based level, facilitate meetings to review data, make school wide decisions, provide resources for instruction and support, provide feedback to drive school growth, engage community members for school support, maintain school climate and collaborate with all stakeholders to support staff and students.<br><br>More specifically, Sherika Evans will serve as a science coach for the 2022-2023 school year, presenting model lessons at least once a month, collaborate with teachers weekly on delivering grade level tier one instruction in all subject areas but in particular science. She will chair a Science is cool night.<br><br>As a reading endorsed teacher, serve on the reading intervention team in delivering Tier III interventions as a part of MTSS. She will also oversee the development of Panther Bedtime Stories, a recording series featuring staff and special guests reading bedtime stories for our students to enjoy at home.<br><br>She will serve on the math intervention committee to over see the implementation of research, based practices for math strategies. As an ESE certified instructor, serve on the ESE committee to ensure compliance of every student's IEP. Complete daily walk throughs and give continuous and timely feedback to staff about the alignment of grade level instruction to the state's standards. As a trained guardian, serve in an active role on the threat assessment team by actively patrolling the campus as well as providing continuous and on demand training for faculty and staff in implement safety and security measures. As a licensed school bus driver, serve as a member of the transportation in the role of a substitute. |
| Jenkins, Fayth | Dean | In general, as a school leader the responsibilities are to: facilitate information between the district and site based level, facilitate meetings to review data, make school wide decisions, provide resources for instruction and support, provide feedback to drive school growth, engage community members for school support, maintain school climate and collaborate with all stakeholders to support staff and students.<br><br>More specifically, Mrs. Jenkins will oversee the academic and student support at the school to help ensure optimal teaching and learning environment designed to support high academic success. Serve as the ESE liaison and lead team member for the school wide support team as well as over see the ESE schedules to ensure all students needs are being met and that the school is in compliance at all times. Serve as the reading coach for the school, delivering model lessons at least once a month and collaborating with teachers weekly to ensure tier one instruction is delivered at grade level. Serve on the reading intervention team to train paraprofessionals to help deliver Tier II interventions through |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | out the day. As a reading endorsed instructor, deliver Tier III reading interventions as a part of the MTSS. Complete daily walkthroughs and give continuous and timely feedback to staff about the alignment of grade level instruction to the state's standards. Serve as a member of the threat assessment team, meeting monthly to analyze safety and security efforts and results. Chairs the Reading Family night for our school. |
| Atkins, Dumaka | Dean | In general as a school leader the responsibilities are to: facilitate information between the district and site based level, facilitate meetings to review data, make school wide decisions, provide resources for instruction and support, provide feedback to drive school growth, engage community members for school support, maintain school climate and collaborate with all stakeholders to support staff and students.<br><br>More specifically Dumaka Atkins will oversee the academic and student support at the school to help ensure optimal teaching and learning environment designed to support high academic success. Leads the oversight of the building's operations by creating and enforcing the daily schedules and ensuring a safe and healthy school by ensuring vendor contractual obligations in regards to building improvements are completed.<br><br>As an endorsed educator, serve as the ESOL liaison and team member for the school wide support team. As the ESOL liaison, ensures that teachers are in compliance, our students are tested within the given windows, and ensures that ESOL accommodations and strategies are being used utilized by our teachers. Serve as the math coach for the school, delivering model lessons at least once a month and collaborating with teachers weekly to ensure tier one instruction is delivered at grade level. Serve as the MTSS team leader in organizing, collecting, and analyzing data to help guide decisions based on individual student needs. Serve as the team leader on the math intervention team to train paraprofessionals to help deliver Tier II interventions through out the day. Complete daily walkthroughs and give continuous and timely feedback to staff about the alignment of grade level instruction to the state's standards. Serve as a member of the threat assessment team, meeting monthly to analyze safety and security efforts and results. Chairs the math and movement parent night for our school. |
| Williams, JaeLangston | Registrar | Helps to ensure state compliance for FTE. Serves as the school clinic aid. Serves as a member of the threat assessment team and the family night committee. Serves at the Title I Ebox coordinator. Ensures that our school documents all of the efforts to include families and community in our school based decisions and activities. Gives continuous feedback towards increasing our outreach efforts. Serves as an ambassador for our school in its student/staff recruitment and retention efforts. Is a member of the parent and family engagement committee. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Zenteno, Stacy | Parent Engagement Liaison | Ensures that clear communication goes out to parents in a multitude of ways and in as many of our student's represented languages as possible. Helps to plan and execute parent and family engagement activities. Helps ensure documentation of all activities for our title one e-box. |
| Cantrell, Sheldon | Other | As a retired police officer, leads the threat assessment team. Ensures that we are compliant with laws surrounding safety and security. Provides on demand and scheduled training for faculty and staff in regards to safety and security procedures. Patrols the campus through out the day to ensure safety. Provides recommendations for hardening the school and helps to oversee those efforts. |
| Campbell, Shirley | Teacher, K-12 | In general, as a team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level/team and our leadership team and leading weekly PLCs. As a data team representative, the responsibilities include: providing input on school wide decisions, communicating information between the grade level/team and our school-wide data team, leading their respective team through reviewing student data and facilitating conversation on how this student data drives effective instruction.

More specifically, Shirley Campbell is our test coordinator. She works closely with the district to help relay information centered around testing to the staff. She provides the necessary training to keep us in compliance we strive to complete testing within the given testing windows.

She will also lead the Multiple Intelligence in the classroom book study and work closely with our teachers to incorporate these strategies along with others centered around increasing student engagement and grade level performance in multiple contact areas. |
| Thigpen , Brittany | Teacher, K-12 | As a team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level/team and our leadership team and leading weekly PLCs. As a data team representative, the responsibilities include: providing input on school wide decisions, communicating information between the grade level/team and our school-wide data team, leading their respective team through reviewing student data and facilitating conversation on how this student data drives effective instruction.

More specifically, Brittany Thigpen will collaborate with the other team leaders to ensure high engagement and multiple intelligence projects are carried out with fidelity. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Mills, Malcom | Teacher, K-12 | In general, as a team leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level/team and our leadership team and leading weekly PLCs. As a data team representative, the responsibilities include: providing input on school wide decisions, communicating information between the grade level/team and our school-wide data team, leading their respective team through reviewing student data and facilitating conversation on how this student data drives effective instruction.<br><br>More specifically, Malcom Mills will collaborate with our teachers and admin to create high engagement projects for students and staff including the Good Night Panthers Project, which is a recorded series of staff and special guests reading books so that our students can watch them at night before bedtime. |
| Robinson - Butler , Latosha | Other | |

## Demographic Information

**Principal start date**
Monday 7/1/2019, Fayth Jenkins

**Number of teachers with a 2022 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.*
0

**Number of teachers with a 2022 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.*
1

**Total number of teacher positions allocated to the school**
12

**Total number of students enrolled at the school**
145

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
3

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 22 | 22 | 26 | 34 | 21 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 145 |
| Attendance below 90 percent | 1 | 4 | 7 | 6 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| 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 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 0 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 8 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 0 | 2 | 10 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

**Date this data was collected or last updated**

Tuesday 8/16/2022

**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 | 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 |

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

**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 | 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 |

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

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 33% | 66% | 56% | | | | 43% | 68% | 57% |
| ELA Learning Gains | 40% | | | | | | 52% | 62% | 58% |
| ELA Lowest 25th Percentile | | | | | | | 48% | 53% | 53% |
| Math Achievement | 30% | 52% | 50% | | | | 38% | 73% | 63% |
| Math Learning Gains | 45% | | | | | | 45% | 67% | 62% |
| Math Lowest 25th Percentile | 30% | | | | | | 48% | 53% | 51% |
| Science Achievement | 15% | 67% | 59% | | | | 32% | 65% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 45% | 70% | -25% | 58% | -13% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 50% | 67% | -17% | 58% | -8% |
| Cohort Comparison | | -45% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 45% | 68% | -23% | 56% | -11% |
| Cohort Comparison | | -50% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 37% | 73% | -36% | 62% | -25% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 66% | 72% | -6% | 64% | 2% |
| Cohort Comparison | | -37% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 31% | 70% | -39% | 60% | -29% |
| Cohort Comparison | | -66% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 27% | 65% | -38% | 53% | -26% |

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

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | | | | 10 | | | | | | | |
| ELL | 32 | 42 | | 26 | 31 | | | | | | |
| BLK | 23 | 36 | | 14 | 29 | | | | | | |
| HSP | 42 | 53 | | 42 | 50 | | | | | | |
| WHT | 33 | | | 33 | | | | | | | |
| FRL | 33 | 42 | | 29 | 43 | | 16 | | | | |
| 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 | | | | | | | |
| 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 | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | CSI |
| OVERALL Federal Index – All Students | 37 |
| OVERALL Federal Index Below 41% All Students | YES |

| ESSA Federal Index | |
|---|---|
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 65 |
| Total Points Earned for the Federal Index | 258 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 5 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 39 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 26 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 1 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 50 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 33 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 38 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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?**

The state gap comparison data shows that our percentage point difference is smaller than that of the state in both math and ELA across the following subgroups: Economically disadvantaged, students with disabilities, students who are black, and students who are English language learners. Less than half of our students are demonstrating mastery on standardized assessments.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Although we need to continue to show improvement in all areas, the areas with the biggest needs include our ESSA subgroups as well as increasing proficiency in core content areas.

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

Our school team focused heavily on remediation last year. We provided multiple opportunities for remediation throughout the school day as well as within our extended school day activities such as before care, after care, and Saturday school. While this was great for helping to stabilize student

foundational skills and bring them to or closer to grade level, it did not allow for enough grade level practice.

This year we have created a completely new approach. The administrative team will serve as instructional and content area coaches to help ensure our teachers are delivering standard based grade level instruction. We have narrowed our focus for our walkthroughs and our peer conversations to three expectations: delivering standards based grade level instruction, tasks/activities, and assessments.

We will be working with the Bureau of School Improvement to hone our skills in delivering best practices and proven strategies for increasing student proficiency within our roles as administrators and educators. We will be working with Catapult Learning to provide to our staff, extra professional development in delivering standards based grade level instruction followed up by monthly one on one coaching. Catapult will also aid us by delivering high dosage, small group tutoring afterschool with their own certified teachers and proven curriculum in reading and math. We are also working with Alliance Educational Services to assist us with data collection and analysis. We will work more closely with our LEA to identify resources that will help us train and engage our staff in delivering grade level instruction.

### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The math learning gains were our biggest area of improvement on our FSA. We demonstrated a 38 percentage point growth from 7% - 45%. After analyzing the subgroup data review, in the category for students who are black, we demonstrated a 27 percentage point growth from 9% - 36% in ELA.

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

Our school secured the Math & Movement program. This program focuses on increasing math fluency by having students engage with learning using their full body. We encouraged the use of the strategies every day but specifically on Tuesdays our school would focus on improving its math skills by collaborating and using the program's strategies.

Our school community worked together to highlight the need for students to read more. We created a competitive spirit around getting accelerated reading points and got parent and community buy in by including them in the positive behavior support rewards for these efforts. Our school community worked very hard to establish and strengthen its relationships with our parents and community. We are confident that our partnership will yield even more improvement this year as our entire team aims for student proficiency.

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

We created two talented and gifted classes to ensure we accelerated our students' learning. These classes are mixed levels (1st/2nd grade TAG) (4th/5th grade TAG). As this is year two of that initiative, we are expecting to see improvement in student proficiency due to the repeated exposure to on and above grade level content and standards. We will also provide high dosage tutoring to our on and above level students to help cement their mastery of grade level standards. STEAM-based family and community engagement nights will be created to provide more opportunities for our students to collaborate with and be celebrated by parents and community partners. We will also seek more opportunities to focus on academic achievement such as honor society inductions, participating in the science fair, exploring more learning opportunities with our community partners for real world application and learning activities such as exploring physics with iFly or studying marine life with our partners at the Mote Marine Laboratory.

**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.**

Our teachers will work more closely with the curriculum leaders within our district to ensure B.E.S.T. standards based instruction is happening consistently on our campus. We will also work with them to help identify opportunities for our students to compete and demonstrate their accelerated learning skill set and strategies. We will bring in more community partners during our parent and family engagement nights. Staff will have the opportunity to work with community experts to explore real world application of textbook content.

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

Creating a Continuous Learning Module:

This year we are working with multiple partners to ensure that the B.E.S.T. standards are delivered at grade level. In order to document learned strategies, participants will create a living document detailing at least: 5 strategies they learned from this school year as well as 4 "ahas" and 3 ineffective practices they will discontinue because of the newly gained knowledge. They will be analyzed to identify trends and best practices for our school. The results of the analysis will be used to create a learning module which can be referenced in the next year and beyond.

Additionally, we will continue to work with the Catapult Learning team as well as the Alliance Educational Services team to provide follow up and refresher trainings. Our leadership team learned a lot by attending the two day Director's Academy in Tallahassee. We will seek to attend these academies at least once per year as the FLDOE team did a phenomenal job of explaining so many aspects of best practices to improve school grade and over all student performance.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

**:**

| **#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our overall Federal Index is less that 41% (37%). Five categories are below 41%. Of the 5 categories, 3 of them are below 35%. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Although our school is working towards improving all five ESSA categories to 41%, we understand that this is not a goal that can be accomplished within a year's time.<br><br>Instead, we our planning to achieve these specific measurable outcomes:<br><br>4 - 6 percentage point gain in our overall federal index score<br>3-5 percentage point gains in our ESSA group of students who are English Language Learners<br>3-5 percentage point gains in our ESSA group of students who are economically disadvantaged<br>7-10 percentage point gain in our ESSA subgroups that are below 35%<br><br>If we achieve our planned specific measurable goals we will be on track to meeting the federal index of 41% in 4 of the 5 categories within 3 years.<br><br>CURRENT 2022-2023 2023-2024 2024-2025<br>SWD 5% 12% 19% 26%<br>ELL 39% 42% 45% 48%<br>BAAS 33% 40% 47% 54%<br>WS 33% 40% 47% 54%<br>EDAS 38% 41% 44% 47% |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored by the grade level formal assessments provided with our curriculum. The teachers will chart the data and identify students who need extra help in demonstrating mastery. The identified students will then receive extra help by way of increased small group learning opportunities focused on remediating the unmastered grade level skill.<br><br>We will also employ the constant analysis of i-ready and benchmark data at each collection point throughout the year and compare them to the past two years to help ensure we stay on a projected path of growth.<br><br>We will note any and all information gleaned from our new progress monitoring assessments.<br><br>We will work with our partners in Catapult Learning to analyze their data from the high dosage tutoring delivered to the 30 preidentified students to ensure we are supporting all efforts for individual student success, especially within our ESSA groups. |
| **Person responsible** | Sherika Evans (shevans@suncoastschool.org) |

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|---|---|
| **for monitoring outcome:** | |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Reciprocal Teaching - An interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text. Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text. During the early stages of reciprocal teaching, the teacher assumes primary responsibility for modeling how to use these strategies. As the students become more familiar with the strategies, there is a gradual shift toward student responsibility for talking through the application of the strategies to the text. (November 2013 WWC) |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The reciprocal teaching strategy can be applied to multiple core content areas and will help our students with and without disabilities be more successful with demonstrating comprehension of grade level text. |

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training of the Reciprocal Teaching strategy to teachers for use in small group instruction.

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |
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Model delivery of the Reciprocal Teaching strategy within small groups.

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

Follow up monitoring in multiple content areas for accountability of this teacher implemented strategy.

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

Multiple demonstrations provided at parent and family engagement nights.

| **Person Responsible** | Brittany Thigpen (bthigpen@suncoastschool.org) |
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| **#2. Instructional Practice specifically relating to Standards-aligned Instruction** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our i-Ready data showed substantial improvements in the percentage of students who were on grade level by the end of the school year. In reading 31% of students in grades 3-5 started the school year on or above grade level. By the end of the year that number increased to 45%. In math, our 5% of students in grades 3-5 started at or above grade level. By the end of the year that number increased to 36%.<br><br>Although the number of students who were on grade level increased, not all of the students scored a 3 or higher on the FSA. After discussing this phenomena with multiple thought partners at the school, district, and state levels, it was determined that our instructional practices needed to change immediately. Our students come in ready to learn. It is our job as educators and leaders to keep them engaged with grade level B.E.S.T. standards aligned instruction. By increasing our students interactions with grade level instruction, activities, tasks, and assessments we will demonstrate improvement across core content areas. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Our students demonstrating proficiency in all core content areas is not a goal that can be accomplished within a year's time.<br><br>Instead, we our planning to achieve these specific measurable outcomes:<br><br>10 - 12 percentage point gains in our on grade level to proficient students in ELA and math as identified by i-Ready and the conversion comparison of FAST data to FSA.<br><br>10-12 percentage point gains in our on grade level to proficient students in science as identified by the state standardized test.<br><br>If we achieve our planned specific measurable goals we will be on track to becoming an "A" school within the next three years.<br><br>CURRENT 2022-2023 2023-2024 2024-2025<br>ELA - 33% ELA - 43% ELA - 53% ELA - 63%<br>MATH - 30% Math - 40% Math - 50% Math - 60%<br>Science - 14% Science - 24% Science - 34% Science - 44% |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored by the grade level formal assessments provided with our curriculum. The teachers will chart the data and identify students who need extra help in demonstrating mastery. The identified students will then receive extra help by way of increased small group learning opportunities focused on remediating the unmastered grade level skill.<br><br>We will also employ the constant analysis of i-ready and benchmark data at each collection point throughout the year and compare them to the past two years to help ensure we stay on a projected path of growth.<br><br>We will note any and all information gleaned from our new progress monitoring assessments.<br><br>We will work with our partners in Catapult Learning to analyze their data from the high dosage tutoring delivered to the 30 pre-identified students to ensure we are supporting all efforts for individual student success. |

| **Person responsible for monitoring outcome:** | Sherika Evans (shevans@suncoastschool.org) |
|---|---|
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Sheltered Instruction Observation Protocol® (SIOP®) - Observation Protocol® (SIOP®) is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners as well as other students. The goal of SIOP® is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used in the context of school, including the vocabulary used in textbooks and lectures in each academic discipline. Using this planning framework, teachers modify the way they teach so that the language they use to explain concepts and information is comprehensible to these students. The SIOP® model consists of instructional strategies that cover eight aspects of lesson design and delivery: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. (November 2013 WWC) |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The Sheltered Instruction Observation Protocol strategy can be applied to multiple core content areas and will help our students who are and are not English Language Learners be more successful with demonstrating comprehension of grade level text, as nearly all of our students who are below grade level show a need for improved vocabulary in all core content areas. |

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training of the Sheltered Instruction Observation Protocol strategy to teachers for use in small group instruction.

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |
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Model delivery of the Sheltered Observation Protocol strategy within small groups.

| **Person Responsible** | Fayth Jenkins (fjenkins@suncoastschool.org) |
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Follow up monitoring in multiple content areas for accountability of this teacher implemented strategy.

| **Person Responsible** | Fayth Jenkins (fjenkins@suncoastschool.org) |
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Multiple demonstrations provided at parent and family engagement nights.

| **Person Responsible** | Shirley Campbell (scampbell@suncoastschool.org) |
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| **#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs** | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | A January 2022 PRIDE Evaluation tool training provided opportunities to revisit our teacher evaluation process. The process of completing walk throughs and providing specific teacher feedback in a timely manner was a critical area of need for our administration. Our student data highlighted a need for administration to collaborate with our instructors in discussions around strategies to engage students in learning. This would create opportunities for instructors to monitor their own performance while making adjustments to enhance student achievement. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Our students demonstrating proficiency in all core content areas is not a goal that can be accomplished within a year's time. Instead, we our planning to achieve these specific measurable outcomes: 10 - 12 percentage point gains in our on grade level to proficient students in ELA and math as identified by i-Ready and the conversion comparison of FAST data to FSA. 10-12 percentage point gains in our on grade level to proficient students in science as identified by the state standardized test. If we achieve our planned specific measurable goals we will be on track to becoming an "A" school within the next three years. CURRENT 2022-2023 2023-2024 2024-2025 ELA - 33% ELA - 43% ELA - 53% ELA - 63% MATH - 30% Math - 40% Math - 50% Math - 60% Science - 14% Science - 24% Science - 34% Science - 44% |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored by consistent feedback from our thought partners and leadership team trainers for the 2022-2023 school year. The Bureau of School Improvement team will provide guidance on completing walkthroughs and giving specific teacher feedback. The Alliance Educational Services team will also work directly with our leadership team by providing one on one coaching and consistent feedback for improvement. |
| **Person responsible for monitoring outcome:** | Sherika Evans (shevans@suncoastschool.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Administration will conduct walk throughs, formal and non formal observations and provide feedback to instructional staff. |

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| **implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Grissom, Loeb, and Master (2013) state that frequently visiting classrooms in walkthroughs or informal evaluations, has become a particularly popular identifier of instructional leadership (Eisner, 2002; Protheroe, 2009). Walkthroughs are described as data gathering vehicles wherein principals collect information about teaching practice or implementation of school programs to learn what teachers need but not to evaluate them (David, 2007). When used frequently, proponents suggest that short, informal walkthroughs can help build a more positive instructional culture, gauge the school climate, and demonstrate the value they place on instruction (Downey et al., 2004; Protheroe, 2009)". |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review the Professional Development and Teacher Evaluation System with instructional staff

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |
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Conduct walk-throughs of classrooms

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |
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Hold regular feedback sessions with instructional staff

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |
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Conduct formal evaluation of instructional staff

| **Person Responsible** | Sherika Evans (shevans@suncoastschool.org) |
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## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

Our school seeks to establish and strengthen relationships with its parents and community stakeholders by building trust bridges. A trust bridge is used to describe a pathway designed to bring our parents and community stakeholders onto our campus and to participate in decision making for the school. In addition to the traditional parent teacher conferences and open house events which invites parents onto the campus and into the school, we also host events to get the parents and community involved, such as our Accelerated Reader pep rallies, and our Mardis Gras inspired parade which showcases tips for increasing children's learning in math, reading, and science. Our parents are hosting a reading and math event on Saturdays that will be followed up by activities meant to strengthen relationships amongst parents, the community, and the school.

We will also host parent nights that are designed to bring more exposure to the idea of multiple intelligences by showcasing student work and talents, as well as provide a menu of other activities and clubs meant to increase parent and family engagement.

Suncoast School for Innovative Studies provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators 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 (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. Further, 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.

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

Parent and families are regularly invited to attend PTO, SAC, Parent and Family Engagement Nights to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Suncoast School for Innovative Studies 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 convenient times on the September 19, 2022. The meeting will be held virtually at 12:15, and then again virtually at 4:30. There will also be an in person meeting on campus at 5:30. All parents are invited and encouraged to attend through timely notice in English and Spanish. Additionally, childcare, a light snack, and Spanish interpreter services will be provided in an effort to remove barriers and increase participation. Parents may also request a hot spot in advance if they need it to attend the virtual meeting. They can also request pick up and drop off service in advance to attend this event as the school will provide transportation to help remove this barrier and increase participation. The purpose of the Title I Annual Meeting is to describe the school's participation in the Title I, Part A program and the rights of families to be involved. During the Title I Annual Meeting, information related to curriculum, the State's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

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

There are many key stakeholders for promoting a positive school culture and environment on our campus.

Faculty and Staff are key stakeholders for modeling expected behaviors and helping to build and strengthen relationships amongst students, staff, families, and the community.

Our Student Government Association (SGA) is another key stake holder. Our SGA will help to deliver peer to peer mentoring, student led activities and initiatives, and serve on committees that will help make school wide decisions. We also need their help in promoting a positive culture on campus by helping us celebrate staff and students.

Our parents and families are key stake holders as we need them to participate as much as possible with the school initiatives surrounding increasing academic performances and student attendance. We also need their promoting a positive culture on campus by helping us celebrate staff and students.

Our community stake holders are important to promoting a positive school culture and environment as they can help serve on committees and participate in making school wide decisions through our SAC and PTO. We need their help in celebrating the successes of students, staff, and families through out the year.