Sarasota School Of Arts/ Sciences

2022-23 Schoolwide Improvement Plan

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Sarasota School Of Arts/Sciences

717 CENTRAL AVE, Sarasota, FL 34236

www.ssas.org

Demographics

Principal: Tara Tahmosh Newell

Start Date for this Principal: 8/15/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: A (72%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	42%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sarasota School of Arts and Sciences provides a small, intimate environment of academic excellence and enrichment, utilizing community partnerships as well as traditional and innovative teaching methods.

Provide the school's vision statement.

Sarasota School of Arts & Sciences' (SSA+S') educational foundation is built on encouragement, inclusiveness, exploration and personal growth. We believe that community begins in the classroom, where our students and their families are invited to meet new challenges, discover their potential, and enjoy a positive learning experience together. At SSA+S, we seek to create a culture that promotes collaboration, individual needs, and high academic achievement.

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
Tahmosh, Tara	Principal	Ensuring fidelity to the school improvement plan and goals.

Demographic Information

Principal start date
Tuesday 8/15/2000, Tara Tahmosh Newell

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.*
2

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.*
12

Total number of teacher positions allocated to the school
41

Total number of students enrolled at the school
749

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

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

8

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	0	0	0	0	0	0	258	246	245	0	0	0	0	749
Attendance below 90 percent	0	0	0	0	0	0	44	42	52	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	2	23	27	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	10	9	1	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	4	11	9	0	0	0	0	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	15	19	33	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	24	16	21	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	19	33	0	0	0	0	67

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	49	44	72	0	0	0	0	165

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

Date this data was collected or last updated

Wednesday 9/21/2022

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	0	0	0	0	0	0	253	248	253	0	0	0	0	754
Attendance below 90 percent	0	0	0	0	0	0	2	8	14	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	4	8	18	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	10	10	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	11	17	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	15	8	11	0	0	0	0	34

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

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	0	0	0	0	0	0	253	248	253	0	0	0	0	754
Attendance below 90 percent	0	0	0	0	0	0	2	8	14	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	4	8	18	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	10	10	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	11	17	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	15	8	11	0	0	0	0	34

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

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	70%	57%	50%				76%	64%	54%
ELA Learning Gains	53%						67%	58%	54%
ELA Lowest 25th Percentile	45%						57%	50%	47%
Math Achievement	73%	38%	36%				81%	74%	58%
Math Learning Gains	65%						71%	66%	57%
Math Lowest 25th Percentile	60%						65%	56%	51%
Science Achievement	60%	64%	53%				73%	61%	51%
Social Studies Achievement	91%	60%	58%				93%	85%	72%

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
06	2022					
	2019	75%	63%	12%	54%	21%
Cohort Comparison						
07	2022					
	2019	75%	64%	11%	52%	23%
Cohort Comparison	-75%					
08	2022					
	2019	78%	66%	12%	56%	22%
Cohort Comparison	-75%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	77%	67%	10%	55%	22%
Cohort Comparison						
07	2022					
	2019	79%	73%	6%	54%	25%
Cohort Comparison		-77%				
08	2022					
	2019	76%	65%	11%	46%	30%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	73%	62%	11%	48%	25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	85%	8%	71%	22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	73%	22%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	69%	31%	57%	43%

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	25	36	35	37	51	42	19	73	18		
ELL	51	49	45	58	61	58	34	83	48		
BLK	50	48	48	47	65	69	46	88	63		
HSP	59	52	40	61	60	56	50	86	61		
MUL	88	68		85	67		87	100	67		
WHT	76	54	45	81	67	61	64	93	71		
FRL	59	51	49	62	62	60	57	87	52		
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	28	42	38	35	51	53	23	74			
ELL	65	66	46	63	43	48	61	100	73		
ASN	100	92		83	42						
BLK	52	56	38	54	40	52	44	94	55		
HSP	67	62	51	66	46	48	51	87	65		
MUL	86	55		89	71						
WHT	78	65	53	76	51	64	71	96	76		
FRL	63	58	43	64	46	51	52	91	71		
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	34	53	48	47	64	58	25	75	27		
ELL	46	60	40	71	60						
ASN	100	71		93	79						
BLK	55	60	41	65	57	54	41	82	58		
HSP	64	61	52	75	61	54	59	84	63		
MUL	71	68	45	79	68						
WHT	83	70	66	86	77	76	80	97	72		
FRL	64	61	48	75	66	61	62	89	64		

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)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
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	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Our students with disabilities are not making the learning gains and proficiency scores that our other subgroups are. Our focus from last year was primarily black students and the improvements in our learning gain scores show that effort.

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

Our greatest need for improvement is with our students with disabilities; however, all groups are underperforming, perhaps due to remote schooling and Covid, and all students need to show stronger gains this school year.

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

Pandemic related learning loss is one major factor. In addition, several other factors contribute to SWD skill deficits, including the impact of many years of compounding skill deficits before reaching middle school, lack of motivation stemming from years of outside factors, such as a lack of resources and support at home. We have worked hard to address skill deficits within our SWD subgroup by continuing two programs, READ 180 Universal and ALEKS for reading and math skills, respectively. These programs are implemented in an Intensive Reading and Math class, which offers smaller class size, one-on-one support from a Reading Endorsed teacher, and pedagogical strategies proven to support SWD such as differentiation, flexible setting, and small group instruction. In addition we have revamped our ESE department to create a move cohesive team setting.

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

Our black students made the most gains in spite of a difficult year. The highest gains were in mathematics proficiency, learning gains, and middle school acceleration.

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

We made a concerted effort to motivate our black students into higher level, advanced courses. This proved to increase their confidence, classroom focus, and performance.

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

These same strategies need to be implemented across the board for all students, in all subgroups. Higher expectations paired with strategic use of data from PM1 and PM2 to ensure that our students are constantly learning.

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.

Using our Title II Funds, our school pays for our teachers to attend their annual conferences in all subject areas. In addition, we bring in a literacy coach for four days of intensive, in class, modeling PD. Finally, we pay for our teachers to take the courses and certification exams for Exceptional Student Education, the Gifted Endorsement, Reading, and ESOL Endorsements.

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

This year we have three grade level aides to assist the teachers, using ESSER III dollars, to assist with struggling ESE and 504 students. In addition, we have instituted a TAPS (Tiger Achievement Program), grade level specific, weekly tutoring and mentoring program for our struggling students, before school.

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 Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Literacy impacts all other areas of learning. Students who struggle with reading comprehension struggle across all content areas, including math, which has become increasingly reading and word problem based. Research shows that Project Based Learning with literacy infusion consistently outperform their peers on state science and social studies assessments, outperform peers on measures of subject area knowledge and information reading, and outperform peers on the state of of year ELA assessments (Michigan State University, University of Michigan, Stanford University). According to our school data, literacy development is a need of every subgroup and meeting literacy goals, in ELA, Reading, and in the Content Areas and Electives, will reach students with a variety of methods and lessons.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the year 2023, there will be a minimum of four percentage points increase for all student groups when less than 70% are currently demonstrating proficiency, as measured by the FSA ELA test. There will be a minimum of a two percentage point increase for all student groups in which 70% are currently demonstrating proficiency, as measured by the FSA EAL test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	READ 180 Scholastic Reading Inventory Exams (three times per year). PM1 and PM2 FAST Exams CommonLit Asssessments
Person responsible for monitoring outcome:	Tara Tahmosh (taratahmosh@ssas.org)
Evidence-based Strategy: Describe the evidence-based strategy being	All ELA, Science, and Social Studies teachers will receive Professional Development and support to plan for more reading and writing opportunities via primary sources, nonfiction text, and data analysis opportunities. A one-size fits all approach no longer prepares students for future success. Designing units and lessons that cater to multiple academic levels, using the progress monitoring state exam results, will continually develop the skills of all learners and will prevent stagnation within their learning. Teachers will facilitate collaborative group work in which students will be based upon homogenous grouping to continually challenge them. Teachers will provide opportunities for choice on projects and

implemented for this Area of Focus.	assignments, directly benefiting struggling students. Gifted and Talented students will be challenged through compacting the curriculum and have opportunities for curriculum enrichment. Teachers will use formative assessment to gain a more accurate, individualized understanding of student learning. Paraprofessionals will aid our most struggling students in their core classes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Christopher Lewis from Core Connections, LLC will provide four days of Professional Development focused on literacy strategies across content areas. Endorsement courses and certification exams offered to all core teachers in Gifted, ESE, ESOL, and Reading.

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.

Professional development with Core Connections on the October professional day.
Follow up, in class modeling lessons on three school days in all ELA classrooms.

Person Responsible	Georgia Plath (georgiaplath@ssas.org)

Enrolling faculty in endorsement classes.

Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

Reorganization and teaming of ESE personnel and location.

Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

ESE Paraprofessionals in core classrooms and for separate setting testing.

Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

TAPS 21st Century Tutoring Classes before School.

Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Individualized math instruction software programs effectively reach each child's needs in a high-tech, targeted fashion, incorporating differentiation and infusing math with literacy initiatives. Students who fall behind in math have to constantly play catch up to their peers, in spite of making consistent growth and learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the year 2023, there will be a minimum of four percentage points increase for all students groups when less than 70% are currently demonstrating proficiency, as measured by the FSA Math test. There will be a minimum of a two percentage pint increase for all student groups in which 70% are currently demonstrating proficiency, as measured by the FSA Math test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ALEKS math program and associated reports. PM1 and PM2 reports
Person responsible for monitoring outcome:	Tara Tahmosh (taratahmosh@ssas.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Math interventions for struggling students will be implemented at least two days per week as part of the student's reading intervention period. This includes small group instruction and individualized math learning goals provided by ALEKS. ALEKS tailors learning to each student's needs and deficits, and then provides a series of lessons and assessments to the child based upon a preassessment.

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.	According to Bucci and McEwan, "The Algebra Project founded by civil rights leader Robert Moses helps students see language as a way to access mathematics. The AP is based on a five-step process. The five -step process works beautifully to provide equitable access to exploration, verbalization, and connections." This research supports the integration of mathematics and literacy intervention interwove.. Using this model, our additional reading laboratory course has changed to an integrated reading an mathematics lab, for those students reading and computing below level. this smaller environment, with individualized goals and assignments, focus upon personal growth. (Bucci, Terri & McEwan, Lee. "Weaving Math and Language Arts Literacy." AMLE, January 2015.

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.

ALEKS accounts and assignments for all students.

Person Responsible	Carl Williams (carlwilliams@ssas.org)

TAPS 21st Century tutoring classes before school.

Person Responsible	Carl Williams (carlwilliams@ssas.org)

PLC data driven instruction discussions using PM1 and PM2 as formative assessments.

Person Responsible	Carl Williams (carlwilliams@ssas.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Literacy impacts all other areas of learning. Students who struggle with reading comprehension struggle across all content areas, including math, which has become increasingly reading and word problem based. Research shows that Project Based Learning with literacy infusion consistently outperform their peers on state science and social studies assessments, outperform peers on measures of subject area knowledge and information reading, and outperform peers on the state of of year ELA assessments (Michigan State University, University of Michigan, Stanford University). According to our school data, literacy development is a need of every subgroup and meeting literacy goals, in ELA, Reading, and in the Content Areas and Electives, will reach students with a variety of methods and lessons.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the year 2023, there will be a minimum of four percentage points increase for all student groups when less than 70% are currently demonstrating proficiency, as measured by the FSA ELA test. There will be a minimum of a two percentage point increase for all student groups in which 70% are currently demonstrating proficiency, as measured by the FSA EAL test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	READ 180 Scholastic Reading Inventory Exams (three times per year). PM1 and PM2 FAST Exams CommonLit Asssessments
Person responsible for monitoring outcome:	Tara Tahmosh (taratahmosh@ssas.org)
Evidence-based Strategy: Describe the evidence-based strategy being	All ELA, Science, and Social Studies teachers will receive Professional Development and support to plan for more reading and writing opportunities via primary sources, nonfiction text, and data analysis opportunities. A one-size fits all approach no longer prepares students for future success. Designing units and lessons that cater to multiple academic levels, using the progress monitoring state exam results, will continually develop the skills of all learners and will prevent stagnation within their learning. Teachers will facilitate collaborative group work in which students will be based upon homogenous grouping to continually challenge them. Teachers will provide opportunities for choice on projects and

implemented for this Area of Focus.	assignments, directly benefiting struggling students. Gifted and Talented students will be challenged through compacting the curriculum and have opportunities for curriculum enrichment. Teachers will use formative assessment to gain a more accurate, individualized understanding of student learning. Paraprofessionals will aid our most struggling students in their core classes. Christopher Lewis from Core Connections, LLC will provide four days of Professional Development focused on literacy strategies across content areas. Endorsement courses and certification exams offered to all core teachers in Gifted, ESE, ESOL, and Reading.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Fisher and Frey maintain that "literacy must become the responsibility of the whole school. While we do not suggest that every content teacher must become a "reading teacher," we believe that every secondary school teacher can assist in the literacy development of adolescents. As literacy becomes a schoolwide practice, the following questions are those that we hear most often when teachers are beginning to incorporate new ways of thinking and acting in their classrooms,"(Frey and Fisher, Improving Adolescent Literacy, 2004).

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.

Professional development with Core Connections on the October professional day.
Follow up, in class modeling lessons on three school days in all ELA classrooms.

Person Responsible	Kylie Gannon (kyliegannon@ssas.org)

Enrolling faculty in endorsement classes.

Person Responsible	Kylie Gannon (kyliegannon@ssas.org)

PLC meetings in ELA and SS on literacy development needs based upon PM1 and PM2.

Person Responsible	Trevor Bliss (trevorbliss@ssas.org)

TAPS 21st Century Tutoring classes before school.

Person Responsible	Tara Tahmosh (taratahmosh@ssas.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

SSA+S strives to maintain a positive school culture and environment through a variety of methods. We partner with outside agencies and organizations to proactively address common middle school issues and concerns as part of our Character and Health Education Program. We have implemented an Advisory program for 6th graders to provides additional support to 6th graders who are transitioning to middle school and we provide adult mentors and counseling to students who are still struggling with this transition. We start each year with Discipline Assemblies to ensure that all students know the school rules and expectations, and we also ensure that all students know how to report any type of incident to Administration during those assemblies. Our School Counselors run a Lunch Bunch group for student who need additional support making and keeping friends. In addition, our school has a School Wide Discipline Plan that is used across all classes and ensures that students and parents are aware of most disciplinary concerns before they become major. Our Discipline Team is visible on campus, and they all strive to create and maintain positive relationships with students and families. Our Administrative Team is also extremely visible on campus, and we all maintain open door policies for students, staff, and families. We emphasize the importance and value of strong communication and teamwork between school and home. We utilize several methods of communication to families. We encourage all parents to utilize the Parent Portal to check grades and assignments and we participate in Sarasota County Schools' annual Climate Survey for Students, Staff, and Families. We have several Spanish speaking employees on staff and we ensure that all communication is sent in English and Spanish. Finally, in compliance with state law, Senate Bill 1546, SSAS has a Parent Involvement Representative to assist with any questions or concerns that families may have. Our Parent Involvement Rep is Kylie Gannon, Assistant Principal.

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

Executive Administrative Team - sets, communicates, and enforces school policies and procedures to faculty, staff, students, and families. Liaison with Sarasota County School and the Sarasota Sheriff's Office to ensure consistency and legality of policies and procedures. Communicates policies and decisions to families and community stakeholders.
Discipline Team - Enforces school policies and procedures. Communicates issues to families, when applicable.
SRO - Enforces state and local laws. Works with students and families to implement consequences and alternatives, when applicable and appropriate. Serves as the schools gatekeeper, as needed.
School Counselors - Works with administration, teachers, families and students to address behavioral, academic, emotional issues. Liaises with outside agencies and LMHC contract employees to provide counseling and services.
Team Leaders and Department Heads - creates and manages Professional Learning Communities to ensure all faculty are on the same page.
Faculty - Teaches and enforces schoolwide procedures and discipline campus-wide.