Suncoast School For Innovative Studies School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Suncoast School For Innovative Studies

845 S SCHOOL AVE, Sarasota, FL 34237

www.suncoastschool.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Jenkins, Fayth	Principal	Mrs. Jenkins will facilitate information between the district and school, 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.
Campbell, Shirley	Other	Data Analysis and Interpretation: As the Data Coach, Mrs. Campbell is responsible for analyzing various academic data, including test scores, formative assessments, and progress monitoring data. She interprets the data to identify trends, patterns, and areas of improvement. Data-Driven Decision Making: Mrs. Campbell collaborates with teachers and school leaders to make data-driven decisions regarding instructional practices and interventions. She helps teachers interpret data and use it to inform their teaching strategies and classroom practices. Professional Development: Mrs. Campbell provides ongoing professional development to teachers and staff on data analysis techniques, data-informed instructional strategies, and best practices for using data to support student achievement. Goal Setting and Progress Monitoring: She works with teachers and administrators to set academic goals and targets based on data analysis. Mrs. Campbell monitors progress toward these goals, providing feedback and support as needed to ensure goals are met. Data Team Collaboration: Mrs. Campbell leads or participates in data team meetings where teachers and staff come together to discuss student progress, identify areas of concern, and plan targeted interventions. Curriculum Alignment: She collaborates with curriculum specialists and teachers to ensure that instructional materials and strategies align with state standards and benchmarks, supporting student success on standardized tests and assessments. Data Reporting: Mrs. Campbell is responsible for preparing and presenting data reports to school leadership, teachers, and other stakeholders. These reports may include school-wide progress, individual student growth, and the effectiveness of instructional initiatives. Response to Intervention (RTI): Mrs. Campbell assists in the RTI process by analyzing data to identify students who may benefit from targeted interventions. She supports teachers in implementing interventions and monitors student progress. Evaluation of Programs and Initiatives: As the Data Coach, Mrs. Campbell evaluates the effectiveness of various academic programs and initiatives, providing feedback to school leaders and contributing to data-based

Name	Position Title	Job Duties and Responsibilities
		decisions regarding program improvements or adjustments.
		Continuous Improvement: Mrs. Campbell plays a key role in promoting a culture of continuous improvement at SSIS by encouraging data-informed decision-making practices and fostering a collaborative learning environment focused on student achievement.
		Please note that the name "Mrs. Campbell" is used consistently for both positions, but in reality, the Testing Coordinator and Data Coach roles could be held by different individuals.
Atkins, Dumaka	ELL Compliance Specialist	As the ESOL (English for Speakers of Other Languages) Liaison at Suncoast School for Innovative Studies, Dumaka Atkins serves as a critical bridge between English language learners (ELLs), their families, and the school community. His responsibilities and duties include:
		Support for English Language Learners (ELLs): Dumaka provides specialized support to ELLs to help them acquire English language proficiency and succeed academically. He collaborates with teachers to implement effective instructional strategies for ELLs and ensures that they have access to appropriate language accommodations and resources.
		Language Assessment and Placement: Dumaka conducts language proficiency assessments for newly enrolled students whose first language is not English. Based on the results, he helps determine appropriate placement in ESOL programs and provides recommendations for tailored support.
		Individualized Learning Plans: He works with teachers and administrators to develop Individualized Learning Plans (ILPs) for ELLs. These plans outline academic goals, language development objectives, and accommodations to meet the students' unique needs.
		Cultural and Linguistic Understanding: Dumaka promotes cultural awareness and sensitivity among teachers and staff. He fosters an inclusive environment that values diversity and respects the cultural backgrounds of ELLs and their families.
		Family Engagement: As the ESOL Liaison, he facilitates communication between the school and the families of ELLs. He collaborates with parents and guardians to ensure they are well-informed about their child's progress, school activities, and available resources.
		Professional Development: Dumaka provides professional development sessions for teachers on effective ESOL instructional strategies and culturally responsive teaching practices. He empowers educators with the tools to meet the diverse needs of ELLs in their classrooms.
		Collaboration with Community Partners: He collaborates with community

Name	Position Title	Job Duties and Responsibilities
		organizations and resources that can support ELLs and their families outside of the school setting. This includes connecting families with language learning opportunities and social services. Monitoring Student Progress: Dumaka regularly monitors the progress of ELLs and provides ongoing support to ensure they are making academic gains and linguistic development. Compliance with ESOL Regulations: He ensures that the school complies with state and federal regulations regarding the education of English language learners. This includes adhering to guidelines for program eligibility, services, and assessments. Advocacy: As an advocate for ELLs, Dumaka works to promote equitable opportunities and resources for these students. He collaborates with school leadership and stakeholders to advocate for policies and practices that benefit ELLs' academic and linguistic growth. Overall, Dumaka Atkins, as the ESOL Liaison, plays a vital role in fostering an inclusive and supportive learning environment for English language learners at Suncoast School for Innovative Studies. His dedication to the success and well-being of ELLs helps them thrive academically and become active contributors to the school community.
Hinds, Jacqueline	Instructional Coach	Teacher Support and Professional Development: Ms. Hinds collaborates with teachers to identify their professional development needs and provides targeted support to enhance their instructional practices. She offers guidance, resources, and strategies to help teachers improve their teaching methods and meet the diverse needs of students. Model Lessons and Demonstration: Jacqueline conducts model lessons and demonstrations to showcase effective teaching techniques and classroom management strategies. These demonstrations serve as examples for teachers to follow and implement in their classrooms. Data Analysis and Interpretation: Jacqueline works with teachers to analyze student performance data, formative assessments, and other academic data. She interprets the data to identify trends, areas for improvement, and instructional priorities. Goal Setting and Planning: She collaborates with teachers and school leaders to set instructional goals and develop action plans to achieve them. These goals are aligned with state standards, school improvement objectives, and the needs of individual students. Differentiated Instruction: Jacqueline assists teachers in implementing differentiated instruction to address the diverse learning needs and abilities of students in the classroom. She provides strategies and resources for

Name	Position Title	Job Duties and Responsibilities
		adapting lessons to meet individual student requirements. Curriculum Development: She supports teachers in developing and refining curriculum materials that align with state standards and benchmarks. Jacqueline ensures that instructional resources are current, relevant, and effective in promoting student learning. Classroom Observations and Feedback: Jacqueline conducts classroom observations to observe teachers' instructional practices and provide constructive feedback. These observations are conducted in a non-evaluative manner, with a focus on professional growth. Facilitate Professional Learning Communities (PLCs): Jacqueline leads or facilitates PLC meetings where teachers come together to collaborate, share best practices, and discuss student progress and instructional strategies. Response to Intervention (RTI) Support: She assists in the RTI process by identifying students who may require additional support and collaborating with teachers to implement targeted interventions. New Teacher Support: Jacqueline provides support and mentoring to new teachers, helping them navigate the school environment, understand curriculum expectations, and develop effective instructional practices. Technology Integration: She promotes the effective use of technology in the classroom to enhance teaching and learning. Jacqueline assists teachers in integrating technology tools and resources into their lessons. Professional Development Workshops: She organizes and leads professional development workshops for teachers on various instructional topics, best practices, and research-based strategies. Stay Updated on Education Trends: Jacqueline stays informed about the latest research, trends, and best practices in education. She shares relevant information with teachers and school leaders to improve instructional practices. As the Instructional Coach, Jacqueline Hinds plays a pivotal role in fostering a culture of continuous improvement and professional growth at SSIS. Her efforts contribute to enhancing teacher effectiveness, increasing student achievement, and supporting the school's mission of providing innovative and high-quality education.
Daivs-Cokley, Pamela	School Counselor	As the School Counselor at Suncoast School for Innovative Studies, Pamela Davis-Cokley fulfills a crucial role in promoting the academic, social, emotional, and personal development of students. Her responsibilities and duties include:

Name	Position Title	Job Duties and Responsibilities
		Individual Counseling: Pamela provides one-on-one counseling sessions with students to address personal, social, emotional, and behavioral challenges. She helps students explore their feelings, develop coping strategies, and make positive decisions. Academic Counseling: She works with students to set academic goals, plan course selections, and develop study skills. Pamela assists students in understanding their academic strengths and weaknesses and provides support to improve academic performance. Group Counseling: She leads group counseling sessions on topics such as friendship, conflict resolution, study skills, and stress management. Group counseling allows students to learn from and support one another in a safe and inclusive environment. Crisis Intervention: In times of crisis or emergencies, Pamela provides immediate support and intervention to students. She collaborates with school staff and community resources to ensure students' well-being and safety. She is a members of the Threat Assessment Team. Parent and Teacher Collaboration: collaborates with parents and teachers to address students' academic and social-emotional needs. She communicates with parents about their child's progress and provides guidance on how to support their child's development. Anti-Bullying Initiatives: implements and supports anti-bullying programs and initiatives to create a safe and respectful school environment. She addresses bullying incidents and provides resources for students and staff to prevent and respond to bullying. Referral to Outside Services: When necessary, Ms. Davis-Cokley refers students and families to external resources such as mental health professionals, social services, or community organizations to provide additional support. Classroom Guidance Lessons: She delivers classroom guidance lessons on topics like conflict resolution, empathy, self-esteem, and character development. These lessons promote a positive school climate and reinforce essential life skills. She will facilitate the Character Strong initiative in our school this year. Attendance and Truancy Support: Ms. Davis-Cokley collaborates with school administrators to address attendance issues and truancy. She works with students and families to identify barriers to attendance and develop strategies for improvement. Data Collection and Reporting: She maintains confidential student records, tracks counseling services provided, and compiles data on student outcomes. Pamela uses this information to evaluate the effectiveness of

Name	Position Title	Job Duties and Responsibilities
		counseling programs and interventions. As the School Counselor, Pamela Davis-Cokley plays a vital role in supporting the well-being and success of students at Suncoast School for Innovative Studies. Her dedication to fostering a supportive and nurturing environment helps students overcome challenges, develop essential skills, and thrive academically and emotionally.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our SIP was developed with the input from members of the SSIS administration, faculty and staff, and members of the SSIS Governing Board. A survey was sent to parents to ask for their input as well.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data-Driven Approach: SSIS relies on a data-driven approach to monitor the SIP's progress and impact. This includes analyzing various data points, such as standardized test scores, formative and summative assessments, attendance rates, and graduation rates. By collecting and analyzing this data regularly, we can identify trends and patterns, enabling informed decision-making.

Goal-Setting and Milestones: The SIP includes specific, measurable, achievable, relevant, and time-bound (SMART) goals. These goals are established in consultation with teachers, administrators, and other stakeholders. Regularly scheduled milestones and checkpoints are established to track progress toward achieving these goals.

Professional Learning Communities (PLCs): SSIS encourages a collaborative culture among its teachers through PLCs. Teachers regularly meet to discuss student progress, share best practices, and analyze data. These meetings provide opportunities to make real-time adjustments to instructional strategies and interventions based on student needs.

Tiered Support and Interventions: The school implements a tiered support system to address students' varying needs. Students identified as needing additional assistance are provided with targeted interventions and support services. The effectiveness of these interventions is continually assessed, and adjustments are made based on data analysis.

Parent and Community Involvement: SSIS actively involves parents and the broader community in the school improvement process. Regular communication is maintained with parents to keep them informed about their child's progress and how they can support learning at home. Community stakeholders are engaged through partnerships that offer additional resources and support.

SIP Progress Reports: At regular intervals, SSIS will provide progress reports to school leadership, the school board, and other relevant stakeholders. These reports include data on the achievement of students, particularly those with the greatest achievement gaps, and an assessment of the effectiveness of the strategies implemented.

Review and Evaluation: SSIS will conduct periodic reviews and evaluations of the SIP's implementation and impact. This evaluation will involve input from teachers, parents, students, and community members. The purpose is to identify areas of success, challenges, and areas for improvement.

Continuous Improvement Cycle: Based on the data analysis, evaluation feedback, and progress reports, SSIS revises the SIP as necessary to ensure continuous improvement. This may involve adjusting instructional strategies, reallocating resources, or introducing new initiatives to address specific needs.

Professional Development: SSIS invests in ongoing professional development for teachers and staff. This ensures they have the knowledge and skills needed to effectively implement the SIP and utilize best practices in addressing the achievement gap.

Stakeholder Input: SSIS actively seeks input from stakeholders, including parents, teachers, students, and community members, during the revision process. Gathering diverse perspectives helps in crafting a well-rounded and responsive SIP.

By adhering to this comprehensive approach to monitor and revise the School Improvement Plan, SSIS aims to create a learning environment that continuously evolves to meet the needs of all students and ensures they achieve academic success in line with Florida State's academic standards.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: D

*2022-23 school grades will serve as an informational baseline.	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	4	7	8	14	9	8	0	0	0	50
One or more suspensions	0	0	0	1	0	1	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	4	2	0	0	0	6
Course failure in Math	0	0	3	3	4	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	14	0	5	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	9	3	6	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	14	4	7	0	0	0	25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	33	4	15	0	0	0	52

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	4	7	6	9	5	0	0	0	32
One or more suspensions	0	0	0	1	1	2	0	0	0	4
Course failure in ELA	0	0	0	3	1	1	0	0	0	5
Course failure in Math	0	0	0	4	3	2	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	8	2	6	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	4	3	2	0	0	0	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	4	7	6	9	5	0	0	0	32
One or more suspensions	0	0	0	1	1	2	0	0	0	4
Course failure in ELA	0	0	0	3	1	1	0	0	0	5
Course failure in Math	0	0	0	4	3	2	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	8	2	6	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	4	3	2	0	0	0	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	1	0	2	10	0	1	0	0	0	14
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	65	53	33	66	56	21		
ELA Learning Gains				40			27		
ELA Lowest 25th Percentile									
Math Achievement*	27	68	59	30	52	50	16		
Math Learning Gains				45			7		
Math Lowest 25th Percentile				30					
Science Achievement*	26	69	54	15	67	59	0		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	70	68	59	65			52		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	180
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	41			
AMI				
ASN				
BLK	20	Yes	4	2
HSP	52			
MUL				
PAC				
WHT	39	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	36	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	5	Yes	2	2
ELL	39	Yes	1	
AMI				
ASN				
BLK	26	Yes	3	1
HSP	50			
MUL				
PAC				
WHT	33	Yes	1	
FRL	38	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			27			26					70
SWD												
ELL	33			20							3	70
AMI												
ASN												
BLK	22			22							3	
HSP	50			36							3	69
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	46			31							2	
FRL	33			27			33				5	67

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	40		30	45	30	15					65
SWD	0			10								
ELL	32	42		26	31							65
AMI												
ASN												
BLK	23	36		14	29							
HSP	42	53		42	50							62
MUL												
PAC												
WHT	33			33								
FRL	33	42		29	43		16					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	21	27		16	7		0					52
SWD	6			0								
ELL	29			19								52
AMI												
ASN												
BLK	7	9		3	0		0					
HSP	21	40		22								53
MUL												
PAC												
WHT	40			29								
FRL	20	27		13	4		0					47

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	67%	-35%	54%	-22%
04	2023 - Spring	50%	67%	-17%	58%	-8%
03	2023 - Spring	22%	61%	-39%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	22%	70%	-48%	59%	-37%
04	2023 - Spring	35%	70%	-35%	61%	-26%
05	2023 - Spring	42%	66%	-24%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	67%	-41%	51%	-25%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 3rd Grade ELA and Math proficiency scores dipped to 22% during the 2022-2023 school year.

Though we made small gains, our lack of acceleration can be attributed to several interconnected factors that impacted the overall educational environment and effectiveness of the instructional practices.

The change in our school's organizational structure in the second quarter had significant consequences on the overall climate and culture. Changes in leadership, administrative policies, and decision-making processes can cause uncertainty and disrupt the stability of our school community. Such disruptions led to decreased morale among teachers, students, and staff, ultimately affecting academic performance.

The decline in academic scores were also a result of outdated or ineffective academic practices and teaching methodologies. A thorough evaluation of the curriculum, teaching methods, and assessment strategies is necessary to identify areas that need improvement and implement evidence-based practices that better meet students' needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our third grade scores were the greatest drop in performance from the previous year. As this was also the area where our students were the lowest performing students, we have the same contributing factors as the first section.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our third grade proficiency scores had the greatest gap, with more than 50 percentage points between the state and district proficiency averages.

Our 4th Grade ELA was 50% (70% state) and Math was 35% (70% state)
Our 5th Grade ELA was 32% (67% state) and Math was 42% (66% state). Our 5th Grade science proficiency scores were at 26% (51% state).

Our overall achievement was 34% (up from 33%) for reading, and 33% for math (up from 30%). Our science scores increased from 15% to 26% this year.

Which data component showed the most improvement? What new actions did your school take in this area?

Our fifth grade science scores increased from 15% in 2022, to 26% in 2023 and yielded the greatest improvement in academic scores.

The fifth grade clases spent more time working with the available resources including lesson plans, tests, and on-campus enrichment activities such as Mote Marine lessons. Our students were more comfortable with inquiry-based learning and scientific labs as they worked with more hands-on and real-life simulations. However, our students require intensive reading remediation, and can still make improvements in their science scores with focus in this area.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our EWS points to student attendance as having a serious impact on student performance. 38% of our students have more than one early warning indicator, with low attendance rates being the highest indicar, especially for our third grade students, the lowest-scoring grade on our campus.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

We must work on increasing attendance for our students, especially third grade and our rising fourth graders.
Our teachers must improve instructional practices and focus on standards-based instruction
We must assist our students with their reading proficiency, especially students before grade 3
Our school has to maintain a positive relationship with parents and stakeholders to increase parental engagement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-2023 assessment data shows that our school faced significant challenges in achieving satisfactory proficiency levels in ELA, Math, and Science for the past school year.

Our third Grade ELA and Math scores were 22% this past school year.
Our 4th Grade ELA was 50% and Math was 35%.
Our 5th Grade ELA was 32% and Math was 42%.Our 5th Grade science scores above 3 were at 26%.

We increased achievement in all areas, and met our 2023 SIP goals for science. Our overall achievement was 34% (up from 33%) for reading, and 33% for math (up from 30%). Our science scores increased from 15% to 26% this year.

While there have been some improvements in certain subjects, the overall achievement levels remain well below the desired standards. To address this, we propose implementing benchmark-aligned instruction as a focused and data-driven approach to improve student performance in 2023-2024.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable outcome for the 2023-2024 academic year is to increase the percentage of students scoring 3 or above in ELA and Math by at least 10% for 3rd grade, 15% for 4th grade, and 10% for 5th grade compared to the previous year's scores. Additionally, for 5th-grade science, our goal is to increase the percentage of students scoring above 3 by at least 10%. Overall, we aim to achieve an average of 45% or higher proficiency in ELA, Math, and Science across all grade levels.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

In fall 2023 the instructional team will conduct an analysis of the previous year's data to identify specific areas of weakness and growth opportunities. The team will align the curriculum with state standards and benchmarks, ensuring that instructional objectives are clear and measurable.

Throughout the year, regular formative assessments will be conducted to track student progress towards meeting learning goals. Teachers will use assessment data to identify struggling students, adjust instruction, and provide targeted interventions.

A tiered intervention system will be implemented to provide targeted support to students who require additional assistance. This may include small group instruction or one-on-one tutoring.

Faculty will receive standards-aligned instruction and data analysis PD to equip them with the tools and strategies to effectively implement the aligned curriculum, differentiate instruction, and address the diverse needs of students.

Instructional team will meet regularly to review student performance, discuss instructional strategies, and make data-informed decisions.

Person responsible for monitoring outcome:

Shirley Campbell (scampbell@suncoastschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on the data provided and the area of focus, an evidence-based intervention that has shown effectiveness in improving student achievement in ELA and Math is "Response to Intervention" (RTI). RTI is a multi-tiered framework designed to provide early and targeted support to students at different levels of academic need. It involves systematically monitoring student progress and adjusting interventions as necessary to ensure all students receive the appropriate level of support to succeed.

Teachers and staff involved in the RTI process receive ongoing professional development on evidence-based instructional practices, data analysis, and interventions. This equips them with the necessary skills and knowledge to effectively implement RTI.

Parents are actively involved in the RTI process, kept informed of their child's progress, and provided with strategies to support learning at home. Collaborating with parents ensures a consistent and comprehensive approach to student support.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The RTI framework has been shown to be effective in improving student achievement, especially for students with academic difficulties. By implementing this evidence-based intervention, Suncoast School for Innovative Studies can better address the achievement gaps in ELA and Math and work towards achieving the desired outcomes for the 2023-2024 academic year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

At the beginning of the school year, all students will undergo a universal screening assessment to identify those who may be at risk of academic difficulties. The assessment could be a brief standardized test or a diagnostic tool to measure students' proficiency in ELA and Math.

Person Responsible: Shirley Campbell (scampbell@suncoastschool.org)

By When: September 2023

Students are placed into Tiers to help teachers track student progress, identify areas of improvement, and make data-driven decisions about intervention effectiveness.

Person Responsible: Shirley Campbell (scampbell@suncoastschool.org)

By When: after the first screening and first PM session are completed

Teachers and coaches meet regularly to review progress monitoring data and discuss students' responses to interventions. Data analysis guides decisions about the continuation, modification, or change of interventions to ensure maximum impact on student achievement.

Person Responsible: Shirley Campbell (scampbell@suncoastschool.org)

By When: Weekly, with the first meeting happening after the first PM session.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have several areas that have fallen below the 41% threshold for the first time in recent years, (Black 26%, White 31%, Economically disadvantaged 33%, ELL 39%), and one area that continues to be below the threshold (SWD 5%). Our subgroup data shows a critical need to increase effective instructional strategies for students in these subgroups. Our ESSA number for SWD drastically dipped to 5% in the 2022, and has been below 22% federal index for two years. While other ESSA subgroups have only recently been below 32%, our SWD subgroup requires immediate, intentional, and impactful intervention.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome is to achieve a minimum 15% increase in SWD subgroup student performance on grade-level assessments by the end of the 2023-2024 academic year, and increase the percentage for white, Black, ELL and economically disadvantaged students to 41% for the 2023-2024 testing cycle. Specifically, the goal is to raise the percentage of low-performing students each each subgroup at or above grade level by at least 10%-15% in both English Language Arts (ELA) and Math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Staff will create and implement individualized instruction plans, or IEPs for each low-performing student with disabilities based on the pre-assessment results. These plans will outline specific learning objectives, intervention strategies, and progress monitoring measures.

We will compare the progress of low-performing students to benchmark performance levels.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

For low-performing students one evidence-based intervention that has shown promising results is "Explicit Instruction." Explicit instruction is a systematic and structured approach to teaching that provides clear and direct guidance to students, breaking down complex skills or concepts into smaller, manageable steps. This method focuses on maximizing student engagement and understanding, making it particularly effective for students who struggle.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By implementing explicit instruction as an evidence-based intervention, Suncoast School for Innovative Studies can support low-performing students with disabilities, and all low-performing students in their academic growth, helping them achieve improved outcomes and bridge the achievement gap.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Each student's IEP or 504 team will create and implement individualized instruction plans, or IEPs for each low-performing student with disabilities based on the pre-assessment results. These plans will outline specific learning objectives, intervention strategies, and progress monitoring measures. Student progress will be monitored and IEPs adjusted as needed.

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

By When: Quarter 1

Throughout the academic year, faculty will conduct frequent progress monitoring assessments aligned with the targeted skills and objectives outlined in the individualized instruction plans, students plans, or instructional plans for each student. Teachers will use the data to inform instructional adjustments, adapt intervention strategies, and provide targeted support to students as needed.

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

By When: Quarterly, and after every PM session

Facilitate regular collaboration among teachers, special education staff, ESOL teachers and aides, and support personnel to share insights, effective practices, and strategies for addressing the needs of low-performing students with disabilities.

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

By When: bi-weekly or as needed based on progress monitoring data

Involve parents in the monitoring process by regularly sharing progress updates, assessment results, and individualized intervention plans. Encourage open communication with parents to address any concerns and collaborate on strategies for supporting learning at home.

Person Responsible: Shirley Campbell (scampbell@suncoastschool.org)

By When: Quarterly or as needs arise

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our student data indicates a need for improved instructional practices across content areas. Less than 10% of our teachers use benchmark-aligned formative assessments and previous student data when lesson planning, Our students are able to show growth from their first assessment to the end of the year assessments, however the scores do not indicate a mastery of standards or the testing platforms. While we are able to help students grow from their initial abilities and increase reading and math skills, the acceleration and proficiency are areas in need of improvement. Instructional practices require coaching, frequent feedback, and intentional and impactful professional development goals for each instructor on our campus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will track and compare the performance of historically underperforming student groups (e.g., students with disabilities, English language learners, economically disadvantaged students) before and after instructional coaching. We will target a decrease of at least 5% in the achievement gap between these student groups and their peers in each content area. We then plan to measure the percentage of students who achieve proficiency or higher in content-specific assessments before and after the implementation of instructional coaching. We will aim for a minimum increase of 10% in the number of students reaching proficiency in each content area.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will define clear expectations, provide professional development, conduct regular classroom evaluations, and facilitate regular professional learning communities where instructors will have time to collaborate and reflect.

Person responsible for monitoring outcome:

Fayth Jenkins (fjenkins@suncoastschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

An evidence-based intervention for improving instructional practices with instructional coaching is the Cognitive Coaching Model. Developed by Arthur L. Costa and Robert J. Garmston, Cognitive Coaching is a research-based approach that focuses on enhancing educators' thinking and problem-solving skills to improve instructional practices and promote professional growth. The model is widely recognized and has been shown to have positive impacts on teaching effectiveness and student learning outcomes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy couples coaching with an instructor's own goals, motivation, reflection and problem solving to make the most positive impact on student achievement. This coaching model is grounded in educational research and theory related to cognitive development and adult learning. It draws on concepts from cognitive psychology and other related fields, making it a well-founded approach to coaching. By focusing on improving thinking skills, problem-solving abilities, and self-awareness, the Cognitive Coaching Model will be a major contributor to enhancing instructional practices in our school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers create an IPDP to begin exploring professional needs to set goals and create action plans

Person Responsible: Jacqueline Hinds (jhinds@suncoastschool.org)

By When: first quarter

Ensure that coaches receive comprehensive training in the principles, techniques, and strategies of Cognitive Coaching. Consider hiring external trainers or consultants with expertise in the model.

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

By When: Summer 2023

Foster a positive coaching culture that emphasizes trust, collaboration, and a growth mindset among teachers and coaches.
Communicate the benefits of Cognitive Coaching to all stakeholders, emphasizing its research-based effectiveness.

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

By When: Fall 2023

conduct pre-assessments to identify teachers' strengths, areas for growth, and their specific coaching needs. Collaboratively set individualized coaching goals with each teacher, aligning them with the overall school improvement objectives

Person Responsible: Jacqueline Hinds (jhinds@suncoastschool.org)

By When: Fall 2023

Establish a regular coaching schedule for each teacher, ensuring consistent and ongoing support. Provide sufficient time for coaching sessions to allow for in-depth reflective dialogues.

Person Responsible: Jacqueline Hinds (jhinds@suncoastschool.org)

By When: Fall 2023

Promote opportunities for teachers to collaborate with peers, sharing their coaching experiences and strategies.
Foster a learning community where teachers support each other's professional growth.

Person Responsible: Jacqueline Hinds (jhinds@suncoastschool.org)

By When: Fall 2023

Continuously evaluate the impact of Cognitive Coaching on instructional practices and student outcomes. Use feedback from teachers and coaches to make adjustments and improvements to the coaching process.

Person Responsible: Jacqueline Hinds (jhinds@suncoastschool.org)

By When: Winter 2023

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our students in the lowest performing grades have the lowest attendance rates, ultimately resulting in an decrease in motivation and self-esteem. Student recognition, coupled with parent engagement can increase a student's

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase in overall student attendance by at least 5% within the next academic year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will regularly collect attendance data to track trends and progress, and analyze attendance records on a monthly basis to identify any changes or improvements.

Feedback surveys will be conducted among students, teachers, and parents to gather feedback on the school's culture and environment. We will use the feedback to make necessary adjustments and improvements.

We will hold regular attendance review meetings with teachers, administrators, and support staff to discuss progress and address any challenges, then develop action plans based on data analysis to improve attendance further.

Continuously assess the effectiveness of the initiatives implemented and make data-driven adjustments as needed.

Person responsible for monitoring outcome:

Pamela Daivs-Cokley (pdavis-cokley@suncoastschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement a school-wide Positive Behavior Support (PBS) program that emphasizes positive reinforcement for good attendance and behavior. Recognize and reward students who maintain excellent attendance records, and provide incentives for consistent attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A PBS program fosters a positive and supportive school culture where students feel valued and respected. When students perceive the school as a welcoming and nurturing environment, they are more likely to want to attend regularly.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop and implement student engagement initiatives to create a more vibrant and stimulating learning environment. This can include interactive classroom activities, project-based learning, and extracurricular programs that cater to students' interests and talents.

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

By When: Winter 2023

Establish mentoring and peer support programs to provide additional guidance and support to students who may be struggling with attendance. Older students can act as mentors to younger ones, helping them overcome attendance challenges and providing encouragement.

Person Responsible: Pamela Daivs-Cokley (pdavis-cokley@suncoastschool.org)

By When: Fall 2023

Engage parents and the local community in supporting the school's efforts to improve attendance. Organize regular meetings, workshops, and events to educate parents about the importance of attendance and how they can support their children's commitment to attending school regularly.

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

By When: Fall 2023

Implement a robust attendance tracking system to monitor student attendance patterns. Identify students with chronic absenteeism or those at risk of developing attendance issues early on. Provide personalized interventions and support to address the underlying causes of their absenteeism.

Person Responsible: Pamela Daivs-Cokley (pdavis-cokley@suncoastschool.org)

By When: Fall 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Our greatest need is to increase student proficiency across subject areas. Funding allocation will ensure that teachers have a resource specifically related to the greatest area of focus for our school. We will be able to secure a data coach, instructional coach, and intensive instructional resources using various available funding allocations this school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Though we do not have any students with reading course failures in K-2, we have a considerable number of students who require phonics, vocabulary and comprehension support to score on or above grade level in reading.

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

We must focus on the instructional practices around standards-based reading in each classroom. The 2022-2023 assessment data shows that our school faced significant challenges in achieving satisfactory proficiency levels in ELA for the past school year.

Our third Grade ELA proficiency was 22% this past school year.
Our 4th Grade ELA proficiency was 50%, and our 5th Grade ELA proficiency was 32%

Our overall achievement was 34% (up from 33%) for reading.

While there have been some improvements in certain subjects, the overall achievement levels remain well below the desired standards. To address this, we propose implementing benchmark-aligned instruction and RTI as a focused and data-driven approach to improve student performance in 2023-2024.

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 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 Measurable Outcomes

Improved Reading Proficiency: Increase the percentage of K-2 students reading at or above grade level by 15% within the first year of implementation and an additional 5% each subsequent year. We had between 3rd and 5th grade19 students in 2022-2023.

Grades 3-5 Measurable Outcomes

Our measurable outcome for the 2023-2024 academic year is to increase the percentage of students scoring 3 or above in ELA by at least 10% for 3rd grade, 15% for 4th grade, and 10% for 5th grade compared to the previous year's scores.

Monitoring

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 impact student achievement outcomes.

We will conduct ongoing assessments and data analysis to track individual student progress and identify areas where additional support is needed. Data collected from Progress monitoring including Star, and FAST for each student will be used for data analysis.

Our instructional and data coaches will foster collaboration among K-2, and 3-5 teachers teachers to share best practices, discuss student performance, and adapt instructional strategies based on data collected throughout the school year. This information will also be shared with parents, where we will maintain records of parental involvement in reading activities and workshops to assess the effectiveness of family engagement efforts.

Collecting, analyzing, and sharing data ensures student success while students and instructors work toward, and make adjustments to, student achievement goals.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Jenkins, Fayth, fjenkins@suncoastschool.org

Evidence-based Practices/Programs

Description:
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. §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?

Based on the data provided and the area of focus, an evidence-based intervention that has shown effectiveness in improving student achievement in ELA is "Response to Intervention" (RTI). RTI is a multi-tiered framework designed to provide early and targeted support to students at different levels of

academic need. It involves systematically monitoring student progress and adjusting interventions as necessary to ensure all students receive the appropriate level of support to succeed.

Teachers and staff involved in the RTI process receive ongoing professional development on evidence-based instructional practices, data analysis, and interventions. This equips them with the necessary skills and knowledge to effectively implement RTI.

Parents are actively involved in the RTI process, kept informed of their child's progress, and provided with strategies to support learning at home. Collaborating with parents ensures a consistent and comprehensive approach to student support.

Our data for the RTI program will be garnered from formative and summative assessments from Benchmark Advance, the district-adopted reading curriculum system used for Tier I instruction, and the Benchmark phonics skill bags, acquired for small groups and intervention. We will also analyze data from Star and FAST testing cycles.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

RTI is designed to improve early literacy outcomes. Early literacy is a critical foundation for a student's academic success and future opportunities. Unfortunately, many students in our school face literacy challenges that can hinder their overall educational journey. RTI aims to address this issue by providing targeted support and evidence-based practices to enhance reading skills among students in kindergarten through fifth grade.

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
Conduct an initial assessment of K-5 students' reading levels and identify specific areas of concern.	Campbell, Shirley , scampbell@suncoastschool.org
Align the reading curriculum with evidence-based phonics programs and instructional materials. Specifically, teachers will use Benchmark Advance for a majority of Tier I instruction, phonics, and intervention and support.	Hinds, Jacqueline, jhinds@suncoastschool.org
Provide professional development for K-2 teachers to ensure they are equipped with effective instructional strategies. Teachers will have opportunities to attend literary-focused conferences, training sessions and seminars based on best-practices and up-to-date instructional practices in reading and literature.	Hinds, Jacqueline, jhinds@suncoastschool.org
Establish a system for ongoing data collection and analysis to monitor student progress. Instructors will gain a strong understanding on the purpose of, implementation of, and effects of summative and formative assessments.	Campbell, Shirley , scampbell@suncoastschool.org
Develop individualized intervention plans for struggling readers and provide support services as needed.	Hinds, Jacqueline, jhinds@suncoastschool.org
Create a schedule of reading-related workshops and events, and promote them within the school community.	Jenkins, Fayth, fjenkins@suncoastschool.org
Regularly communicate student progress and the success of the initiative with parents, teachers, and school administrators.	Campbell, Shirley , scampbell@suncoastschool.org
Review data and feedback regularly to make necessary adjustments and improvements to plan.	Jenkins, Fayth, fjenkins@suncoastschool.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared on the school website, on our schoolwide communication platform Class Dojo, and a one-page SIP summary will be sent home with students. We will also share our SIP during our staff meetings, during our annual Title I meeting, and will share updates after each progress monitoring testing session. All information will be shared in the parent and student's home language. Translation is

automatically available on our school website and ClassDojo, and translators will be available during n-person and zoom school meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

As a Title I school, Suncoast School for Innovative Studies recognizes the vital role that parents, families, and community stakeholders play in fulfilling the school's mission and supporting the needs of students. To build positive relationships with these key stakeholders and keep them informed of their child's progress, we employs a comprehensive approach that focuses on communication, engagement, and collaboration. Here's how we plan to achieve these goals:

Open and Transparent Communication:
SSIS ensures that communication channels are open and transparent between the school and parents/guardians. This includes regular updates through newsletters, emails, and social media platforms. The school's website serves as a hub for important information, including academic calendars, events, and resources for parents.

Parent-Teacher Conferences and Meetings:
The school organizes regular parent-teacher conferences to discuss each student's progress, strengths, and areas for improvement. These meetings provide an opportunity for parents to ask questions, offer insights, and collaborate with teachers on personalized strategies for their child's development.

Family Engagement Events:
SSIS hosts various family engagement events throughout the year to bring parents, students, and educators together in a relaxed and welcoming atmosphere. These events may include family picnics, cultural celebrations, science fairs, and workshops on topics relevant to parents, such as supporting learning at home.

Community Partnerships:
The school actively seeks to engage with community stakeholders and local organizations to create meaningful partnerships. These collaborations can range from guest speakers sharing their expertise to businesses providing internship opportunities for students.

Parent Education Workshops and Hone-School Connection:
SSIS offers parent education workshops to empower parents with the tools and knowledge needed to support their child's academic and emotional development. Topics may include study strategies, college preparedness, mental health, and communication skills. We will be working with UnidosNow and Truly Valued to enhance the school-home connection and parent education. Teachers and staff at SSIS actively communicate with parents about classroom activities and assignments, facilitating a strong home-school connection. We may use platforms such as Class Dojo or Google Classroom to share updates, assignments, and grades.

Parent Volunteer Opportunities:
Parents are encouraged to volunteer at the school in various capacities, such as classroom assistance, event organization, or mentoring programs. Parents are encouraged to join students on field trips and enrichment activities.

Multilingual Support:
Recognizing the diversity of families served by the school, SSIS ensures that communication materials

are accessible and available in multiple languages to reach parents who may have limited English proficiency. We also provide translation or invite families to bring a translator if needed.

By implementing these strategies, Suncoast School for Innovative Studies aims to build positive, collaborative relationships with parents, families, and community stakeholders. These partnerships ultimately contribute to the school's mission of fostering academic success, personal growth, and a supportive learning environment for all students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Suncoast School for Innovative Studies (SSIS) has developed a comprehensive plan focusing on the following strategies:

SSIS will conduct a thorough review of the existing curriculum to ensure alignment with state standards and benchmarks. The school has identified areas for improvement and enrichment to challenge and engage students at all levels. We have included Penda Learning and Dreambox Math with our curriculum offerings this year.

Enrichment Programs:
SSIS offers a range of enrichment programs that provide students with opportunities to explore advanced topics, delve deeper into subjects of interest, and participate in hands-on learning experiences.

Accelerated Learning Tracks:
The school introduces accelerated learning tracks for academically advanced students. These tracks provide a more rigorous and challenging academic path, allowing students to progress at a faster pace.

Enrichment Opportunities:
SSIS extends learning beyond the traditional classroom through after-school programs, clubs, and extracurricular activities. These activities offer students additional opportunities for academic enrichment and skill development.

Project-Based Learning:
The school incorporates project-based learning initiatives that engage students in real-world problem-solving and critical thinking activities. This approach fosters creativity, collaboration, and deeper understanding of concepts.

Technology Integration:
SSIS leverages technology to enhance learning experiences. Virtual simulations, online resources, and educational apps are used to enrich the curriculum and provide students with interactive and engaging learning opportunities.

Flexible Learning Spaces:
The school designs flexible and collaborative learning spaces that cater to different instructional needs and promote active engagement in the learning process.

Summer Enrichment Programs: SSIS will offer summer enrichment programs that focus on various subjects, STEAM (Science, Technology, Engineering, Arts, Mathematics) activities, and career exploration opportunities.

Teacher Professional Development:

The school invests in ongoing professional development for teachers, ensuring they are equipped with the latest instructional strategies and techniques to deliver an enriched and accelerated curriculum.

Academic Competitions and Contests:
SSIS encourages student participation in academic competitions and contests to challenge their abilities and showcase their talents in various disciplines. This, coupled with our PBS model for positive engagement and recognition will enhance our student attendance, performance, and increase parent engagement.

By implementing these strategies, we aim to strengthen our academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum that supports the diverse needs and aspirations of its students. Through a commitment to excellence in education, SSIS aims to prepare its students for future success in higher education and beyond.

Our website is www.suncoastschool.org

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our schoolwide improvement plan takes into account the necessary support needed for our various subgroups, and ensures that our students can receive a free and appropriate education.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselor, faculty and staff will focus on social skills to teach students interpersonal, problem solving and conflict resolution skills. We work with a number of mental health organizations to ensure students have a well-rounded emotional support system.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students will have exposure to various fields of study and careers while they are in elementary school, preparing them for access to post secondary coursework when the time arises.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Universal strategies are implemented for all students to promote positive behavior and prevent problem behaviors. This includes establishing clear behavior expectations, teaching and reinforcing those expectations, and acknowledging and rewarding positive behavior through a system of incentives and rewards.
Staff engage in regular data collection and analysis help identify trends in behavior and areas that may

need additional support. For students who need additional support beyond Tier 1, targeted interventions are provided. These interventions are more focused and intense, aiming to address specific behaviors. Our team of teachers, counselors, administrators, and support staff collaboratively develop and implement targeted interventions. These may involve small group interventions, social skills training, and individualized behavior plans. Students who require more intensive support receive personalized interventions and supports. This often involves a functional behavior assessment (FBA) to understand the underlying causes of the behavior. An individualized behavior intervention plan (BIP) is created based on the FBA results.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our faculty and staff have access to the Professional Development system, and engage in professional learning, aligned with certification, schoolwide improvement goals and their Individual Professional Learning Plans. Additionally, staff engage in professional development for curriculum and programs for supplemental instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We organize orientation sessions or open houses for both children and parents to visit the elementary school before the transition. We also allow children to explore classrooms, meet teachers, and become familiar with the school environment, and provide opportunities for children to interact with their future classmates to help build connections and alleviate anxiety.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Intervention				$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
3	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				$60,016.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	Student and Instructional Support	110	0081 - Suncoast School For Inn.Stud.	UniSIG		$60,016.25
			Notes: Suncoast School for Innovative Studies will use the UniSIG funds to hire Ms. Jacqueline Hinds as an instructional coach for the 2023-2024 school year. The full amount of the funds will be used to pay her salary, in the amount of $60,016.25. (This will cover a portion of her salary and does not include benefits). Her responsibilities will include professional development, classroom observations, data analysis, one-on-one coaching, modeling and demonstration, professional learning communities, differentiation and inclusion, and staying abreast of educational trends.			
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00

	Total:	$60,016.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No