



## Sarasota School Of Arts/Sciences

645 CENTRAL AVE, Sarasota, FL 34236

www.ssas.org

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

39%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

35%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 and traditional and innovative teaching methods.

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

To provide lifelong learning skills, using the educational philosophy of the holistic approach to the total child, so that our students will be able to relate said learning in all of the developmental domains to whatever occupation they choose and subsequently give back to the community at large.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Much of this occurs both within the classroom as well as afterschool clubs that focus on celebrating cultures. Students are often asked to talk about their culture in Spanish, history, and even in science classes when there are projects related to family genealogy, cultural diversity, family roots, and celebrating differences. Teachers encourage students to share their stories with the class so both the teachers and students can better understand each other. In addition, students are also encouraged to participate in after school clubs that focus on celebrating their heritage and cultural diversity such as traditional dance, student council, Anti Bully Club, Asian Dance, and the Anime club.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

There are several ways in which SSA+S helps students feel safe and respected. At the very beginning of each school year, students are provided with a presentation where expectations and resources are made clear. SSA+S makes it very clear that we do not tolerate bully behaviors and disrespect, and that we will investigate these matters immediately as it is the school's goal to provide a safe and fun learning space for everyone. This allows students to know where to go for help in addition to know how to get involved to have a more positive experience at our school. In addition, SSA+S also requires all staff to have certain morning and afternoon duties so that all areas of the school and outside the school are supervised to ensure the safety and well-being of our student body. SSA+S also uses a variety of afterschool clubs to help create a positive environment with posters, presentations, activities, and anti-bully awareness to aide on the overall student experience while at SSA+S. In addition, our school is a secure campus with video cameras present in all open areas such as hallways, outside, and in the cafeteria. Finally, our school has a full time security guard walking the campus and available to students in need.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

SSA+S has a clear disciplinary system that every classroom teacher follows which entails a multi-step system of consequences to minimize distractions. Students are given a warning first, then they have



to write rules, followed by a behavior essay, next a detention, then in-school suspension, and finally out of school suspension depending on the county matrix. In addition to the discipline policy, students of concern (both academically and behaviorally), are discussed at team and parent meetings where interventions are put in place to help correct the situation and minimize distractions in the classroom as well as in the school in general. Each year there is an all staff training where the disciplinary system is discussed for understanding and consistency. After the initial training, several all staff updates and checkpoints are implemented throughout the school year to ensure continued support and consistency. In addition to negative reinforcement, SSA+S has also now incorporated Positive Praise Pads in an effort to encourage good behavior that is rewarded with monthly drawings for prizes.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

SSA+S incorporates a variety of social-emotional support by involving grade-wide presentations with policies and procedures for getting help and resources, large classroom guidance to address character development topics (using classroom lessons and guest speakers) as well as adapting to middle school, small group counseling, and individual counseling where most, if not all needs can be met. The SSA+S counseling department also partners with community resources including local therapists, psychologists, behavioral specialists, ALSO Youth, SPARCC, YMCA, Big Brother/Big Sisters program, and the Sarasota Sheriff's Department. The counseling department also works directly with the teachers and staff to collaborate in helping students - this is done through team meetings where students of concern are discussed and a plan is put in place. SSA+S also has a mentoring program where SSA+S staff will volunteer to mentor one or more students for the year in an effort to help students who are struggling both academically and socially. Periodically, the counseling department in conjunction with the staff will check in with students in grade-wide presentations and in the classroom to encourage the students to seek out help as needed. SSA+S will also develop a needs assessment survey to give to all students in the fall to better assess their needs and concerns. The counseling department can then address the student needs and adjust the counseling curriculum based on the feedback.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - When a student accumulates 10 absences, contact is made to the families from the administration.
  - If attendance continues to be a problem, a parent conference is initiated.
  - In the rare occurrence that attendance is not rectified, a school truancy officer will be contacted
- One or more suspensions, whether in school or out of school
  - Parent contact is immediately made when suspensions occur.
  - Interventions are put in place to prevent future occurrences from taking place. This may include a change of schedule, selective seating, or student tracking for success.
- Course failure in English Language Arts or Mathematics
  - Students who seem to be in danger of failing are placed into Study Hall one period per day.
  - Students who end up failing, are placed into the course/credit retrieval program
  - Students also have the option to take summer school courses to stay on track for promotion.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

- Students score a Level 1 in Math will placed in Math Lab as well as Intensive Math.
- Students are also offered before and/or after school help free of charge.
- Students who fail Languages Arts will be placed in Reading Lab and into Intensive Language Arts.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

In addition to the aforementioned procedures, our school employs the following:

- School based mentor program
- Study Hall one period per day
- Before and After school math help
- Before school Study Hall
- Small group with administration and/or counseling staff
- SWST/RTI for applicable students
- Modified assignments for applicable students
- Varied teaching practices to reach multiple intelligences
- Constant online parent communication

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Increase parental involvement through required volunteer hours and attendance at Parent Teacher Student Society (PTSS) meetings. In addition, providing more opportunities for parents to spend time on the school campus, including registration day, schedule pick up day, open house, and Tiger

Family Night. Finally, our school communicates on a weekly basis through our parent newsletter (the Team News) as well as sending home weekly emails for volunteer opportunities and school events.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

SSA+S maintains several local partnerships to increase student achievement. Our process includes reaching out to our local community to help their events through various art projects. In addition, our business partner program allows local businesses to donate their time or resources to assist our students. For example, our performing arts department partners with a local theatre to provide workshops and production space. Our visual arts department partners with local festivals, creating graphic design work, and displaying their artwork at various events in our area. Our Generation Green Team club completes a service learning project each year in collaboration with the University of South Florida, the Hyatt, and local, organic farms.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**  
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tahmosh, Tara	Principal
Williams, Carl	Assistant Principal
Mapes, Mike	Guidance Counselor
Nyugen, Cathy	Guidance Counselor
Plath, Georgia	Teacher, ESE
Shepherd, Sarah	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- Tara Tahmosh-Newell, Principal - Notetaking and Delineation of Responsibilities
- Carl Williams, Assistant Principal - Teacher Observations
- Georgia Plath, ESE Liaison - Evaluations & CARE Mtgs.
- Mike Mapes, Guidance Counselor - Facilitator & Data
- Cathy Nyugen, Guidance Counselor - Observing
- Sarah Shepherd, Teacher - Student Observations

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

SSAS uses a comprehensive MTSS system which starts at the grade level team meetings where basic tier 1, 2, and 3 interventions are implemented to assist in behavioral and academic struggles

with a particular student. These interventions are re-visited 2 weeks later and discussed at the next grade level team meeting. At that point if these basic interventions are not helping, the student is brought to the School Wide Support Team (SWST) in which new interventions are created and data can be tracked over a 9-12 week period using both tier 1 and tier 2 interventions with at least two core classes. These interventions are monitored weekly and discussed at SWST bi-monthly. In addition to interventions, grades, behavioral checklists, medical information, and any previous data collected in the cumulative file are also taken into consideration in determining the appropriate path for each student we are tracking through MTSS.

This process allows us to address effectiveness of core instruction, resource allocation, teacher support systems, and overall student needs by using and analyzing data driven results. If there's any doubt of a weakness in core instruction we view teacher grades to look for patterns in addition to observations and intervention post data in specific classes. As far as resource allocation, students must follow the appropriate MTSS pathways via State and County protocol to become staffed as an ESE student. Both teacher support systems and overall student needs are directly supported by MTSS data through a data based problem solving process. In addition, SWST members along with support teachers and student families collaborate to develop a plan for success for any student entering the MTSS process.

Title II Funds: \$2681.30

Association for Middle Level Education - 2 administrators @ \$895 = \$1790

FCTM Annual Conference - 1 teacher (paid for by a grant) = \$0

Florida Charter School Conference - 2 administrators @ \$205 = \$410

National Science Teachers Association Conference - 5 teachers @ \$185 = \$925

Foreign Language Conference - 4 teachers @ \$185 = \$740

Total Title II Expenses = \$3865

Supplemental Academic Instruction Funds: \$152,114.87

Salary and Benefits

Salaries - (2) Reading Instruction and (1) Math Resource \$144,488.00

Retirement - Reading Instruction and Math Resource \$8,669.28

Social Security - Reading Instruction and Math Resource \$11,963.61

Worker's Comp - Reading Instruction and Math Resource \$621.30

Insurance - Reading Instruction and Math Resource \$17,632.00

Additional Duty Day for (2) Teachers

(2) Teachers paid for Extra Duty for Study Hall \$3,801.24

Before and After School Math Help

(4) Teachers paid for Extra Math Help \$2,480.00

Materials for (2) Reading Labs

Textbooks for READ 180 Next Generation \$5,256.03

Additional Read 180 Licenses \$8,988.00

Total Supplemental Academic Instruction Expenses \$203,899.46

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tara Tahmosh-Newell	Principal
Dr. Marilyn Highland	Business/Community
Terry McGannon	Business/Community
Anthony Peral	Parent
Tanya Jones	Business/Community
Tracy Bretoi	Parent
Jennifer Rouse-Carroll	Parent
Chantal Freedman	Business/Community
Carlos Hernandez	Business/Community
David Jennings	Parent
Dr. Steve Kamm	Business/Community
James McKelly	Business/Community
Lauren Watson	Teacher
Matt Wenzel	Business/Community
	Student

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Each year the school improvement plan goals and Annual Measured Objectives (AMOs) are reviewed at several board meetings for progress monitoring. Our school did exceptionally well on the last cycle of FCAT 2.0 and is now preparing for the newest set of Florida Standard assessments including: FSA ELA, FSA Mathematics, Algebra, Civics, and Science EOC/ FCAT 2.0,

*Development of this school improvement plan*

Discussion about requirements and goals of the School Improvement Plan using the pre-populated data. Discussion about interventions, projects, professional development, and funding to meet these goals.

*Preparation of the school's annual budget and plan*

The SAC, which is also the board of directors, reviews and approves the budget each year presented by the administration of Sarasota School of Arts and Sciences by June 30th, at a public meeting. The budget for this year included the addition of a second guidance counselor, to better meet the needs of our students. In addition, funds for professional development, field trips, and additional student technology (hardware and software) were included.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Sarasota School of Arts and Sciences does not receive school improvement funds.  
 \$0

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Boisclair, Mary	Teacher, K-12
Carr, Lauren	Teacher, K-12
Craft, Dannette	Teacher, K-12
Deree, James	Teacher, K-12
Dunlap, Della	Teacher, ESE
Gannon, Kylie	Teacher, K-12
Garfield, Meghan	Teacher, K-12
Price, Courtney	Teacher, K-12
Tahmosh, Tara	Principal

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

Increasing nonfiction literacy within all subgroups.

Increasing academic vocabulary literacy.

Increasing computer-based testing in the classroom.

Providing professional development to other core class departments to support common core literacy attainment.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Sarasota School of Arts and Sciences makes every effort to encourage positive working relationships between teachers. All core teachers share a common planning time with their grade level, partner teacher. All teachers that are new to SSA+S are assigned a mentor to assist them. In addition, all teachers have working department meetings and plan their yearly scope and sequence calendars as a team.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Recruitment:

We will continue to utilize teams when interviewing for any vacancy. We started this last summer and it has been very successful. In addition, we use Teach In Florida to find qualified teachers.

Retention:

We utilize the Sarasota County Induction Program (SCIP) in conjunction with Harry Wong's First Days of School program. In addition, mentors are assigned to each new teacher, and the mentor and Department Head work collaboratively with the new teacher to provide support.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Utilize the Sarasota County Induction Program (SCIP), including the checklist, evaluation forms, and attached activities. We also use the Harry Wong First Days of School Program in conjunction with SCIP to ensure proper planning and procedures.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Sarasota School of Arts and Sciences utilizes the curricular tools provided by the State of Florida Department of Education and Sarasota County Schools. From the DOE, we use the CPALMS and CPALMS Charter sites to guide our instruction, aligning with the standards. From Sarasota County Schools, we have access to their "Deconstructing the Standards" Website as well as their Instructional Focus Calendars (IFGS). This ensures that year plans, as well as our weekly lesson plans, are aligned to the Florida Standards. Our textbook materials come from the Florida Textbook Depository and are approved by the Department of Education.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data provided by standardized tests, FAIR testing, the Scholastic Reading Inventory, and grades are used to provide students with an individualized schedule to meet their needs. Courses for interventions, modification, and supplementary education include: Scholastic READ 180 lab, Math Resource, and Intensive Language Arts & Mathematics courses taught with an ESE teacher or aide. In addition, for students that are highly proficient in their subject areas, we offer Gifted and Advanced Language Arts and History. We also offer Advanced Mathematics, including Algebra I Honors and Geometry Honors. Finally, we offer Advanced Science courses and three advanced electives; Odyssey of the Mind (Critical Thinking), Global Studies (Research), and Speech I.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 3,240

Our school offers math help, two mornings a week, with a certified math instructor.

**Strategy Rationale**

This allows students additional time with a certified math teacher, after they have completed their homework and identify in what areas they need assistance.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Miller, Don, donmiller@ssas.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Informally, data is assessed by the math teachers to measure effectiveness of the program. Formally, administration reviews standardized test scores each year to measure effectiveness, as denoted on or SIP goals.

**Strategy:** After School Program

**Minutes added to school year:** 2,160

Our school offers math help, one afternoon a week, with two certified math instructors.

**Strategy Rationale**

This allows students additional time with a certified math teacher, after they have completed their homework and identify in what areas they need assistance.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Miller, Don, donmiller@ssas.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Informally, data is assessed by the math teachers to measure effectiveness of the program. Formally, administration reviews standardized test scores each year to measure effectiveness, as denoted on or SIP goals.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



SSA+S uses grade-wide presentations, large classroom guidance, and individual counseling to address transition issues, expectations, and for appropriate planning.

Through these methods, students are made aware of their available choices and planning that's required. The biggest transition seems to be from the incoming 6th graders and the outgoing 8th graders into high school. Each of those transitions are addressed more in depth to assist in a smoother transition – both socially and academically.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Each student completes an individual course selection, with recommendations, based upon their interests. In addition, all eighth grade students take a career education component, including the DOE program Choices, to assist with career planning. Finally, all parents and students attend a presentation of the high school programs available within our district in January each school year. SSA+S also partners with surrounding high schools in an effort to help the students understand the specialties of each of the high schools and what those programs will specifically do the students in preparing for college. A good example would be our partnering with the Booker High School Visual & Performing Arts program in an effort to help students understand how this program will give them three hours of daily hands on experience while preparing them for a college program specific to their discipline.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

SSA+S has created career path modules via our comprehensive course programs. These programs have individual guides that include pathways for students interested in the following areas:

- Arts (Visual Arts, Theatre, Technology, and Dance)
- Advanced Global Studies (Language, Law, and History)
- STEM (Science, Technology, Engineering, and Mathematics)

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Our school STEM program includes several technical courses, including Graphic Design I & II, Exploration of Production Technology, Intro to Tech, Exploring Tech, and Fundamentals of Manufacturing. In addition, all SSA+S students complete a comprehensive, individual science fair project annually. SSA+S has incorporated parent volunteers as well as business representatives to come into the classroom to aid in teaching. This allows students to connect careers in our community with the information they learn in the classroom. SSA+S also participates in several field trips to the community for a more in depth understanding of the real world, career opportunities, and again how careers tie into what they learn in the classroom. A good example would be in which we are taking students who are interested in the culinary arts to the Keiser University culinary facility (Sarasota Campus) to cook and learn from real chefs.

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Based on the results from the High School Feedback Report, we are able to have a good finger on the pulse of what's going with high school students in our county and what we need to better prepare them for the assessments and postsecondary challenges that lie ahead. We begin by training our students to learn how to both study effectively and comprehend the material so that they are able to move past each state required test, moving them closer to their postsecondary goals. Knowing that the 10th grade state assessments are a big challenge for both high school graduation and college

readiness, we are able to prepare students in grades 6-8 to understand the importance of mastering each grade so that 10th grade will be no different than 8th grade in knowing they must pass the required tests to move on and continue to challenge themselves. One of the statistics that we specifically address in 8th grade what's needed to qualify for the Bright Futures scholarship award and to begin thinking and preparing for this in middle school to have the best chances for receiving college funding.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** During the 2015 school year, the school will meet the proficiency goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by AMOs.
- G2.** By the year 2015, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FSA and FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%. All subgroups performing at 90% can maintain or demonstrate an increase in the percent proficient.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** During the 2015 school year, the school will meet the proficiency goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by AMOs. 1a

G050391

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
FAA Writing Proficiency	80.0

**Resources Available to Support the Goal** 2

- Increased professional development on content reading, academic vocabulary, and common core strategies for all teachers.
- Scholastic resources for READ 180 classrooms.
- Mathematics resource laboratory for students performing below grade level.
- 

**Targeted Barriers to Achieving the Goal** 3

- Teacher support and belief in the efficacy of new common core professional development during this first implementation year.

**Plan to Monitor Progress Toward G1.** 8

There is not progress monitoring exams at this time due to the newness of the exam.


**Person Responsible**

Tara Tahmash

**Schedule**

***Evidence of Completion***

**G2.** By the year 2015, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FSA and FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%. All subgroups performing at 90% can maintain or demonstrate an increase in the percent proficient. **1a**

 G038389

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	87.0
AMO Reading - All Students	87.0
AMO Reading - All Students	87.0
AMO Math - All Students	89.0
FCAT 2.0 Science Proficiency	73.0
FAA Writing Proficiency	80.0

**Resources Available to Support the Goal** **2**

- Increased professional development on content reading, academic vocabulary, and common core strategies for all teachers.
- Increased use of technology by students.
- Increased use of online assessments in the classroom setting (ELA, Math, and Science)

**Targeted Barriers to Achieving the Goal** **3**

- Teacher support and belief in the efficacy of new common core professional development during this final transition year.

**Plan to Monitor Progress Toward G2.** **8**

Increased proficiency as evidenced by progress monitoring tests, such as FAIR testing.

**Person Responsible**

Kylie Gannon

**Schedule**

Semiannually, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

FAIR Reports

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** During the 2015 school year, the school will meet the proficiency goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by AMOs. **1**

 G050391

**G1.B1** Teacher support and belief in the efficacy of new common core professional development during this first implementation year. **2**

 B126232

**G1.B1.S1** Teacher leader led professional development on Common Core methodology. **4**

 S138187

### Strategy Rationale

Teacher buy in will increase with the use of their trusted peers.

### Action Step 1 **5**

In house professional development provided in small department groups to increase teacher knowledge and use of methodology.

#### Person Responsible

Kylie Gannon

#### Schedule

Monthly, from 8/11/2014 to 5/1/2015

#### Evidence of Completion

Attendance, notes, and presentation from each department meeting will be provided to administration.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Common core methodology professional development to departments.

**Person Responsible**

Tara Tahmosh

**Schedule**

Monthly, from 8/11/2014 to 5/1/2015

***Evidence of Completion***

Monitor through meeting notes, attendance, and presentations. Meet monthly with Kylie Gannon.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Florida Standards Assessment results.

**Person Responsible**

Tara Tahmosh


**Schedule**

Annually, from 6/22/2015 to 6/22/2015


***Evidence of Completion***

Administrative attendance at department meetings and review of lesson plans and observations will monitor implementation.


**G2.** By the year 2015, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FSA and FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%. All subgroups performing at 90% can maintain or demonstrate an increase in the percent proficient. **1**

 G038389

**G2.B1** Teacher support and belief in the efficacy of new common core professional development during this final transition year. **2**

 B092091

**G2.B1.S1** The use of climate surveys, professional learning communities, and anecdotal evidence to increase teacher buy-in. **4**

 S103013

### Strategy Rationale

#### Action Step 1 **5**

Scholastic READ 180 Trainings

#### **Person Responsible**

#### **Schedule**

Quarterly, from 10/8/2014 to 5/21/2015

#### **Evidence of Completion**

Increased performance of those students enrolled in READ 180, as shown through SRI testing.

#### Action Step 2 **5**

Common Core Professional Development - Core Connections Workshop

#### **Person Responsible**

Kylie Gannon

#### **Schedule**

On 10/24/2014

#### **Evidence of Completion**



**Action Step 3** 5

Forums for anecdotal evidence and climate survey results within PLCs.

**Person Responsible**

Kylie Gannon

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Meeting Agendas and Notes.

**Action Step 4** 5

Association of Middle Level Education Leadership Institute

**Person Responsible**

Tara Tahmosh

**Schedule**

On 7/16/2014

**Evidence of Completion**

Interactive sessions focusing upon team-building, interdisciplinary units, and core lessons.

**Action Step 5** 5

National Science Teacher Association Conference

**Person Responsible**

Tara Tahmosh

**Schedule**

On 11/8/2014

**Evidence of Completion**

Certificate of completion from the NSTA.

**Action Step 6** 5

International Society for Technology in Education Conference

**Person Responsible**

Tara Tahmosh

**Schedule**

On 8/1/2014

***Evidence of Completion***

Technological advances and purchases based upon attendance at this conference

**Action Step 7** 5

Florida Council Teachers of Mathematics Conference

**Person Responsible**

Don Miller

**Schedule**

On 10/25/2014

***Evidence of Completion***

Common core mathematics standards and methodology.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Roundtable anecdotal presentations via meetings.

**Person Responsible**

Tara Tahmosh

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

First person.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Anecdotal Evidence Presentations

**Person Responsible**

Tara Tahmosh

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Climate Surveys

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Scholastic READ 180 Trainings		10/8/2014	Increased performance of those students enrolled in READ 180, as shown through SRI testing.	5/21/2015 quarterly
G1.B1.S1.A1	In house professional development provided in small department groups to increase teacher knowledge and use of methodology.	Gannon, Kylie	8/11/2014	Attendance, notes, and presentation from each department meeting will be provided to administration.	5/1/2015 monthly
G2.B1.S1.A2	Common Core Professional Development - Core Connections Workshop	Gannon, Kylie	10/24/2014		10/24/2014 one-time
G2.B1.S1.A3	Forums for anecdotal evidence and climate survey results within PLCs.	Gannon, Kylie	9/5/2014	Meeting Agendas and Notes.	5/29/2015 monthly
G2.B1.S1.A4	Association of Middle Level Education Leadership Institute	Tahmosh, Tara	7/13/2014	Interactive sessions focusing upon team-building, interdisciplinary units, and core lessons.	7/16/2014 one-time
G2.B1.S1.A5	National Science Teacher Association Conference	Tahmosh, Tara	11/6/2014	Certificate of completion from the NSTA.	11/8/2014 one-time
G2.B1.S1.A6	International Society for Technology in Education Conference	Tahmosh, Tara	6/28/2014	Technological advances and purchases based upon attendance at this conference	8/1/2014 one-time
G2.B1.S1.A7	Florida Council Teachers of Mathematics Conference	Miller, Don	10/23/2014	Common core mathematics standards and methodology.	10/25/2014 one-time
G1.MA1	There is not progress monitoring exams at this time due to the newness of the exam.	Tahmosh, Tara		one-time	
G1.B1.S1.MA1	Florida Standards Assessment results.	Tahmosh, Tara	6/22/2015	Administrative attendance at department meetings and review of lesson plans and observations will monitor implementation.	6/22/2015 annually
G1.B1.S1.MA1	Common core methodology professional development to departments.	Tahmosh, Tara	8/11/2014	Monitor through meeting notes, attendance, and presentations. Meet monthly with Kylie Gannon.	5/1/2015 monthly
G2.MA1	Increased proficiency as evidenced by progress monitoring tests, such as FAIR testing.	Gannon, Kylie	9/5/2014	FAIR Reports	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Anecdotal Evidence Presentations	Tahmosh, Tara	9/5/2014	Climate Surveys	5/29/2015 monthly
G2.B1.S1.MA1	Roundtable anecdotal presentations via meetings.	Tahmosh, Tara	9/5/2014	First person.	5/29/2015 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** During the 2015 school year, the school will meet the proficiency goals as set by the ambitious instructional reading targets for the total population and all subgroups as measured by AMOs.

**G1.B1** Teacher support and belief in the efficacy of new common core professional development during this first implementation year.

**G1.B1.S1** Teacher leader led professional development on Common Core methodology.

### **PD Opportunity 1**

In house professional development provided in small department groups to increase teacher knowledge and use of methodology.

#### **Facilitator**

Kylie Gannon

#### **Participants**

Social Studies Department; Arts Department; Science Department

#### **Schedule**

Monthly, from 8/11/2014 to 5/1/2015

**G2.** By the year 2015, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FSA and FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%. All subgroups performing at 90% can maintain or demonstrate an increase in the percent proficient.

**G2.B1** Teacher support and belief in the efficacy of new common core professional development during this final transition year.

**G2.B1.S1** The use of climate surveys, professional learning communities, and anecdotal evidence to increase teacher buy-in.

**PD Opportunity 1**

Scholastic READ 180 Trainings

**Facilitator**

Scholastic Inc.

**Participants**

Mary Boisclair Della Dunlap

**Schedule**

Quarterly, from 10/8/2014 to 5/21/2015

**PD Opportunity 2**

Common Core Professional Development - Core Connections Workshop

**Facilitator**

Core Connections LLC

**Participants**

Lauren Carr James Deree Kylie Gannon Meghan Garfield Courtney Price Dannette Craft

**Schedule**

On 10/24/2014

**PD Opportunity 3**

Association of Middle Level Education Leadership Institute

**Facilitator**

AMLE

**Participants**

Tara Tahmosh-Newell & Carl Williams

**Schedule**

On 7/16/2014

**PD Opportunity 4**

National Science Teacher Association Conference

**Facilitator**

National Science Teacher Association

**Participants**

Julia Calderon, Sara Kuhar, Janjay Gehndyu, Lauren Watson, Eric Bailey

**Schedule**

On 11/8/2014

**PD Opportunity 5**

International Society for Technology in Education Conference

**Facilitator**

ISTE Conference

**Participants**

Julia Calderon

**Schedule**

On 8/1/2014

**PD Opportunity 6**

Florida Council Teachers of Mathematics Conference

**Facilitator**

FCTM

**Participants**

Marisa Gourley

**Schedule**

On 10/25/2014



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> By the year 2015, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FSA and FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%. All subgroups performing at 90% can maintain or demonstrate an increase in the percent proficient.	5,513
<b>Grand Total</b>	<b>5,513</b>

**Goal 2: By the year 2015, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FSA and FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%. All subgroups performing at 90% can maintain or demonstrate an increase in the percent proficient.**

Description	Source	Total
<b>B1.S1.A1</b> - Substitutes	General Fund	250
<b>B1.S1.A2</b>	Title II	750
<b>B1.S1.A2</b>		0
<b>B1.S1.A4</b>	Title II	1,790
<b>B1.S1.A4</b>	General Fund	0
<b>B1.S1.A5</b>	Title II	925
<b>B1.S1.A5</b> - Substitute Teachers	General Fund	750
<b>B1.S1.A6</b> - Conference Costs	General Fund	448
<b>B1.S1.A6</b> - Travel Expenses	General Fund	600
<b>B1.S1.A7</b> - Grant	Other	0
<b>Total Goal 2</b>		<b>5,513</b>