

Sarasota County Schools

# Suncoast School For Innovative Studies



2017-18 School Improvement Plan

## Suncoast School For Innovative Studies

845 S SCHOOL AVE, Sarasota, FL 34237

www.suncoastschool.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Combination School PK-8	Yes	88%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	67%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Suncoast School For Innovative Studies

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement

The vision of Suncoast School for Innovative Studies is centered on enriching the lives of each student by not giving the child a tool or skill, but rather nurturing the tools and skills within the child. Students will be more self-sufficient through learning to be responsible for their education and develop leadership skills to improve the quality of their lives for now and in the future.

#### 2. School Environment

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

Suncoast School for Innovative Studies learns about our students' cultures and builds relationships between teachers and students by engaging in school-wide diversity programs.

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

Suncoast School for Innovative Studies creates an environment where students feel safe and respected before, during and after school by bullying awareness as well as our positive behavior support system (PBS). Both our middle and elementary campuses provide a Bullying Awareness Program to our students which is given by our school counselors and both of our counselors have earned their Bullying Prevention Specialist credentials. Our positive behavior support system is also in place on both campuses and our middle school students complete an anonymous Climate Survey in which gives our staff information as to what makes them feel safe and respected. Both our elementary and middle school campuses have a Dean of Students and all of our buses have aids on them.

##### c. 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

Suncoast School for Innovative Studies uses PBS (positive behavior support system) to aid in minimizing distractions and to keep students engaged during instructional time. Our school-wide positive behavior support system begins with the acronym PAWS because we are the SSIS Panthers. The "P" stands for being prepared, the "A" stands for being accountable, the "W" stands for being well-mannered and the "S" stands for safety. We have different expectations in five areas of our school. The areas are: the cafeteria, the hallways, the restrooms, the playground and the bus. Each area has a different set of expectations in which the students are to follow. The classroom teachers

have their own set of rules but still follow the PAWS. Each teacher is given 20 laminated "paws" to hand out to students who are exhibiting these behaviors each week. At the end of each month the students go to a PAWS Store to spend and/or save the PAWS they have earned. We also have a Rewards Assembly at the end of the quarter in which the school recognizes students who have improved the most. Gold, Silver, and Bronze students have specific privileges awarded to them depending upon the level they receive.

Additionally, SSIS administrators will perform numerous walk-throughs during the school day. The walk-through's are unannounced and due to this, the students stay on task and are more focused during classroom time since the students do not know when the next walk-through is. After conducting walk-through's, administrative staff sit down and meet with those teachers who received an area of focus that caused some concern to address reasons why and how to improve. During this meeting, a plan of action is devised to assist the teacher and is followed-up by administration.

**d. 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**

SSIS ensures the social-emotional needs of all students are being met by adhering to the American School Counselor Association's core competencies and standards. The counseling department coordinates a developmental school counseling program including; individual and small group counseling and classroom guidance which is delivered to all students. Our counselors also coordinate school-wide social-emotional initiatives such as character education, consultation with major stakeholders on initiatives and programs to support social-emotional development, including prevention and therapy dogs. Suncoast School for Innovative Studies also provides a variety of community support which includes: a backpack program for our families in need of food, a summer breakfast/lunch program for all age-appropriate children in our community, clothing and school supplies.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

SSIS strives to guarantee the highest quality of education is provided to all students. In order to accomplish this, we have established systems to help warn us of those students who may be in need of additional support.

Attendance below 90 percent:

SSIS closely monitors attendance and stays in contact with families of students who are missing school. Our automated system, BlackBoard Connect, is utilized everyday to make phone calls home to the students not present. Additionally, SSIS will be hiring a Social Worker, who will make contact with both campuses first thing in the morning. For those students who are absent, the Social Worker will contact the families directly through phone and/or home visits. A contact log will be kept up-to-date of all communications.

One or more suspensions:

The dean of students on both campuses are responsible for issuing and keeping track of student behavior problems and suspensions. These records are placed in the student's personal file folder in addition to being stored electronically into the school data base.

Level 1 on statewide assessments/Course failure:

Students are strategically placed into classes based on prior academic and behavior reports.

Classroom teachers and pupil support staff provide interventions and small group instruction to help facilitate a learning environment conducive to the students' academic needs. All teachers are required to post their lesson plans on the school's website. Collaboration between teachers helps to ensure the highest quality of education is being delivered to all our students. Our middle school also offers APEX Course Recovery which provides remediation to students while helping them stay on-track with their learning goals.

Additionally, SSIS is the process of hiring four additional teacher assistants (K-2 assistant, 3-5 assistant, 6-8 assistant, and a middle school reading and math assistant) to work closely with classroom teachers. These highly qualified staff members will provide support in all areas which include: data analysis, differentiation instruction, classroom management, and station rotation.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	11	12	18	11	13	20	29	22	0	0	0	0	150
One or more suspensions	3	9	2	3	4	5	3	16	9	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	15	31	23	26	23	0	0	0	0	135

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	8	5	13	12	19	11	0	0	0	0	72

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

Suncoast School for Innovative Studies offers a wide variety of services in an effort to improve the academic performance of students identified by the early warning system. These services include:

- \*Data chats
- \*Small-group counseling sessions
- \*Remediation through i-Ready
- \*APEX course recovery
- \*ESOL services
- \*ESE services
- \*Bullying Awareness
- \*Parent/Teacher Conferences
- \*Homework Help
- \*After-school tutoring
- \*SWST/CARE team meetings
- \*Intensive Reading
- \*Therapy Dog Reading Program
- \*Rtl process
- \*Positive Behavior Support system (PBS)-PAWS (Elementary School) PRIDE (Middle School)
- \*PLC meetings



- \*Pupil support/pull-out groups
- \*Teacher assistants
- \*Classroom walk-throughs
- \*Intervention/Enrichment days
- \*Imagine Learn ESOL Program
- \*Accelerated Reader 360
- \*BlackBoard Connect- automated attendance call-out system
- \*ZooZingo Attendance Program
- \*School Social Worker

Student behavior and attendance is tracked biweekly by our dean(s) of students and the school's Social Worker. Tier 2 and Tier 3 academic, behavioral, and attendance interventions are monitored and adjusted when/if needed. Interventions are planned to support students when necessary. The SWST/CARE team is also used to problem solve early warning signs and communication with parents occurs throughout the process.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428572>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. 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

Suncoast School for Innovative Studies builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through many different ways. Such programs are a Backpack Program which is sponsored by All Faiths Food Bank and a Federal Volunteer Program through AARP. On the elementary campus we have a Reading Fur Fun Program in which dogs come to visit once a week and selected students "read" to them. We also have after school programs to provide extra enrichment such as MESI (Math, Exercise, Science, Integrated) Camp, Tutoring, Homework Help, 4H Club, Acting and Performing Arts, Percussion Band, and Garden Club. On the middle school campus we also provide after school programs such as Tutoring, Homework Help, Pilates, Peer Helpers, Garden Club, Band, Basketball Skills and Drills, Co-ed Volleyball, Soccer and Football. We are also having a Fall Festival in which several community representatives will be present.

## C. Effective Leadership

## 1. School Leadership Team

### a. Membership

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

Name	Title
Evans, Stephen	Principal
Melendy, Alicia	Instructional Coach
Kneeland, Linda	Teacher, K-12
Berry, Jerod	Dean
Evans, Sherika	Instructional Coach
Kunz, Rita	Instructional Coach
Fredell, Amanda	Guidance Counselor
Patton, Nate	Assistant Principal
Muench, Clay	Administrative Support
Taylor, Morgan	Guidance Counselor

### b. Duties

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

The function and responsibility of each school-based leadership team member is to meet with each other twice a month to discuss the following: academic needs, instructional strategies, formative and summative student data, and the delivery of services for identified students. The team also monitors student progress in order to assess the needs of further instructional interventions. There have been several training sessions held for the members of this team both this year and in past years. The Leadership Team will employ a continuous improvement process to create the SIP. Input will be gathered from the grade level teams, the SAC and the district teams.

#### **2. 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**

Suncoast School for Innovative Studies RtI Team is comprised of SSIS Administration, ESE Providers, School Psychologist, School Counselors, Pupil Support Staff, and General Education Teachers. The goal of this team is to meet and/or exceed the district and state requirements for assisting in both the identification of students and eligibility. The primary purpose of the Executive Director is to ensure that all participants are present and all options for intervention are explored within the ability of the services offered. The ESE Providers give information about support and assist in the Intervention Plan. The School Psychologist provides information as to the students' ability, if accessible, supports and assists in the Intervention Plan. The School Counselor gives information about support programs and assists in the Intervention Plan. The Pupil Support Staff provides information about how the student is progressing in a smaller group setting. The General Education Teachers provides the team with information regarding the identified student, the services that are currently being offered, interventions completed in the classroom, and parent communication.

Title I funds supply financial assistance to schools with high numbers/percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

These funds will be used throughout the school year to deliver intervention classes which provide intensive instruction in reading and math, additional resource teachers and assistants who are highly qualified, professional training for school staff, a variety of teaching methods and materials, special learning events, training for families, and after-school tutoring.

Title II funds are primarily used to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. In order to accomplish this, SSIS uses the funds to provide staff with continuous education and professional development opportunities.

Title III is the part of the No Child Left Behind Act that authorizes funds for English-language-acquisition programs. The purpose of these funds is to ensure that students with limited proficiency in English learn the language and master challenging academic content standards. SSIS uses the funds to supply students and families with additional resources, some of which include: reading materials, picture dictionaries, visual aids, teacher preparation for effective ELL instruction; incorporating curricula and resources regarding appropriate/effective instruction; and parent outreach/training activities which are designed to assist parents to become more active participants in the education of their children.

Food and Nutrition Services offer our students healthy meals. This includes making sure families are accessible to free and reduced lunch applications throughout the school year. All our students receive free breakfast when they arrive to school. SSIS also has a "Backpack Program" sponsored by All Faiths Food Bank. This program provides bags of kid-friendly food to our students on Fridays during the school year so that children have food on weekends and holiday breaks.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Stephen Evans	Principal
Larry Robbins	Parent
Terrell Neal	Business/Community
Patricia Tan	Business/Community
Brian Yost	Business/Community
Vanessa Garcia	Education Support Employee
Jan Klocke	Education Support Employee
Peter Anderson	Business/Community
Pat Carter	Business/Community

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

Our SAC committee will be provided with our school's data which outlines our school performance based on i-Ready and FSA/FCAT scores from last school year. The SIP team will present the data to

our SAC members and in turn, they will ask questions and/or offer suggestions on how to make improvements. Their recommendations will be discussed and taken into consideration when drafting the SIP. The final draft of the SIP will be presented to the SAC for their approval before it's sent to the district.

*b. Development of this school improvement plan*

The SAC is involved in the drafting/approval of the SIP. The SAC members are able to review and suggest changes that may need to be made and they are also encouraged to ask questions should they need clarification. The SAC will vote to approve the SIP before it is sent to the school board for the final approval.

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

Our school's annual budget is completed by our administrator and our accountant. It is based on historical data and our campuses being landlocked versus annual expenditures. Our budget is modified in October and February based on our student count.

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

N/A

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Evans, Sherika	Instructional Coach
Evans, Stephen	Principal
Cascio, Camille	Teacher, ESE
Kneeland, Linda	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The major initiatives of the LLT this school year will be to support all teachers in improving academics by:

- \*Monitoring student progress and identifying students not performing on grade level
- \*Analyze i-Ready reports and track for progress being made by students
- \*Identify specific areas of students' strengths and weaknesses and target lessons accordingly
- \*Integrate and utilize the Media Center as a support system for instruction
- \*Support and assist teachers through professional development, data chats, and PLCs.
- \*ELL students will receive instruction during Intensive Reading from the school's ESOL liaison
- \*Oversee APEX Course Recovery program

\*Advocate the Accelerated Reading program through incentives such as planned celebrations, awards, goals, and recognitions

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

All teachers have a daily allotted common planning time with their grade level team. In addition, school wide meeting or PLCs take place once a week, Tuesdays (Elementary Campus) and Wednesdays (Middle School Campus). During grade level meetings, teachers review state standards, the Instructional Focus Calendar, analyze student data, and coach one another on effective, positive classroom instruction strategies. These meetings also afford teachers with the opportunity to discuss any arising issues and/or concerns while allowing them to strategically plan cross-curricular instruction.

Suncoast School for Innovative Studies also uses the PBS (positive behavior support system) for teachers and all staff members to encourage positive working relationships within our school. On the elementary campus we have a bulletin board in our copy room where all staff are encouraged to write positive things about each other. At the end of every month all of the "kudos" are taken down and put in a jar. One is pulled out and read during our morning announcements and that teacher gets their name put on our school website as "Teacher of the Month" and they also get a special parking spot at the school for the month. Also, each month, teachers will be surprised with a goodie in their mailboxes in order to let them know the work they do is appreciated.

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

We advertise our available positions through various websites such as teacherteacher.com via the internet, by posting open positions in local universities, and by word of mouth. Our Executive Director and Administrative Assistant read through the resumes the school receives regarding the open positions. Then, an interview is arranged and the lead teachers join the Executive Director and the Administrative Assistant in the process. A decision is made and the interviewee is either asked to join our team or not. We also put in place our first salary schedule which is competitive with other charter schools.

Professional Development opportunities are readily available to all teachers to assist in the retention of staff members at the school. Moreover, school administrators do regular unscheduled classroom walk-throughs and observations. Assistance is provided to those teachers who are in need. Teachers are also held accountable by completing a weekly checklist which is turned in, filed, and tracked by school administrators. In addition, teachers are provided with a data/instructional coach who meets with teachers on a regular basis to review student data and collaborate on how to enhance student achievement. This data/instructional coach also assists teachers in the classrooms by modeling effective teaching strategies.

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

SSIS follows the Sarasota County mentoring program (SCIP), which guides our mentor program. Our mentors go through all of the mandatory training at the district and meets all of the requirements. Our mentor program includes modeling, classroom observations, and collaborative planning. Our mentoring program is available on both our elementary campus and middle school campus.

## E. Ambitious Instruction and Learning

## 1. Instructional Programs and Strategies

### a. Instructional Programs

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

Suncoast School for Innovative Studies ensures its core instructional programs and materials are aligned to Florida's standards by using the same curriculum(s) the district uses. Two weeks prior to school starting, teachers work with their grade level team to familiarize themselves with the essential components of each standard. Teachers will be using "standard-based" instruction to facilitate and guide their teaching in the classroom. Common formative and summative assessments will be used in order to progress monitor student learning. Teachers are expected to teach the standards and utilize resources made available to them, some of which include but are not limited to, i-Ready, Reading Wonders, Accelerated Reader, GoMath, and the CPLAMS.org website.

Teacher lesson plans are posted and reviewed by administration on a weekly basis to check for standard alignment. Additionally, during classroom walk-throughs, the administrator will be noting the objectives, standards, and essential questions being taught. Any teacher who is not complying will be provided with a needs assistance plan.

### b. Instructional Strategies

#### **1. 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**

Suncoast School for Innovative Studies provides training to teachers on how to analyze and efficiently use data to drive instruction. There is a vast amount of data and it is essential for our teachers to know what to do once all the data has been collected. Teachers will be working closely with their colleagues and our school's data coach to examine and dissect data. Based on the accumulated formative and summative data, teachers will be able to establish which students are showing proficiency and not showing proficiency in the standards being taught. By utilizing this information correctly, teachers have the ability to purposefully deliver explicit interventions to help those students who are not showing proficiency. Also once a week, SSIS has embedded an intervention/enrichment period into the school day. During this time, students who are demonstrating proficiency will be able to participate in enrichment activities.

Based on our prior years students' academic deficiencies, SSIS will include a Science Lab Rotation at the elementary school for 4th and 5th grade. In addition, 5th grade is going to be reprogrammed so that it is now departmentalized based on our teachers qualifications. This will allow teachers more time to focus on differentiation of the lessons to meet students' needs.

The APEX Course Recovery program is available to students at our middle school. This program is designed to provide remediation to students who are not showing proficiency in state standards and are receiving a failed report card grade.

SSIS also uses data to provide and differentiate instruction to meet the diverse needs of our students. On the elementary campus students in Kindergarten through Fifth Grade are pulled out of class and put into small groups in order to receive more intense instruction based on their i-Ready scores and/or their FSA scores from last year. On the middle school campus students have an intensive reading class in their daily rotation for 50 minutes. During these intensive blocks, students work towards mastering standards they are not proficient in yet. Teachers strategically group students based on their current level of proficiency and progress monitor their growth through frequent formative checks.

With doing so, teachers have the ability to target their standard-based instruction to meet the individual needs of each learner. Additionally, teacher assistants (K-2 assistant, 3-5 assistant, 6-8 assistant, and a middle school reading and math assistant) will work closely with classroom teachers. These highly qualified staff members provide support in all areas which include: data analysis, differentiation instruction, classroom management, and station rotation.

SSIS also has an ESOL Program to ensure that all students with varying levels of limited English proficiency receive targeted and comprehensive instruction. These services help meet the specific students' needs in language learning, academic achievement, and in cultural integration. In order to achieve this, SSIS holds a monthly ESOL parent group meeting. Parents will be provided with bilingual dictionaries to help parents assist students at home and with homework. A G2 Board has been added in the classroom to enhance learning through the use of technology. SSIS will be using Title III funds to supply a resource library on campus for teachers to use to help improve learning gains for ELL students inside the classroom. The ESOL liaison will also be working in conjunction with classroom teachers to provide additional support to ELL students through push-in/pull-out services. This will allow for more individualized, smaller groups, and one-on-one instruction. Furthermore, ELL students who qualify will be using a program called Imagine Learning on a weekly basis. This language and literacy program is designed to accelerate English learning as it focuses on oral language, academic vocabulary, instruction in five essential components of reading, and strategic first-language support.

Gifted services are also provided to eligible students. Our Gifted teacher meets the Florida Department of Education requirements needed in order to obtain an Endorsement in Gifted Education. Students must meet specific criteria in order to be eligible for our Gifted Program. Our program consists of carefully planned, coordinated, learning experiences that meet the specific learning needs of the student. Students at SSIS are pulled out of class once a week for 60 mins to deliver instruction beyond the basic curriculum. The program is designed to challenge and empower students to produce quality work and to become productive citizens.

SSIS also provides Special Education Services to identified students. Our ESE services include therapy services (i.e. speech, occupational therapy), adaptive equipment and technology, accommodations and/or modifications to the current educational curriculum, and individualized instructional approaches and resources to help increase student learning gains. Our ESE liaisons provide push-in and pull-out services in order to deliver the most optimal support to our students.

***2. 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:** Extended School Year

**Minutes added to school year:** 8,600

Our after school programs provide math and reading initiatives. The after school program is provided by all highly qualified instructors in their content/subject areas. Students in grades 1-8 will work with teachers after school on both reading and math skills. All students will review the skills that have been taught in the classroom. Our middle school campus provides an after school Homework Help program which utilizes i-Ready and assessment data to provide remediation and enrichment in core subject areas.

Also Summer School is offered for students who scored one to two grade levels below on their 3rd i-Ready diagnostic. SSIS will provide transportation, breakfast, and lunch for all who attend. Students will also be given the option of staying the remaining of the day with MESI, our summer camp program.

### **Strategy Rationale**

Extra support and practice have been proven to increase academic achievement. Students who are one to two grade levels below require extra support in order for them to reach the appropriate level of proficiency.

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Melendy, Alicia, amelendy@suncoastschool.org

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

Our data instructional coach will be closely monitoring and keeping track of learning gains.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Our school counselor works with our preschool students and parents to ensure positive transitions from our Pre-K program to our Kindergarten and if not from our Pre-K program, new students will still receive a smooth transition to Kindergarten. The transition to middle school begins in Fourth Grade with classroom guidance and the high school transition starts in Seventh Grade.

### **b. College and Career Readiness**

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

Some of the strategies used by Suncoast School for Innovative Studies are: 1) career exploration, 2) academic advisement, and 3) career day in grades 3-8 in which parents and members of the community come in to discuss their career and the importance of education with the students. We



also provide university level field trips for our middle school students as well as Accel programs and virtual classes.

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

NA

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

NA

**4. 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**

NA

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

SSIS_Test_History_SY_14-15__15-16__16-17.pdf
<i>SSIS Test History- 3 years of data which includes percent proficient in ELA, Math, Science, learning gains, and lowest quartile.</i>
SSIS_Proj_data_vs_Actual_Data_for_SIP_-_RAE.pdf
<i>SSIS Strategic Goal Target Setting for SIP</i>

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

For the 2016-2017 school year, SSIS's strengthens was our middle school's lowest quartile making gains in ELA as measured by the ELA FSA. An average of 45% of our lowest quartile students made learning gains in grades 6-8, which was above the state average in this subgroup.

An area of focus for the 2017-2018 school year is the learning gains for our elementary school's lowest quartile in ELA. In 2016-2017, our lowest quartile in ELA for grades 3-5 was an average of 24% which was significantly below the district average of 44%.

Another area of focus for the 2017-2018 is the elementary and middle schools' learning gains and proficiency levels for Mathematics. In grades 3-5, we only had 17% of our lowest quartile making learning gains, drastically below the district average of 51%. In grades 6-8, we only had 32% of our lowest quartile making learning gains, also lower than the district average of 52%.

Our students' proficiency level in Science is also an area of focus for the 2017-2018 year. In 2016-2017 only 28% of our 5th and 8th grade students were proficient, which was considerably below the district average of 63%.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

In 2016-2017, unsatisfactory attendance and unacceptable student conduct were root causes that negatively impacted instructional time for SSIS students. Other factors involved were the lack of educational resources and professional development for our instructional staff. These risk factors require explicit strategies to incorporate academic and behavior interventions, as well as parent involvement to support these areas of need in the 2017-2018 school year.

### **C. Strategic Goals**

## 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

 = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** Concluding the 2017-2018 school year, all subgroups in grades three through five will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in ELA.
- G2.** Concluding the 2017-2018 school year, all subgroups in grades six through eighth will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in ELA.
- G3.** Concluding the 2017-2018 school year, all subgroups in grades three through five will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Math.
- G4.** Concluding the 2017-2018 school year, all subgroups in grades six through eighth will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Math.
- G5.** Concluding the 2017-2018 school year, all subgroups in fifth and eighth grade will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Science.
- G6.** By the end of the 2017-2018 school year, the percentage of SSIS students with attendance below 90% will decrease from 34% to 24%. Through targeted interventions in the school Positive Behavior Support (PBS) program, the percentage of SSIS students with one or more suspensions will decrease from 24% to 14%.
- G7.** By the end of the 2017-2018 school year, SSIS will have a 10% increase in parental involvement by ensuring each student is in a supportive and nurturing environment.

- G8.** SSIS will continue to follow Sarasota County School District's curriculum, focus guides, ELL/ ESE plan, Reading plan, Student Progression Plan, Teacher Evaluation Plan, etc.. However, in addition, pending approval of the UniSIG grant, SSIS will utilize funds to implement new educational resources to increase overall student level of proficiency in areas of ELA, Math, and Science. By doing so, SSIS strives to become an A rated school for the 2017-2018 school year.

### Strategic Goals Detail

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

**G1.** Concluding the 2017-2018 school year, all subgroups in grades three through five will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in ELA. **1a**

G091836

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

Indicator	Annual Target
FSA ELA Achievement	49.0
FSA ELA Achievement - ELL	23.0
FSA ELA Achievement - SWD	26.0
ELA/Reading Lowest 25% Gains	31.0

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

- Instruction does not meet the levels of rigor of the FSA
- Lack of fundamental reading skills and vocabulary
- Shortage of reading materials at home

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Teacher Leaders in targeted grade levels
- Data Instructional Coach- continuous monitoring/frequent data chats
- Extended school day(s) for targeted instruction (After school and Summer School)
- Accelerated Reader360
- i-Ready progress monitoring
- PLCs, common planning time for all grade levels
- ESE/ESOL/Pupil Support Services
- On-going Professional Development
- Classroom Teacher Assistants

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

Teachers will work closely with our data instructional coach and adjust their instructional practices accordingly. Random classroom walk-throughs and review of classroom data will be continuously monitored for teacher effectiveness.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Observations, classroom data, monthly growth monitor checks through i-Ready, FSA ELA state wide assessment data

**G2.** Concluding the 2017-2018 school year, all subgroups in grades six through eighth will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in ELA. 1a

G092515

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
FSA ELA Achievement - ELL	21.0
FSA ELA Achievement - SWD	36.0
ELA/Reading Lowest 25% Gains	52.0

**Targeted Barriers to Achieving the Goal** 3

- Instruction does not meet the levels of rigor of the FSA
- Lack of vocabulary
- Shortage of reading materials at home

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Data Instructional Coach- continuous monitoring/frequent data chats
- Extended school day(s) for targeted instruction (After school and Summer School)
- Accelerated Reader360
- i-Ready progress monitoring
- PLCs, common planning time for all grade levels
- ESE/ESOL Services
- APEX Course Recovery
- On-going Professional Development
- Intensive Reading Program
- Classroom Teacher Assistants

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

Teachers will work closely with our data instructional coach and adjust their instructional practices accordingly. Random classroom walk-throughs and review of classroom data will be continuously monitored for teacher effectiveness.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Observations, classroom data, monthly growth monitor checks through i-Ready, FSA ELA state wide assessment data

**G3.** Concluding the 2017-2018 school year, all subgroups in grades three through five will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Math. 1a

G092516

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	43.0
FSA Math Achievement - ELL	23.0
FSA Math Achievement - SWD	20.0
Math Lowest 25% Gains	24.0

**Targeted Barriers to Achieving the Goal** 3

- Instruction does not meet the levels of rigor of the FSA
- Lack of fundamental mathematics skills
- Insufficient amount of time spent on math fluency

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teacher Leaders in targeted grade levels
- Data Instructional Coach- continuous monitoring/frequent data chats
- Extended school day(s) for targeted instruction (After school and Summer school)
- i-Ready progress monitoring
- PLCs, common planning time for all grade levels
- ESE/ESOL/Pupil Support Services
- On-going Professional Development
- GoMath Personal Math Trainer
- Classroom Teacher Assistants

**Plan to Monitor Progress Toward G3.** 8

Teachers will work closely with our data instructional coach and adjust their instructional practices accordingly. Random classroom walk-throughs and review of classroom data will be continuously monitored for teacher effectiveness.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Observations, classroom data, monthly growth monitor checks through i-Ready, FSA Math state wide assessment data

**G4.** Concluding the 2017-2018 school year, all subgroups in grades six through eighth will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Math. 1a

G092517

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	40.0
FSA Math Achievement - ELL	36.0
FSA Math Achievement - SWD	24.0
Math Lowest 25% Gains	39.0

**Targeted Barriers to Achieving the Goal** 3

- Instruction does not meet the levels of rigor of the FSA
- Lack of fundamental mathematics skills
- Insufficient amount of time spent on math fluency and opportunities for regular practice

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Data Instructional Coach- continuous monitoring/frequent data chats
- Extended school day(s) for targeted instruction (After school and Summer school)
- i-Ready progress monitoring
- PLCs, common planning time for all grade levels
- ESE/ESOL Services
- APEX Course Recovery
- On-going Professional Development
- Classroom Teacher Assistants

**Plan to Monitor Progress Toward G4.** 8

Teachers will work closely with our data instructional coach and adjust their instructional practices accordingly. Random classroom walk-throughs and review of classroom data will be continuously monitored for teacher effectiveness.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Observations, classroom data, monthly growth monitor checks through i-Ready, FSA Math state wide assessment data



**G5.** Concluding the 2017-2018 school year, all subgroups in fifth and eighth grade will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Science. 1a

G092518

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	35.0

**Targeted Barriers to Achieving the Goal** 3

- Instruction does not meet the levels of rigor of the FCAT
- Insufficient science inquiry skills and questioning techniques

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Science Lab Rotation
- STEM Projects
- Science Fusion
- Science Fair
- Glencoe/McGraw-Hill Education materials
- Classroom Teacher Assistants

**Plan to Monitor Progress Toward G5.** 8

Rigorous and consistent schedule will be followed to ensure student progress and effective collaboration between classroom and support staff.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Observations, benchmark assessments, FCAT data

**G6.** By the end of the 2017-2018 school year, the percentage of SSIS students with attendance below 90% will decrease from 34% to 24%. Through targeted interventions in the school Positive Behavior Support (PBS) program, the percentage of SSIS students with one or more suspensions will decrease from 24% to 14%. **1a**

G092560

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

Indicator	Annual Target
Chronic Absenteeism	24.0
One or More Suspensions	14.0

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

- Students opposition towards learning due to insufficient levels of student engagement and various self-esteem concerns
- School and social readiness
- Small number of positive relationships with peers and adults

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- School-wide Growth Mindset
- Restorative Justice
- Before and after school care
- PAWS/PRIDE Recognition Program
- Classroom guidance/ small group character building sessions
- ZooZingo Attendance Program
- School Social Worker

**Plan to Monitor Progress Toward G6.** **8**

SSIS will implement various strategies in order to improve attendance and decrease the amount of behavior problems.

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Weekly attendance reports, Gradebook, number of suspensions/referrals, SWST/CARE team meetings

**G7.** By the end of the 2017-2018 school year, SSIS will have a 10% increase in parental involvement by ensuring each student is in a supportive and nurturing environment. 1a

G091851

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Parent	75.0

**Targeted Barriers to Achieving the Goal** 3

- Limited resources, transportation, and language ability

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Family fun events
- Parent resource center
- Parent/Teacher conferences
- Parent K-2 Read-a-Book Day / 3-8 Career Day
- PTO Committee

**Plan to Monitor Progress Toward G7.** 8

TeamUP sign-in/log-in information, teacher/parent contact logs

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Sign-in sheets, Parent/Teacher conference forms, teacher accountability checklist

**G8.** SSIS will continue to follow Sarasota County School District's curriculum, focus guides, ELL/ESE plan, Reading plan, Student Progression Plan, Teacher Evaluation Plan, etc.. However, in addition, pending approval of the UniSIG grant, SSIS will utilize funds to implement new educational resources to increase overall student level of proficiency in areas of ELA, Math, and Science. By doing so, SSIS strives to become an A rated school for the 2017-2018 school year. **1a**

G092925

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

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	42.0
Science Achievement District Assessment	34.0

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

- Inadequate amount of professional development for instructional staff
- Limited resources and insufficient funding to provide additional support to students and staff
- Lack of science materials and amount of time for student learning
- Unsatisfactory attendance/unacceptable student conduct

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Classroom Teacher Assistants
- Science Lab Foss materials/manipulatives
- Accelerated Reader 360
- Professional Development Opportunities
- ZooZingo Attendance Program
- School Social Worker

**Plan to Monitor Progress Toward G8.** **8**

Students engagement in learning, academic levels of achievement, and attendance rates will be closely monitored throughout the school year.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

i-Ready reports, AR360 logs, Gradebook, discipline reports, lesson plans, classroom walk-throughs, state wide assessment scores

## 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.** Concluding the 2017-2018 school year, all subgroups in grades three through five will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in ELA. **1**

 G091836

**G1.B1** Instruction does not meet the levels of rigor of the FSA **2**

 B245816

**G1.B1.S1** Opportunities for professional development will be differentiated to the teacher's current need(s) and will be continuous throughout the school year. **4**

 S259097

### Strategy Rationale

Every teacher has a different set of skill levels and would benefit from additional support. By offering a variety of professional development opportunities, teachers will have the ability to strengthen specific areas in need in order to reach personal professional goals.

### Action Step 1 **5**

Teachers will enrich their knowledge through professional development opportunities which include but not limited to: teaching text features to enhance reading comprehension, creating an effective balanced literacy program, understanding literacy stages and assessment, questioning strategies for guided reading, and how to use writers' workshops effectively.

### Person Responsible

Alicia Melendy

### Schedule

Monthly, from 8/1/2017 to 5/31/2018

### Evidence of Completion

Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system

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

The school's Professional Development Coordinator will provide teachers with current PD opportunities and will be available to assist teachers with enrolling in courses, receiving credit/hours for courses, and with any additional inquiries they may have.

**Person Responsible**

Alicia Melendy

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Communication log via e-mail, completed registration forms

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

Teachers will successfully implement the newly learned instructional strategies into their daily routine which will be evident through student engagement and their academic achievement levels.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Classroom walk-throughs, peer observations, on-going assessments

**G1.B1.S2** Increased time for intervention, remediation, and enrichment used for targeted instruction. 4

S259110

**Strategy Rationale**

With a wide variety of deficits in prerequisite skills, students need additional time to close gaps and build stamina.

**Action Step 1** 5

Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

i-Ready and FSA data

**Action Step 2** 5

Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction

**Person Responsible**

Sherika Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Calendar for meeting date, agendas sent to Administration, formative and summative data analysis

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Teachers and support staff will regularly attend grade level, department, and PLC meetings

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administration logging their attendance

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

The Executive Director will communicate with faculty about master schedule adjustments and improvements

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

E-mails and calendar meeting dates with faculty

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

School leaders will conduct classroom walk-throughs to observe classroom instruction

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administrative walk-through forms completed and filed



**G1.B1.S3** Small group, intensive instruction for students who have deficiencies. 4

S259126

**Strategy Rationale**

A smaller group setting allows for more targeted instruction for students who need remediation and additional support.

**Action Step 1** 5

Identified students will be pulled out of class based on their level of proficiency in order to receive more targeted intensive instruction. Differentiated lessons focus on the specific needs of the student.

**Person Responsible**

Camille Cascio

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Students scores on tests and assignments show an increase in learning gains

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Pupil support staff will focus on teaching specific skills to students in a small group setting.

**Person Responsible**

Camille Cascio

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

An increase on student test scores and classroom assignments will be evident

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Rigorous and consistent schedule will be followed to ensure student progress and effective collaboration between classroom and support staff.

**Person Responsible**

Camille Cascio

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

i-Ready, on-going assessments, classroom assignments

**G1.B1.S4** Adapt instructional strategies to address student learning gaps. 4

S259131

**Strategy Rationale**

Instruction needs to be differentiated based on student learning styles and their academic deficiencies

**Action Step 1** 5

Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, etc...

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans, classroom walk-throughs

**Action Step 2** 5

i-Ready is implemented with fidelity

**Person Responsible**

Sherika Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student i-Ready data reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Teachers are held accountable for the progress made by their students

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Teacher accountability checklists, classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Students academic areas of concern and engagement will be closely monitored

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

On-going assessments, i-Ready data reports

**G2.** Concluding the 2017-2018 school year, all subgroups in grades six through eighth will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in ELA. **1**

G092515

**G2.B1** Instruction does not meet the levels of rigor of the FSA **2**

B247972

**G2.B1.S1** Opportunities for professional development will be differentiated to the teacher's current need(s) and will be continuous throughout the school year. **4**

S261273

### **Strategy Rationale**

Every teacher has a different set of skill levels and would benefit from additional support. By offering a variety of professional development opportunities, teachers will have the ability to strengthen specific areas in need in order to reach personal professional goals.

### **Action Step 1 5**

Teachers will enrich their knowledge through professional development opportunities which include but not limited to: teaching text features to enhance reading comprehension, creating an effective balanced literacy program, understanding literacy stages and assessment, questioning strategies for guided reading, and how to use writers' workshops effectively.

#### **Person Responsible**

Alicia Melendy

#### **Schedule**

Monthly, from 8/1/2017 to 5/31/2018

#### **Evidence of Completion**

Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system

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

The school's Professional Development Coordinator will provide teachers with current PD opportunities and will be available to assist teachers with enrolling in courses, receiving credit/hours for courses, and with any additional inquiries they may have.

**Person Responsible**

Alicia Melendy

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Communication log via e-mail, completed registration forms

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

Teachers will successfully implement the newly learned instructional strategies into their daily routine which will be evident through student engagement and their academic achievement levels.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Classroom walk-throughs, peer observations, on-going assessments

**G2.B1.S2** Increased time for intervention, remediation, and enrichment used for targeted instruction **4**

 S261274

**Strategy Rationale**

With a wide variety of deficits in prerequisite skills, students need additional time to close gaps and build stamina

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

Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

i-Ready and FSA data

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

Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction

**Person Responsible**

Sherika Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Calendar for meeting date, agendas sent to Administration, formative and summative data analysis

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers and support staff will regularly attend grade level, department, and PLC meetings

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administration logging their attendance, PLC forms completed

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

The Executive Director will communicate with faculty about master schedule adjustments and improvements

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

E-mails and calendar meeting dates with faculty

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

School leaders will conduct classroom walk-throughs to observe classroom instruction

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administrative walk-through forms completed and filed



**G2.B1.S3** Intensive Reading- reduced class sizes; 4

S261277

**Strategy Rationale**

A smaller group setting allows for more targeted instruction for students who need remediation and additional support.

**Action Step 1** 5

Identified students will be enrolled in Intensive Reading

**Person Responsible**

Margaret Nelson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Students scores on tests and assignments show an increase in learning gains

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Teacher is highly qualified and ESOL liaison works with ELL students during this instructional period

**Person Responsible**

Margaret Nelson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

An increase on student test scores and classroom assignments will be evident

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Rigorous and consistent schedule will be followed to ensure student progress and effective collaboration between classroom and support staff.

**Person Responsible**

Margaret Nelson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

i-Ready, on-going assessments, classroom assignments

**G2.B1.S4** Adapt instructional strategies to address student learning gaps. 4

S261285

**Strategy Rationale**

Instruction needs to be differentiated based on student learning styles and their academic deficiencies

**Action Step 1** 5

Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, etc...

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans, classroom walk-throughs

**Action Step 2** 5

i-Ready is implemented with fidelity

**Person Responsible**

Sherika Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student i-Ready data reports, LanSchool Software

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Teachers are held accountable for the progress made by their students

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Teacher accountability checklists, classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Students academic areas of concern and engagement will be closely monitored

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

On-going assessments, i-Ready data reports

**G3.** Concluding the 2017-2018 school year, all subgroups in grades three through five will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Math. 1

G092516

**G3.B1** Instruction does not meet the levels of rigor of the FSA 2

B247973

**G3.B1.S1** Opportunities for professional development will be differentiated to the teacher's current need(s) and will be continuous throughout the school year. 4

S261300

### Strategy Rationale

Every teacher has a different set of skill levels and would benefit from additional support. By offering a variety of professional development opportunities, teachers will have the ability to strengthen specific areas in need in order to reach personal professional goals.

### Action Step 1 5

Teachers will enrich their knowledge through professional development opportunities which include but not limited to: differentiating math instruction, effective use of classroom manipulatives, and how to incorporate strategies into classroom instruction to close the achievement gap by promoting student understanding and confidence in mathematics.

#### Person Responsible

Alicia Melendy

#### Schedule

Monthly, from 8/1/2017 to 5/31/2018

#### Evidence of Completion

Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The school's Professional Development Coordinator will provide teachers with current PD opportunities and will be available to assist teachers with enrolling in courses, receiving credit/hours for courses, and with any additional inquiries they may have.

**Person Responsible**

Alicia Melendy

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Communication log via e-mail, completed registration forms

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers will successfully implement the newly learned instructional strategies into their daily routine which will be evident through student engagement and their academic achievement levels.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Classroom walk-throughs, peer observations, on-going assessments

**G3.B1.S2** Increased time for intervention, remediation, and enrichment used for targeted instruction **4**

 S261301

### Strategy Rationale

With a wide variety of deficits in prerequisite skills, students need additional time to close gaps and build stamina.

### Action Step 1 **5**

Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.

#### Person Responsible

Stephen Evans

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

i-Ready and FSA data

### Action Step 2 **5**

Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction

#### Person Responsible

Sherika Evans

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Calendar for meeting date, agendas sent to Administration, formative and summative data analysis

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Teachers and support staff will regularly attend grade level, department, and PLC meetings

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administration logging their attendance, PLC forms

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

The Executive Director will communicate with faculty about master schedule adjustments and improvements

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

E-mails and calendar meeting dates with faculty

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

School leaders will conduct classroom walk-throughs to observe classroom instruction

**Person Responsible**

Stephen Evans

**Schedule**


Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administrative walk-through forms completed and filed



**G3.B1.S3** Small group, intensive instruction for students who have deficiencies 4

 S261315

**Strategy Rationale**

A smaller group setting allows for more targeted instruction for students who need remediation and additional support.

**Action Step 1** 5

Identified students will be pulled out of class based on their level of proficiency in order to receive more targeted intensive instruction. Differentiated lessons focus on the specific needs of the student.

**Person Responsible**

Camille Cascio

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Students scores on tests and assignments show an increase in learning gains

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Pupil support staff will focus on teaching specific skills to students in a small group setting.

**Person Responsible**

Camille Cascio

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

An increase on student test scores and classroom assignments will be evident

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Rigorous and consistent schedule will be followed to ensure student progress and effective collaboration between classroom and support staff.

**Person Responsible**

Camille Cascio

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

i-Ready, on-going assessments, classroom assignments

**G3.B1.S4** Adapt instructional strategies to address student learning gaps. 4

S261316

**Strategy Rationale**

Instruction needs to be differentiated based on student learning styles and their academic deficiencies

**Action Step 1** 5

Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, and hands-on inquiry based lessons

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans, classroom walk-throughs

**Action Step 2** 5

i-Ready is implemented with fidelity

**Person Responsible**

Sherika Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student i-Ready data reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** 6

Teachers are held accountable for the progress made by their students

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Teacher accountability checklists, classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

Students academic areas of concern and engagement will be closely monitored

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

On-going assessments, i-Ready data reports

**G4.** Concluding the 2017-2018 school year, all subgroups in grades six through eighth will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Math. 1

G092517

**G4.B1** Instruction does not meet the levels of rigor of the FSA 2

B247974

**G4.B1.S1** Opportunities for professional development will be differentiated to the teacher's current need(s) and will be continuous throughout the school year. 4

S261323

### Strategy Rationale

Every teacher has a different set of skill levels and would benefit from additional support. By offering a variety of professional development opportunities, teachers will have the ability to strengthen specific areas in need in order to reach personal professional goals.

### Action Step 1 5

Teachers will enrich their knowledge through professional development opportunities which include but not limited to: differentiating math instruction, effective use of classroom manipulatives, and how to incorporate strategies into classroom instruction to close the achievement gap by promoting student understanding and confidence in mathematics.

#### Person Responsible

Alicia Melendy

#### Schedule

Monthly, from 8/1/2017 to 5/31/2018

#### Evidence of Completion

Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

The school's Professional Development Coordinator will provide teachers with current PD opportunities and will be available to assist teachers with enrolling in courses, receiving credit/hours for courses, and with any additional inquiries they may have.

**Person Responsible**

Alicia Melendy

**Schedule**

Weekly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Communication log via e-mail, completed registration forms

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Teachers will successfully implement the newly learned instructional strategies into their daily routine which will be evident through student engagement and their academic achievement levels.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Classroom walk-throughs, peer observations, on-going assessments

**G4.B1.S2** Increased time for intervention, remediation, and enrichment used for targeted instruction. 4

S261324

**Strategy Rationale**

With a wide variety of deficits in prerequisite skills, students need additional time to close gaps and build stamina.

**Action Step 1** 5

Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

i-Ready and FSA data

**Action Step 2** 5

Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction

**Person Responsible**

Sherika Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Calendar for meeting date, agendas sent to Administration, formative and summative data analysis

**Plan to Monitor Fidelity of Implementation of G4.B1.S2 6**

Teachers and support staff will regularly attend grade level, department, and PLC meetings

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administration logging their attendance, PLC forms

**Plan to Monitor Fidelity of Implementation of G4.B1.S2 6**

The Executive Director will communicate with faculty about master schedule adjustments and improvements

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

E-mails and calendar meeting dates with faculty

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

School leaders will conduct classroom walk-throughs to observe classroom instruction

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administrative walk-through forms completed and filed



**G4.B1.S3** Adapt instructional strategies to address student learning gaps. 4

S261326

**Strategy Rationale**

Instruction needs to be differentiated based on student learning styles and their academic deficiencies.

**Action Step 1** 5

Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, and hands-on inquiry based lessons

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans, classroom walk-throughs

**Action Step 2** 5

i-Ready is implemented with fidelity

**Person Responsible**

Sherika Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student i-Ready data reports, LanSchool Software

**Plan to Monitor Fidelity of Implementation of G4.B1.S3** 6

Teachers are held accountable for the progress made by their students

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 8/14/2017

***Evidence of Completion***

Teacher accountability checklists, classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

Students academic areas of concern and engagement will be closely monitored

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

On-going assessments, i-Ready data reports

**G5.** Concluding the 2017-2018 school year, all subgroups in fifth and eighth grade will be provided with substantial support and rigorous instruction, therefore students have the opportunity to increase their level of academic proficiency by 7% to meet identified targets in Science. 1

G092518

**G5.B1** Instruction does not meet the levels of rigor of the FCAT 2

B247975

**G5.B1.S1** Adapt instructional strategies to address student learning needs 4

S261340

### Strategy Rationale

Through hands-on inquiry students are more actively engaged in the learning process

### Action Step 1 5

Science concepts will be broken down into smaller chunks

#### Person Responsible

Stephen Evans

#### Schedule

Weekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Lesson plans, assignments, and on-going assessments

### Action Step 2 5

Extra instructional time will be allotted for hands-on inquire based Science experiments

#### Person Responsible

Stephen Evans

#### Schedule

Biweekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Science Lab rotation schedule

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

The Executive Director will communicate with faculty about master schedule adjustments and improvements

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

E-mails and calendar meeting dates with faculty

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

School leaders will conduct classroom walk-throughs to observe classroom instruction

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Administrative walk-through forms completed and filed

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Rigorous and consistent schedule will be followed to ensure student progress and effective collaboration between classroom and support staff.

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

On-going assessments

**G6.** By the end of the 2017-2018 school year, the percentage of SSIS students with attendance below 90% will decrease from 34% to 24%. Through targeted interventions in the school Positive Behavior Support (PBS) program, the percentage of SSIS students with one or more suspensions will decrease from 24% to 14%. 1

G092560

**G6.B1** Students opposition towards learning due to insufficient levels of student engagement and various self-esteem concerns 2

B248163

**G6.B1.S1** Teachers will focus on helping students to acquire a growth mindset. In return, students will believe that intelligence can be developed and understand effort is essential to being successful. 4

S261496

### Strategy Rationale

Students who are of low socioeconomic status, tend to have a “fixed mindset” and seem unmotivated due to lack of hope and optimism. If students think failure is probable, then they most likely won’t bother to try. Similarly, if they think they aren’t intelligent and can’t be successful, then they probably won’t put forth the effort.

### Action Step 1 5

Students will set attainable goals and teachers will differentiate their instruction in order to make their goals achievable. Teachers will encourage students and provide constant feedback throughout this process.

#### Person Responsible

Stephen Evans

#### Schedule

Biweekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Lesson plans, classroom walk-throughs

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Lesson plans will show evidence of differentiated instruction, classroom walk-throughs will collect data on student engagement

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Weekly posted lesson plans, random unannounced classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Classroom guidance sessions, observations, differentiated lesson plans

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Classroom walk-throughs, student feedback, growth mindset strategies

**G6.B1.S2** Students will be recognized for positive behavior, academic achievement, and perfect attendance. 4

S261591

### Strategy Rationale

Positive reinforcement is an effective tool used to help students alter their behavior. By rewarding students after the desired behavior is demonstrated, the behavior is more likely to continue in the future.

### Action Step 1 5

Continue to follow and promote PBS program

#### Person Responsible

Amanda Fredell

#### Schedule

Weekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Weekly record tally of students' PAWS recieved

### Action Step 2 5

Tracking daily attendance

#### Person Responsible

Amanda Fredell

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Monitor attendance via Gradebook

**Action Step 3** 5

Quarterly rewards ceremony to recognize student academic achievement

**Person Responsible**

Camille Cascio

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student report cards

**Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

Teachers turn in PAWS tally sheets at the end of the week, absences must be excused, and grades are up-to-date via Gradebook

**Person Responsible**

Amanda Fredell

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

PAWS tally sheets, Gradebook for attendance and grades

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2** 7

The PBS committee will monitor discipline data, student grades, and attendance to determine if the recognition program, PBS plan, and interventions are leading to a decrease in suspensions/referrals.

**Person Responsible**

Camille Cascio

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Record of discipline data, number of suspensions/referrals, Gradebook



**G7.** By the end of the 2017-2018 school year, SSIS will have a 10% increase in parental involvement by ensuring each student is in a supportive and nurturing environment. 1

G091851

**G7.B1** Limited resources, transportation, and language ability 2

B245871

**G7.B1.S1** To provide a variety of ways to communicate with our non-English speaking families 4

S259252

### Strategy Rationale

Over the years, SSIS has become more culturally and linguistically diverse. While many students attain proficiency in English, there is a language barrier when communicating with their parents.

### Action Step 1 5

Multilingual forms of communication will be used in addition to having bilingual translators on both campuses

#### Person Responsible

Vanessa Garcia

#### Schedule

Daily, from 8/1/2017 to 5/31/2018

#### Evidence of Completion

Copies of forms being sent home will be reviewed, increased communication with families, sign-in sheets, TeamUP information

### Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

An increase in parent involvement will be evident

#### Person Responsible

Vanessa Garcia

#### Schedule

Weekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Sign-in sheets, TeamUP information log

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Communication between school and home will be consistent and closely monitored to ensure parents/guardians have knowledge of their student's progress and of the events taking place at school.

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Sign-in sheets, TeamUP information log, direct contact with parents

**G7.B1.S2** Continuous contact with parents/guardians throughout the school year. 4

 S259258

**Strategy Rationale**

Research has shown that communication with parents/guardians is an essential prerequisite to student success; therefore a partnership between school and home must be present.

**Action Step 1** 5

Constant communication between school personnel and families

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Contact logs, Website, Parent call-outs

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Teachers will communicate with families via agenda books, phone calls, parent/teacher conferences

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Teacher check-list, parent/teacher conference forms, phone logs

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Increase in parent involvement

**Person Responsible**

Amanda Fredell

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

TeamUP log, teacher accountability checklist

**G8.** SSIS will continue to follow Sarasota County School District's curriculum, focus guides, ELL/ESE plan, Reading plan, Student Progression Plan, Teacher Evaluation Plan, etc.. However, in addition, pending approval of the UniSIG grant, SSIS will utilize funds to implement new educational resources to increase overall student level of proficiency in areas of ELA, Math, and Science. By doing so, SSIS strives to become an A rated school for the 2017-2018 school year. **1**

G092925

**G8.B1** Inadequate amount of professional development for instructional staff **2**

B249217

**G8.B1.S1** Teachers will be given several professional development opportunities throughout the school year to strengthen and enhance their practice of teaching. **4**

S262688

### Strategy Rationale

It is critical for all teachers (new and veteran) to have consistent ongoing opportunities to learn and grow from each other. Teacher quality is a key factor in raising student achievement. Professional development provides educators with the chance to learn so they are able to better their performance and increase student success.

### Action Step 1 **5**

Contracted Professional Development personnel will come on campus and provide specialized training to staff.

#### Person Responsible

Alicia Melendy

#### Schedule

Monthly, from 8/1/2017 to 5/31/2018

#### Evidence of Completion

Staff sign-in sheets, PD system log

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Executive Director will oversee and manage PD offerings to ensure all staff are receiving an adequate amount of training

**Person Responsible**

Stephen Evans

**Schedule**

Quarterly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Calendar overview, list of PD opportunities that were provided

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Random, unannounced classroom walk-throughs will be done to ensure new strategies are being implemented by teachers

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

Classroom walk-through form completed and filed, student engagement and achievement

**G8.B1.S2** SSIS will employ teacher assistants to work closely with teachers inside the classroom. 4

S262691

### Strategy Rationale

Teacher assistants would be greatly beneficial as they are highly experienced educators. They will support classroom teachers and analyze our student performance to help guide teachers in goal focused planning. Ongoing structured conversations will help to align teachers instructional plans with district goals.

### Action Step 1 5

Teacher assistants will analyze student data with their assigned classroom teachers to review information and implement new strategies as needed

#### Person Responsible

Sherika Evans

#### Schedule

Daily, from 8/14/2017 to 5/24/2018

#### Evidence of Completion

Sign-in sheets, grade-level team data chats

### Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Continuous communication and collaboration between teacher assistants and classroom teachers will be in place and evident in lesson plans

#### Person Responsible

Sherika Evans

#### Schedule

Weekly, from 8/14/2017 to 5/24/2018

#### Evidence of Completion

Lesson plans, communication logs

**Plan to Monitor Effectiveness of Implementation of G8.B1.S2** 7

Review of previous information compared to new student data being analyzed

**Person Responsible**

Sherika Evans

**Schedule**

Biweekly, from 8/14/2017 to 5/24/2018


**Evidence of Completion**

i-Ready reports, student progress (Gradebook)

**G8.B2 Limited resources and insufficient funding to provide additional support to students and staff** 2

 B249218

**G8.B2.S1 Accelerated Reader 360 will be implemented to provide personalized reading practice to our students.** 4

 S262694

**Strategy Rationale**

This data-driven program offers teachers instant access to reliable information which tells them immediately who needs additional support.

**Action Step 1** 5

Accelerated Reader 360 will be used by first through eighth grade students to provide deep reading practice in order to build new skills.

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 11/1/2017 to 5/24/2018

**Evidence of Completion**

Student completion logs

**Plan to Monitor Fidelity of Implementation of G8.B2.S1** 6

Classroom teachers will work with students on an individual basis to create attainable goals

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 11/1/2017 to 5/24/2018

***Evidence of Completion***

Close monitoring of Star 360

**Plan to Monitor Effectiveness of Implementation of G8.B2.S1** 7

Executive director will review student logs and Star 360

**Person Responsible**

Stephen Evans

**Schedule**

Monthly, from 11/1/2017 to 5/24/2018

***Evidence of Completion***

AR360 reports



**G8.B3** Lack of science materials and amount of time for student learning **2**

 B249219

**G8.B3.S1** A science lab will be embedded into the specials rotation in order for students to have additional opportunities for hands-on inquires. **4**

 S262697

**Strategy Rationale**

This innovative approach to teaching validates that classroom instruction combined with laboratory hands-on experience derives the greatest results.

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

A blocked period of time will be used for Science lab

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Specials schedule will show added period for Science rotation

**Plan to Monitor Fidelity of Implementation of G8.B3.S1** **6**

Teacher will plan Science lab experiments, following the IFC

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Posted lesson plans, classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G8.B3.S1** 7

Students level of engagement will be heightened as well as their overall level of academic success

**Person Responsible**

Stephen Evans

**Schedule**

Biweekly, from 10/3/2017 to 5/24/2018


**Evidence of Completion**

Teacher/student feedback, classroom walk-throughs, Gradebook

**G8.B4 Unsatisfactory attendance/unacceptable student conduct** 2

 B249220

**G8.B4.S1** ZooZingo Attendance Program will be implemented to help improve student attendance while reducing tardiness and early check-outs as well. 4

 S262704

**Strategy Rationale**

Studies have shown that constant positive reinforcement is a powerful motivator for students.

**Action Step 1** 5

ZooZingo Attendance Program was designed to help motivate every student achieve high attendance.

**Person Responsible**

Stephen Evans

**Schedule**

On 5/24/2018

**Evidence of Completion**

Record of ZooZingo animal reward cards at the end of each week

**Plan to Monitor Fidelity of Implementation of G8.B4.S1** 6

Teachers will be given collectible Animal Reward Cards to have for those students who attend school all five days of the week with no tardies.

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Each class's attendance poster

**Plan to Monitor Effectiveness of Implementation of G8.B4.S1** 7

Daily attendance will taken and turned in by classroom teachers

**Person Responsible**

Stephen Evans

**Schedule**

Daily, from 10/2/2017 to 5/24/2018

***Evidence of Completion***

Paper attendance logs, Gradebook

**G8.B4.S2** The school social worker will function as a liaison between the school, family, and community to address issues of non-attendance and truancy which will also assist in addressing barriers to student achievement. 4

S265735

### Strategy Rationale

The school social worker is an advocate for students as they help them achieve academic success by linking the home, school, and community. In order to reach this goal, our school social worker will provide support services to remove barriers to student success.

### Action Step 1 5

The school social worker will make daily contact with both the elementary and middle school campus by 9 AM to find out which students are present.

#### Person Responsible

Morgan Taylor

#### Schedule

Daily, from 8/14/2017 to 5/24/2018

#### Evidence of Completion

Daily contact log

### Plan to Monitor Fidelity of Implementation of G8.B4.S2 6

School social worker will have continuous communication with families via phone and/or home visits

#### Person Responsible

Stephen Evans

#### Schedule

Weekly, from 8/14/2017 to 5/24/2018

#### Evidence of Completion

Contact logs, communication between staff members via e-mail

**Plan to Monitor Effectiveness of Implementation of G8.B4.S2 7**

Student attendance will increase which will continue to be tracked on a daily basis

**Person Responsible**

Stephen Evans

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

Established contact log of all communications, record of student daily attendance, follow-up meetings will take place for students of concern

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G4.B1.S3.MA1 M365686	Teachers are held accountable for the progress made by their students	Evans, Stephen	8/14/2017	Teacher accountability checklists, classroom walk-throughs	8/14/2017 weekly
G8.B4.S1.MA1 M368589	Teachers will be given collectible Animal Reward Cards to have for those students who attend school...	Evans, Stephen	10/2/2017	Each class's attendance poster	5/24/2018 weekly
G8.B4.S2.A1 A352388	The school social worker will make daily contact with both the elementary and middle school campus...	Taylor, Morgan	8/14/2017	Daily contact log	5/24/2018 daily
G8.B4.S2.MA1 M375531	School social worker will have continuous communication with families via phone and/or home visits	Evans, Stephen	8/14/2017	Contact logs, communication between staff members via e-mail	5/24/2018 weekly
G8.B4.S2.MA1 M375536	Student attendance will increase which will continue to be tracked on a daily basis	Evans, Stephen	8/14/2017	Established contact log of all communications, record of student daily attendance, follow-up meetings will take place for students of concern	5/24/2018 weekly
G8.B1.S2.A1 A346798	Teacher assistants will analyze student data with their assigned classroom teachers to review...	Evans, Sherika	8/14/2017	Sign-in sheets, grade-level team data chats	5/24/2018 daily
G8.B1.S2.MA1 M368566	Continuous communication and collaboration between teacher assistants and classroom teachers will...	Evans, Sherika	8/14/2017	Lesson plans, communication logs	5/24/2018 weekly
G8.B1.S2.MA1 M368568	Review of previous information compared to new student data being analyzed	Evans, Sherika	8/14/2017	i-Ready reports, student progress (Gradebook)	5/24/2018 biweekly
G8.B4.S1.A1 A346813	ZooZingo Attendance Program was designed to help motivate every student achieve high attendance.	Evans, Stephen	10/2/2017	Record of ZooZingo animal reward cards at the end of each week	5/24/2018 one-time
G8.MA1 M368565	Students engagement in learning, academic levels of achievement, and attendance rates will be...	Evans, Stephen	8/14/2017	i-Ready reports, AR360 logs, Gradebook, discipline reports, lesson plans, classroom walk-throughs, state wide assessment scores	5/24/2018 monthly
G8.B4.S1.MA1 M368590	Daily attendance will taken and turned in by classroom teachers	Evans, Stephen	10/2/2017	Paper attendance logs, Gradebook	5/24/2018 daily
G8.B3.S1.A1 A346809	A blocked period of time will be used for Science lab	Evans, Stephen	10/2/2017	Specials schedule will show added period for Science rotation	5/24/2018 daily
G8.B3.S1.MA1 M368583	Teacher will plan Science lab experiments, following the IFC	Evans, Stephen	10/2/2017	Posted lesson plans, classroom walk-throughs	5/24/2018 weekly
G8.B3.S1.MA1 M368587	Students level of engagement will be heightened as well as their overall level of academic success	Evans, Stephen	10/3/2017	Teacher/student feedback, classroom walk-throughs, Gradebook	5/24/2018 biweekly
G8.B2.S1.A1 A346804	Accelerated Reader 360 will be used by first through eighth grade students to provide deep reading...	Evans, Stephen	11/1/2017	Student completion logs	5/24/2018 daily
G8.B2.S1.MA1 M368577	Classroom teachers will work with students on an individual basis to create attainable goals	Evans, Stephen	11/1/2017	Close monitoring of Star 360	5/24/2018 biweekly
G8.B2.S1.MA1 M368582	Executive director will review student logs and Star 360	Evans, Stephen	11/1/2017	AR360 reports	5/24/2018 monthly
G8.B1.S1.MA1 M368564	Random, unannounced classroom walk-throughs will be done to ensure new strategies are being...	Evans, Stephen	8/14/2017	Classroom walk-through form completed and filed, student engagement and achievement	5/24/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M365556	School leaders will conduct classroom walk-throughs to observe classroom instruction	Evans, Stephen	8/14/2017	Administrative walk-through forms completed and filed	5/31/2018 biweekly
G3.B1.S1.A1 A344593	Teachers will enrich their knowledge through professional development opportunities which include...	Melendy, Alicia	8/1/2017	Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system	5/31/2018 monthly
G4.B1.S1.MA1 M365680	Teachers will successfully implement the newly learned instructional strategies into their daily...	Evans, Stephen	8/1/2017	Classroom walk-throughs, peer observations, on-going assessments	5/31/2018 monthly
G4.B1.S1.MA1 M365679	The school's Professional Development Coordinator will provide teachers with current PD...	Melendy, Alicia	8/1/2017	Communication log via e-mail, completed registration forms	5/31/2018 weekly
G4.B1.S1.A1 A344619	Teachers will enrich their knowledge through professional development opportunities which include...	Melendy, Alicia	8/1/2017	Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system	5/31/2018 monthly
G5.B1.S1.MA1 M365711	Rigorous and consistent schedule will be followed to ensure student progress and effective...	Evans, Stephen	8/14/2017	On-going assessments	5/31/2018 monthly
G5.B1.S1.MA1 M365709	The Executive Director will communicate with faculty about master schedule adjustments and...	Evans, Stephen	8/14/2017	E-mails and calendar meeting dates with faculty	5/31/2018 monthly
G5.B1.S1.MA2 M365710	School leaders will conduct classroom walk-throughs to observe classroom instruction	Evans, Stephen	8/14/2017	Administrative walk-through forms completed and filed	5/31/2018 biweekly
G5.B1.S1.A1 A344642	Science concepts will be broken down into smaller chunks	Evans, Stephen	8/14/2017	Lesson plans, assignments, and on-going assessments	5/31/2018 weekly
G5.B1.S1.A2 A344644	Extra instructional time will be allotted for hands-on inquire based Science experiments	Evans, Stephen	8/14/2017	Science Lab rotation schedule	5/31/2018 biweekly
G6.B1.S1.MA1 M366267	Classroom guidance sessions, observations, differentiated lesson plans	Evans, Stephen	8/14/2017	Classroom walk-throughs, student feedback, growth mindset strategies	5/31/2018 biweekly
G6.B1.S1.MA1 M366266	Lesson plans will show evidence of differentiated instruction, classroom walk-throughs will collect...	Evans, Stephen	8/14/2017	Weekly posted lesson plans, random unannounced classroom walk-throughs	5/31/2018 biweekly
G6.B1.S1.A1 A345021	Students will set attainable goals and teachers will differentiate their instruction in order to...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 biweekly
G3.B1.S1.MA1 M365625	Teachers will successfully implement the newly learned instructional strategies into their daily...	Evans, Stephen	8/1/2017	Classroom walk-throughs, peer observations, on-going assessments	5/31/2018 monthly
G8.B1.S1.MA1 M368563	Executive Director will oversee and manage PD offerings to ensure all staff are receiving an...	Evans, Stephen	8/1/2017	Calendar overview, list of PD opportunities that were provided	5/31/2018 quarterly
G8.B1.S1.A1 A346772	Contracted Professional Development personnel will come on campus and provide specialized training...	Melendy, Alicia	8/1/2017	Staff sign-in sheets, PD system log	5/31/2018 monthly
G2.B1.S1.A1 A344536	Teachers will enrich their knowledge through professional development opportunities which include...	Melendy, Alicia	8/1/2017	Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system	5/31/2018 monthly
G2.B1.S1.MA1 M365539	The school's Professional Development Coordinator will provide teachers with current PD...	Melendy, Alicia	8/1/2017	Communication log via e-mail, completed registration forms	5/31/2018 weekly
G2.B1.S1.MA1 M365542	Teachers will successfully implement the newly learned instructional strategies into their daily...	Evans, Stephen	8/1/2017	Classroom walk-throughs, peer observations, on-going assessments	5/31/2018 monthly
G7.B1.S1.A1 A340994	Multilingual forms of communication will be used in addition to having bilingual translators on...	Garcia, Vanessa	8/1/2017	Copies of forms being sent home will be reviewed, increased communication with families, sign-in sheets, TeamUP information	5/31/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.MA1 M361067	An increase in parent involvement will be evident	Garcia, Vanessa	8/14/2017	Sign-in sheets, TeamUP information log	5/31/2018 weekly
G7.B1.S1.MA1 M361068	Communication between school and home will be consistent and closely monitored to ensure...	Evans, Stephen	8/14/2017	Sign-in sheets, TeamUP information log, direct contact with parents	5/31/2018 weekly
G1.B1.S1.A1 A340797	Teachers will enrich their knowledge through professional development opportunities which include...	Melendy, Alicia	8/1/2017	Workshop sign-in sheets, certificates of teacher completion, course credit through district PD system	5/31/2018 monthly
G1.B1.S1.MA1 M360733	The school's Professional Development Coordinator will provide teachers with current PD...	Melendy, Alicia	8/1/2017	Communication log via e-mail, completed registration forms	5/31/2018 weekly
G1.B1.S1.MA1 M360736	Teachers will successfully implement the newly learned instructional strategies into their daily...	Evans, Stephen	8/1/2017	Classroom walk-throughs, peer observations, on-going assessments	5/31/2018 monthly
G1.B1.S2.MA1 M360768	School leaders will conduct classroom walk-throughs to observe classroom instruction	Evans, Stephen	8/14/2017	Administrative walk-through forms completed and filed	5/31/2018 biweekly
G1.B1.S2.MA1 M360765	Teachers and support staff will regularly attend grade level, department, and PLC meetings	Evans, Stephen	8/14/2017	Administration logging their attendance	5/31/2018 weekly
G1.B1.S2.MA2 M360766	The Executive Director will communicate with faculty about master schedule adjustments and...	Evans, Stephen	8/14/2017	E-mails and calendar meeting dates with faculty	5/31/2018 monthly
G1.B1.S2.A1 A340818	Executive Director will strategically create a master schedule that meets the schools needs....	Evans, Stephen	8/14/2017	i-Ready and FSA data	5/31/2018 monthly
G1.B1.S2.A2 A340819	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom...	Evans, Sherika	8/14/2017	Calendar for meeting date, agendas sent to Administration, formative and summative data analysis	5/31/2018 daily
G7.B1.S2.MA1 M361144	Increase in parent involvement	Fredell, Amanda	8/14/2017	TeamUP log, teacher accountability checklist	5/31/2018 weekly
G7.B1.S2.MA1 M361143	Teachers will communicate with families via agenda books, phone calls, parent/teacher conferences	Evans, Stephen	8/14/2017	Teacher check-list, parent/teacher conference forms, phone logs	5/31/2018 weekly
G7.B1.S2.A1 A341044	Constant communication between school personnel and families	Evans, Stephen	8/14/2017	Contact logs, Website, Parent call-outs	5/31/2018 daily
G3.B1.S1.MA1 M365622	The school's Professional Development Coordinator will provide teachers with current PD...	Melendy, Alicia	8/1/2017	Communication log via e-mail, completed registration forms	5/31/2018 weekly
G2.B1.S2.MA1 M365552	Teachers and support staff will regularly attend grade level, department, and PLC meetings	Evans, Stephen	8/14/2017	Administration logging their attendance, PLC forms completed	5/31/2018 weekly
G2.B1.S2.MA3 M365557	The Executive Director will communicate with faculty about master schedule adjustments and...	Evans, Stephen	8/14/2017	E-mails and calendar meeting dates with faculty	5/31/2018 monthly
G2.B1.S2.A1 A344540	Executive Director will strategically create a master schedule that meets the schools needs....	Evans, Stephen	8/14/2017	i-Ready and FSA data	5/31/2018 monthly
G2.B1.S2.A2 A344541	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom...	Evans, Sherika	8/14/2017	Calendar for meeting date, agendas sent to Administration, formative and summative data analysis	5/31/2018 daily
G3.B1.S2.MA1 M365632	School leaders will conduct classroom walk-throughs to observe classroom instruction	Evans, Stephen	8/14/2017	Administrative walk-through forms completed and filed	5/31/2018 biweekly
G3.B1.S2.MA1 M365631	Teachers and support staff will regularly attend grade level, department, and PLC meetings	Evans, Stephen	8/14/2017	Administration logging their attendance, PLC forms	5/31/2018 weekly







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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA3 M365634	The Executive Director will communicate with faculty about master schedule adjustments and...	Evans, Stephen	8/14/2017	E-mails and calendar meeting dates with faculty	5/31/2018 monthly
G3.B1.S2.A1 A344596	Executive Director will strategically create a master schedule that meets the schools needs....	Evans, Stephen	8/14/2017	i-Ready and FSA data	5/31/2018 monthly
G3.B1.S2.A2 A344597	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom...	Evans, Sherika	8/14/2017	Calendar for meeting date, agendas sent to Administration, formative and summative data analysis	5/31/2018 daily
G4.B1.S2.MA1 M365683	School leaders will conduct classroom walk-throughs to observe classroom instruction	Evans, Stephen	8/14/2017	Administrative walk-through forms completed and filed	5/31/2018 biweekly
G4.B1.S2.MA1 M365681	Teachers and support staff will regularly attend grade level, department, and PLC meetings	Evans, Stephen	8/14/2017	Administration logging their attendance, PLC forms	5/31/2018 weekly
G4.B1.S2.MA2 M365682	The Executive Director will communicate with faculty about master schedule adjustments and...	Evans, Stephen	8/14/2017	E-mails and calendar meeting dates with faculty	5/31/2018 monthly
G4.B1.S2.A1 A344620	Executive Director will strategically create a master schedule that meets the schools needs....	Evans, Stephen	8/14/2017	i-Ready and FSA data	5/31/2018 monthly
G4.B1.S2.A2 A344621	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom...	Evans, Sherika	8/14/2017	Calendar for meeting date, agendas sent to Administration, formative and summative data analysis	5/31/2018 daily
G6.B1.S2.MA1 M366272	The PBS committee will monitor discipline data, student grades, and attendance to determine if the...	Cascio, Camille	8/14/2017	Record of discipline data, number of suspensions/referrals, Gradebook	5/31/2018 quarterly
G6.B1.S2.MA1 M366271	Teachers turn in PAWS tally sheets at the end of the week, absences must be excused, and grades are...	Fredell, Amanda	8/14/2017	PAWS tally sheets, Gradebook for attendance and grades	5/31/2018 weekly
G6.B1.S2.A1 A345025	Continue to follow and promote PBS program	Fredell, Amanda	8/14/2017	Weekly record tally of students' PAWS recieved	5/31/2018 weekly
G6.B1.S2.A2 A345026	Tracking daily attendance	Fredell, Amanda	8/14/2017	Monitor attendance via Gradebook	5/31/2018 daily
G6.B1.S2.A3 A345027	Quarterly rewards ceremony to recognize student academic achievement	Cascio, Camille	8/14/2017	Student report cards	5/31/2018 quarterly
G1.MA1 M360737	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	Observations, classroom data, monthly growth monitor checks through i-Ready, FSA ELA state wide assessment data	5/31/2018 monthly
G7.MA1 M361145	TeamUP sign-in/log-in information, teacher/parent contact logs	Evans, Stephen	8/14/2017	Sign-in sheets, Parent/Teacher conference forms, teacher accountability checklist	5/31/2018 monthly
G6.MA1 M366157	SSIS will implement various strategies in order to improve attendance and decrease the amount of...	Evans, Stephen	8/14/2017	Weekly attendance reports, Gradebook, number of suspensions/referrals, SWST/CARE team meetings	5/31/2018 biweekly
G5.MA1 M365713	Rigorous and consistent schedule will be followed to ensure student progress and effective...	Evans, Stephen	8/14/2017	Observations, benchmark assessments, FCAT data	5/31/2018 monthly
G4.MA1 M365689	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	Observations, classroom data, monthly growth monitor checks through i-Ready, FSA Math state wide assessment data	5/31/2018 monthly
G3.MA1 M365669	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	Observations, classroom data, monthly growth monitor checks through i-Ready, FSA Math state wide assessment data	5/31/2018 monthly
G1.B1.S3.MA1 M360779	Rigorous and consistent schedule will be followed to ensure student progress and effective...	Cascio, Camille	8/14/2017	i-Ready, on-going assessments, classroom assignments	5/31/2018 monthly

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G1.B1.S3.MA1 M360778	Pupil support staff will focus on teaching specific skills to students in a small group setting.	Cascio, Camille	8/14/2017	An increase on student test scores and classroom assignments will be evident	5/31/2018 daily
G1.B1.S3.A1 A340823	Identified students will be pulled out of class based on their level of proficiency in order to...	Cascio, Camille	8/14/2017	Students scores on tests and assignments show an increase in learning gains	5/31/2018 daily
G2.B1.S3.MA1 M365585	Rigorous and consistent schedule will be followed to ensure student progress and effective...	Nelson, Margaret	8/14/2017	i-Ready, on-going assessments, classroom assignments	5/31/2018 monthly
G2.B1.S3.MA1 M365583	Teacher is highly qualified and ESOL liaison works with ELL students during this instructional...	Nelson, Margaret	8/14/2017	An increase on student test scores and classroom assignments will be evident	5/31/2018 daily
G2.B1.S3.A1 A344550	Identified students will be enrolled in Intensive Reading	Nelson, Margaret	8/14/2017	Students scores on tests and assignments show an increase in learning gains	5/31/2018 daily
G3.B1.S3.MA1 M365666	Rigorous and consistent schedule will be followed to ensure student progress and effective...	Cascio, Camille	8/14/2017	i-Ready, on-going assessments, classroom assignments	5/31/2018 monthly
G3.B1.S3.MA1 M365665	Pupil support staff will focus on teaching specific skills to students in a small group setting.	Cascio, Camille	8/14/2017	An increase on student test scores and classroom assignments will be evident	5/31/2018 daily
G3.B1.S3.A1 A344611	Identified students will be pulled out of class based on their level of proficiency in order to...	Cascio, Camille	8/14/2017	Students scores on tests and assignments show an increase in learning gains	5/31/2018 daily
G4.B1.S3.MA1 M365687	Students academic areas of concern and engagement will be closely monitored	Evans, Stephen	8/14/2017	On-going assessments, i-Ready data reports	5/31/2018 biweekly
G2.MA1 M365543	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	Observations, classroom data, monthly growth monitor checks through i-Ready, FSA ELA state wide assessment data	5/31/2018 monthly
G4.B1.S3.A1 A344626	Differentiated instruction strategies will be implemented and include: flexible grouping, learning...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G4.B1.S3.A2 A344627	i-Ready is implemented with fidelity	Evans, Sherika	8/14/2017	Student i-Ready data reports, LanSchool Software	5/31/2018 weekly
G1.B1.S4.MA1 M360794	Students academic areas of concern and engagement will be closely monitored	Evans, Stephen	8/14/2017	On-going assessments, i-Ready data reports	5/31/2018 biweekly
G1.B1.S4.MA1 M360793	Teachers are held accountable for the progress made by their students	Evans, Stephen	8/14/2017	Teacher accountability checklists, classroom walk-throughs	5/31/2018 weekly
G1.B1.S4.A1 A340831	Differentiated instruction strategies will be implemented and include: flexible grouping, learning...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G1.B1.S4.A2 A340832	i-Ready is implemented with fidelity	Evans, Sherika	8/14/2017	Student i-Ready data reports	5/31/2018 weekly
G2.B1.S4.MA1 M365599	Students academic areas of concern and engagement will be closely monitored	Evans, Stephen	8/14/2017	On-going assessments, i-Ready data reports	5/31/2018 biweekly
G2.B1.S4.MA1 M365597	Teachers are held accountable for the progress made by their students	Evans, Stephen	8/14/2017	Teacher accountability checklists, classroom walk-throughs	5/31/2018 weekly
G2.B1.S4.A1 A344564	Differentiated instruction strategies will be implemented and include: flexible grouping, learning...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G2.B1.S4.A2 A344565	i-Ready is implemented with fidelity	Evans, Sherika	8/14/2017	Student i-Ready data reports, LanSchool Software	5/31/2018 weekly

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G3.B1.S4.MA1  M365668	Students academic areas of concern and engagement will be closely monitored	Evans, Stephen	8/14/2017	On-going assessments, i-Ready data reports	5/31/2018 biweekly
G3.B1.S4.MA1  M365667	Teachers are held accountable for the progress made by their students	Evans, Stephen	8/14/2017	Teacher accountability checklists, classroom walk-throughs	5/31/2018 weekly
G3.B1.S4.A1  A344612	Differentiated instruction strategies will be implemented and include: flexible grouping, learning...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G3.B1.S4.A2  A344613	i-Ready is implemented with fidelity	Evans, Sherika	8/14/2017	Student i-Ready data reports	5/31/2018 weekly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will enrich their knowledge through professional development opportunities which include but not limited to: teaching text features to enhance reading comprehension, creating an effective balanced literacy program, understanding literacy stages and assessment, questioning strategies for guided reading, and how to use writers' workshops effectively.	\$0.00
2	G1.B1.S2.A1	Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.	\$0.00
3	G1.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	\$0.00
4	G1.B1.S3.A1	Identified students will be pulled out of class based on their level of proficiency in order to receive more targeted intensive instruction. Differentiated lessons focus on the specific needs of the student.	\$0.00
5	G1.B1.S4.A1	Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, etc...	\$0.00
6	G1.B1.S4.A2	i-Ready is implemented with fidelity	\$0.00
7	G2.B1.S1.A1	Teachers will enrich their knowledge through professional development opportunities which include but not limited to: teaching text features to enhance reading comprehension, creating an effective balanced literacy program, understanding literacy stages and assessment, questioning strategies for guided reading, and how to use writers' workshops effectively.	\$0.00
8	G2.B1.S2.A1	Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.	\$0.00
9	G2.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	\$0.00
10	G2.B1.S3.A1	Identified students will be enrolled in Intensive Reading	\$0.00
11	G2.B1.S4.A1	Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, etc...	\$0.00
12	G2.B1.S4.A2	i-Ready is implemented with fidelity	\$0.00
13	G3.B1.S1.A1	Teachers will enrich their knowledge through professional development opportunities which include but not limited to: differentiating math instruction, effective use of classroom manipulatives, and how to incorporate strategies into classroom instruction to close the achievement gap by promoting student understanding and confidence in mathematics.	\$0.00
14	G3.B1.S2.A1	Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.	\$0.00
15	G3.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	\$0.00

16	G3.B1.S3.A1	Identified students will be pulled out of class based on their level of proficiency in order to receive more targeted intensive instruction. Differentiated lessons focus on the specific needs of the student.	\$0.00
17	G3.B1.S4.A1	Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, and hands-on inquiry based lessons	\$0.00
18	G3.B1.S4.A2	i-Ready is implemented with fidelity	\$0.00
19	G4.B1.S1.A1	Teachers will enrich their knowledge through professional development opportunities which include but not limited to: differentiating math instruction, effective use of classroom manipulatives, and how to incorporate strategies into classroom instruction to close the achievement gap by promoting student understanding and confidence in mathematics.	\$0.00
20	G4.B1.S2.A1	Executive Director will strategically create a master schedule that meets the schools needs. Support staff will adhere to schedule to provide consistent and effective support to students and teachers through pull-out/push-in services.	\$0.00
21	G4.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	\$0.00
22	G4.B1.S3.A1	Differentiated instruction strategies will be implemented and include: flexible grouping, learning centers, tiered assignments, choice activities, and hands-on inquiry based lessons	\$0.00
23	G4.B1.S3.A2	i-Ready is implemented with fidelity	\$0.00
24	G5.B1.S1.A1	Science concepts will be broken down into smaller chunks	\$0.00
25	G5.B1.S1.A2	Extra instructional time will be allotted for hands-on inquire based Science experiments	\$0.00
26	G6.B1.S1.A1	Students will set attainable goals and teachers will differentiate their instruction in order to make their goals achievable. Teachers will encourage students and provide constant feedback throughout this process.	\$0.00
27	G6.B1.S2.A1	Continue to follow and promote PBS program	\$0.00
28	G6.B1.S2.A2	Tracking daily attendance	\$0.00
29	G6.B1.S2.A3	Quarterly rewards ceremony to recognize student academic achievement	\$0.00
30	G7.B1.S1.A1	Multilingual forms of communication will be used in addition to having bilingual translators on both campuses	\$0.00
31	G7.B1.S2.A1	Constant communication between school personnel and families	\$0.00
32	G8.B1.S1.A1	Contracted Professional Development personnel will come on campus and provide specialized training to staff.	\$0.00
33	G8.B1.S2.A1	Teacher assistants will analyze student data with their assigned classroom teachers to review information and implement new strategies as needed	\$0.00
34	G8.B2.S1.A1	Accelerated Reader 360 will be used by first through eighth grade students to provide deep reading practice in order to build new skills.	\$0.00
35	G8.B3.S1.A1	A blocked period of time will be used for Science lab	\$0.00
36	G8.B4.S1.A1	ZooZingo Attendance Program was designed to help motivate every student achieve high attendance.	\$0.00

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37	G8.B4.S2.A1	The school social worker will make daily contact with both the elementary and middle school campus by 9 AM to find out which students are present.	\$0.00
			<b>Total:</b> \$0.00



## SSIS Strategic Goal Target Setting for School Improvement Plan SY 17/18 Projected vs Actual



Goal	Goal for 16/17	Actual for 16/17	Goal for 17/18
Science Combined Grades 5 & 8	45%	28%	35%
ELA Grades 3-5	45%	42%	49%
ELA Grades 6-8	44%	45%	52%
Mathematics 3-5	52%	36%	43%
Mathematics 6-8	42%	33%	40%
Attendance Below 90%	27%	34%	24%
Suspensions (One or More)	14%	24%	14%
Parent Involvement	85%	65%	75%
<b>Subcategories</b>			
ELA ELL Grades 3-5	NA	16%	23%
ELA SWD Grades 3-5	NA	19%	26%
ELA 25 lowest 25% gains Grades 3-5	NA	24%	31%
ELA ELL Grades 6-8	NA	14%	21%
ELA SWD Grades 6-8	NA	29%	36%
ELA 25 lowest 25% gains Grades 6-8	NA	45%	52%
Mathematics ELL Grades 3-5	NA	16%	23%
Mathematics SWD Grades 3-5	NA	13%	20%
Mathematics lowest 25% gains Grades 3-5	NA	17%	24%
Mathematics ELL Grades 6-8	NA	29%	36%
Mathematics SWD Grades 6-8	NA	17%	24%
Mathematics lowest 25% Gains Grades 6-8	NA	32%	39%

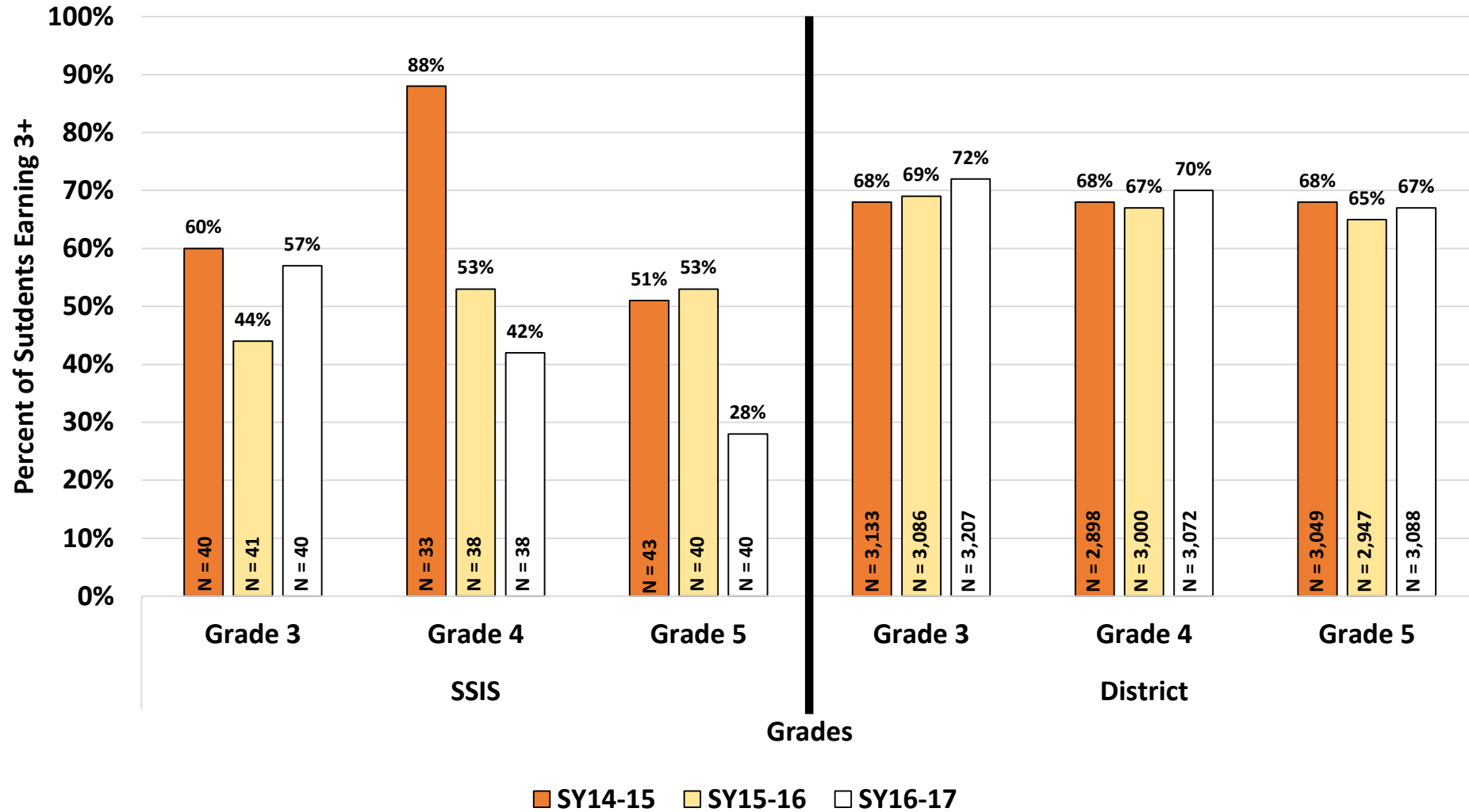
\*Percentages for SY16-17 were provided by RAE.

\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.



# Research, Assessment & Evaluation

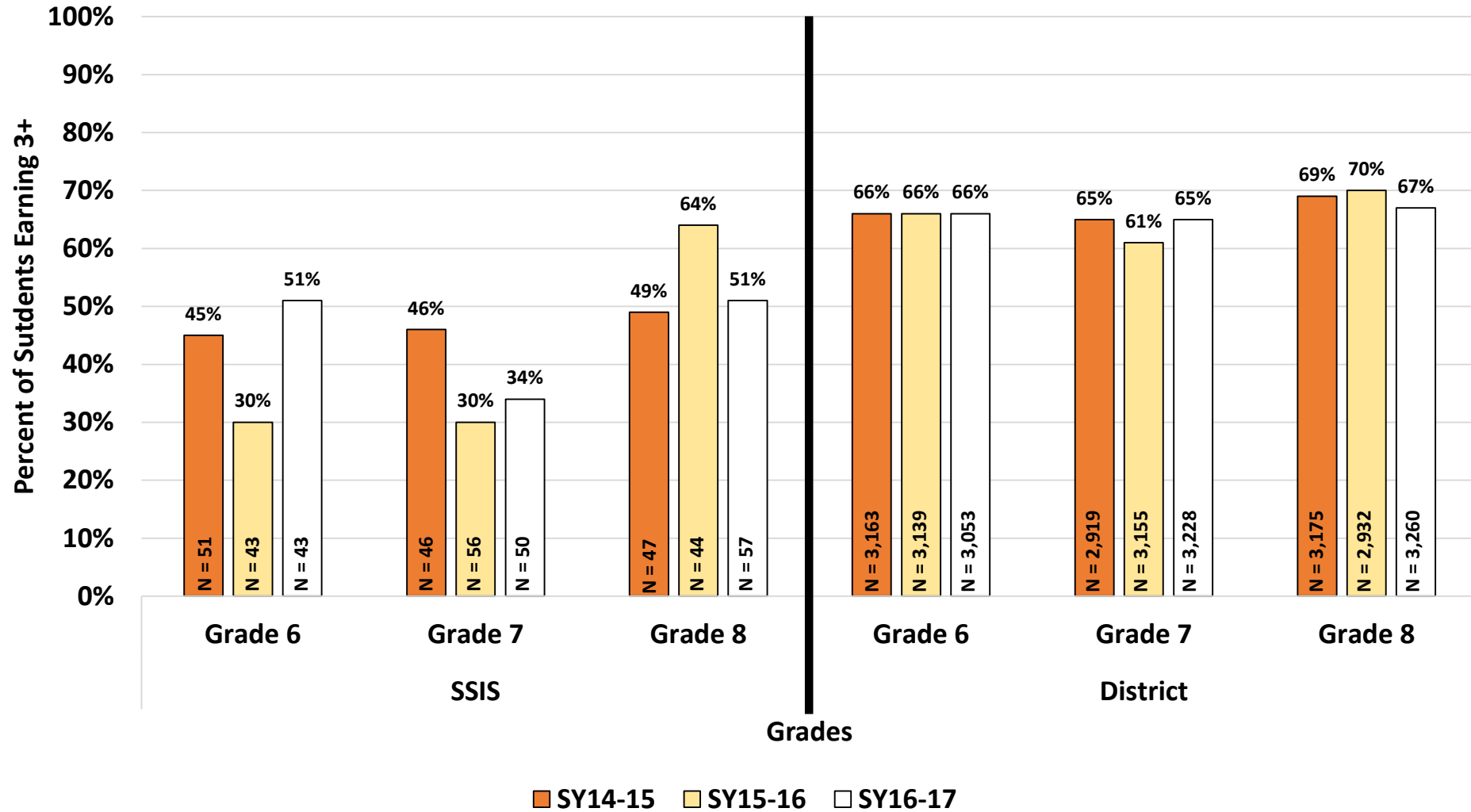
## Suncoast School of Innovative Studies (SSIS) FSA ELA Proficiency



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

# Research, Assessment & Evaluation

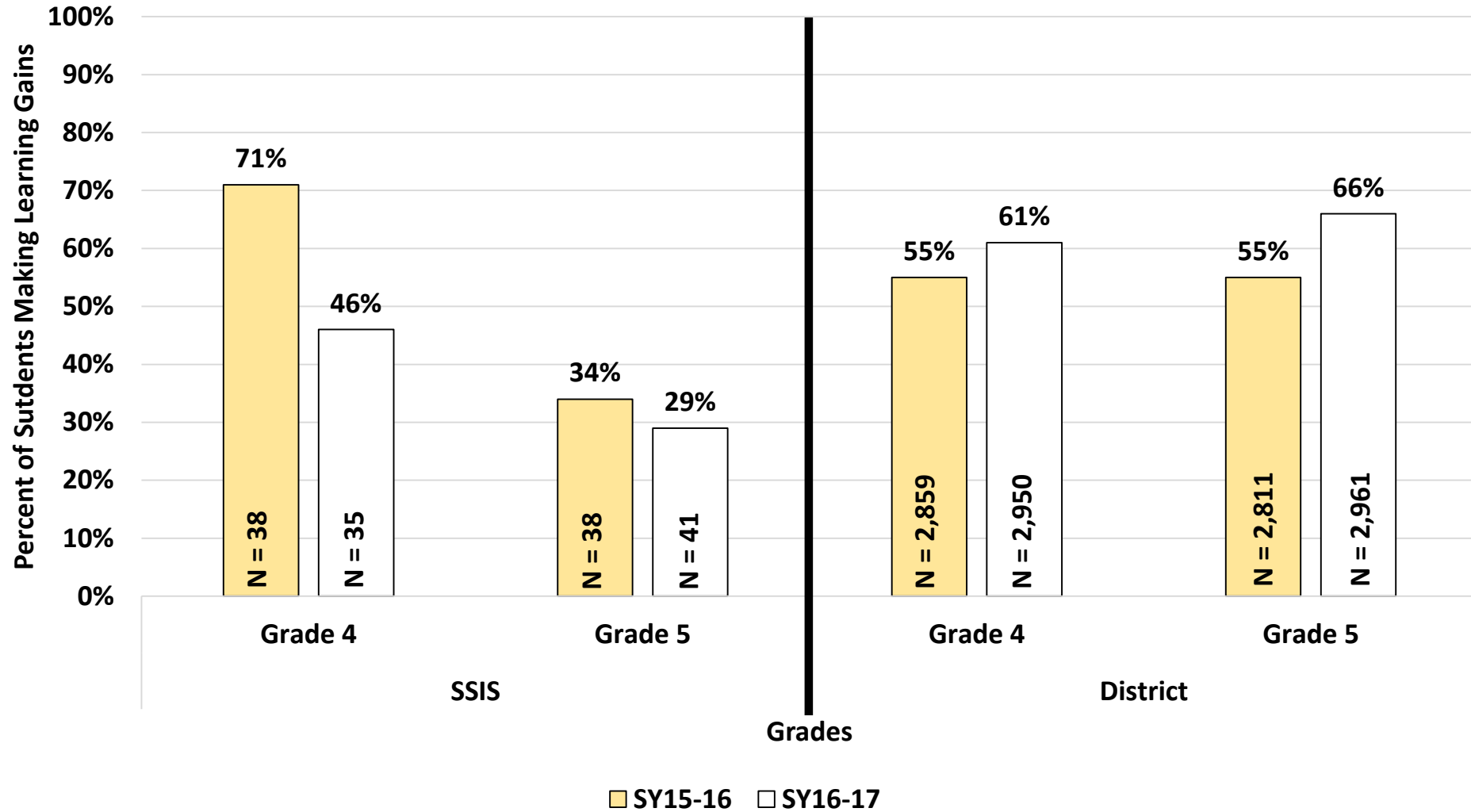
## Suncoast School of Innovative Studies (SSIS) FSA ELA Proficiency



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# Research, Assessment & Evaluation

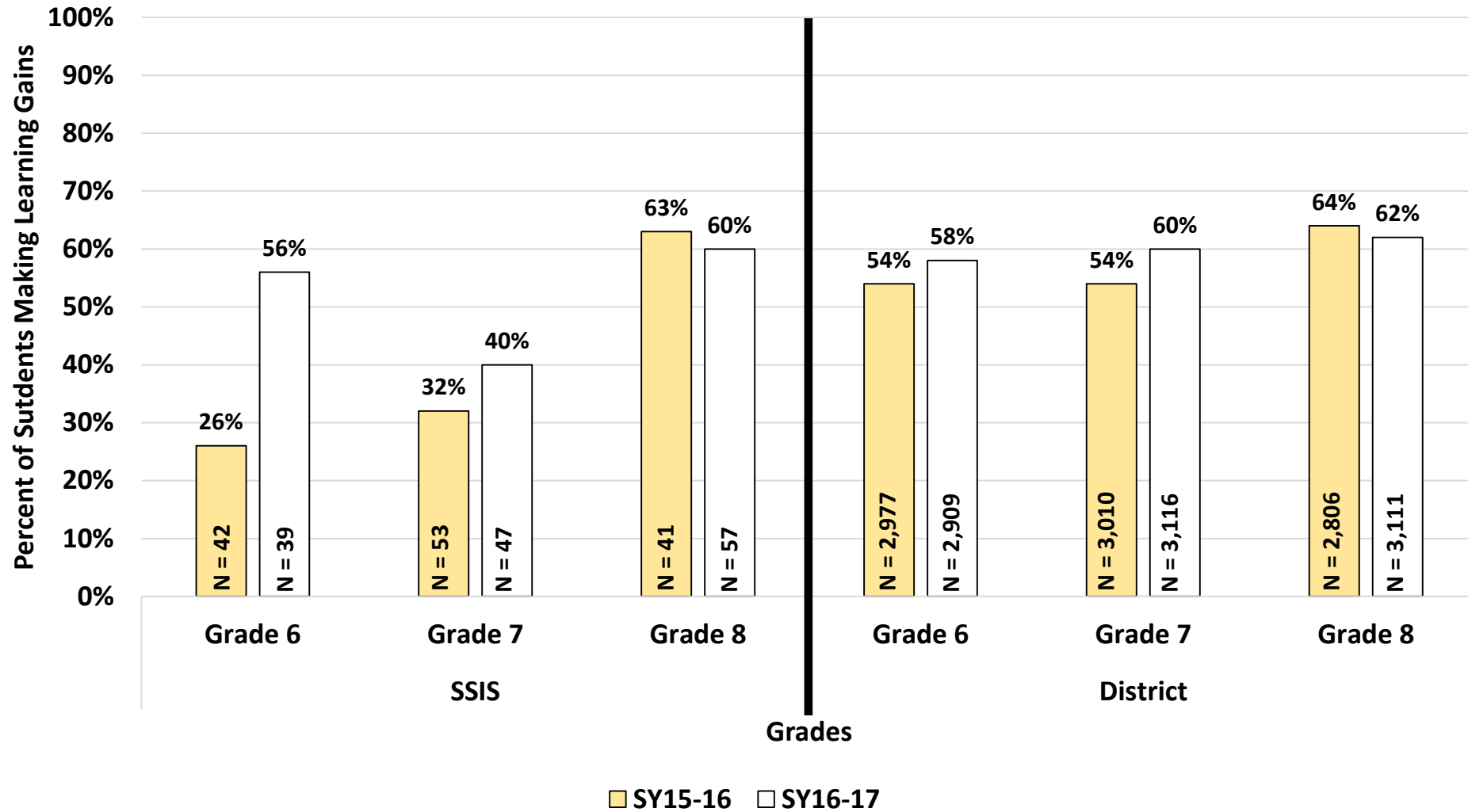
## Suncoast School of Innovative Studies (SSIS) FSA ELA Learning Gains



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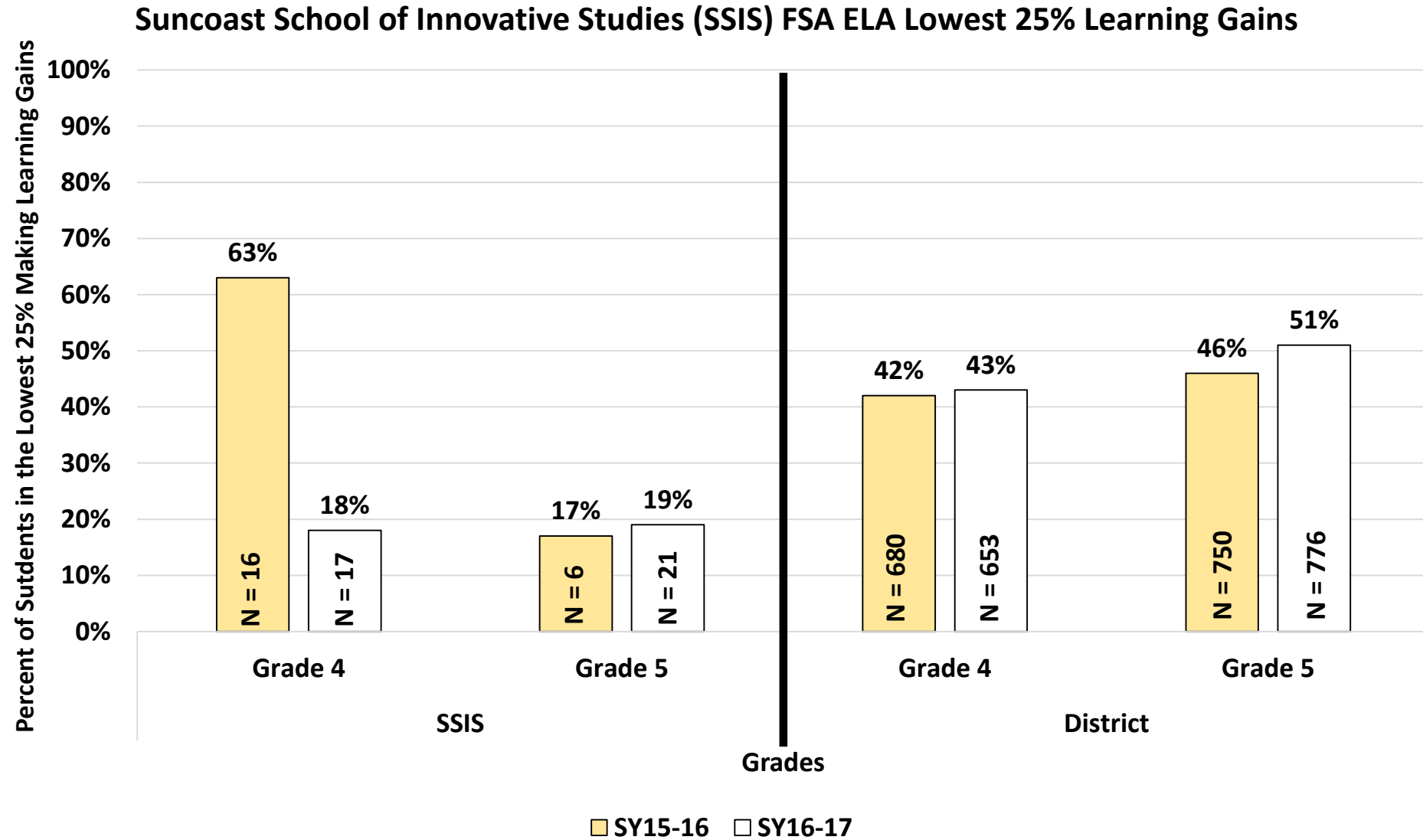
# Research, Assessment & Evaluation

## Suncoast School of Innovative Studies (SSIS) FSA ELA Learning Gains



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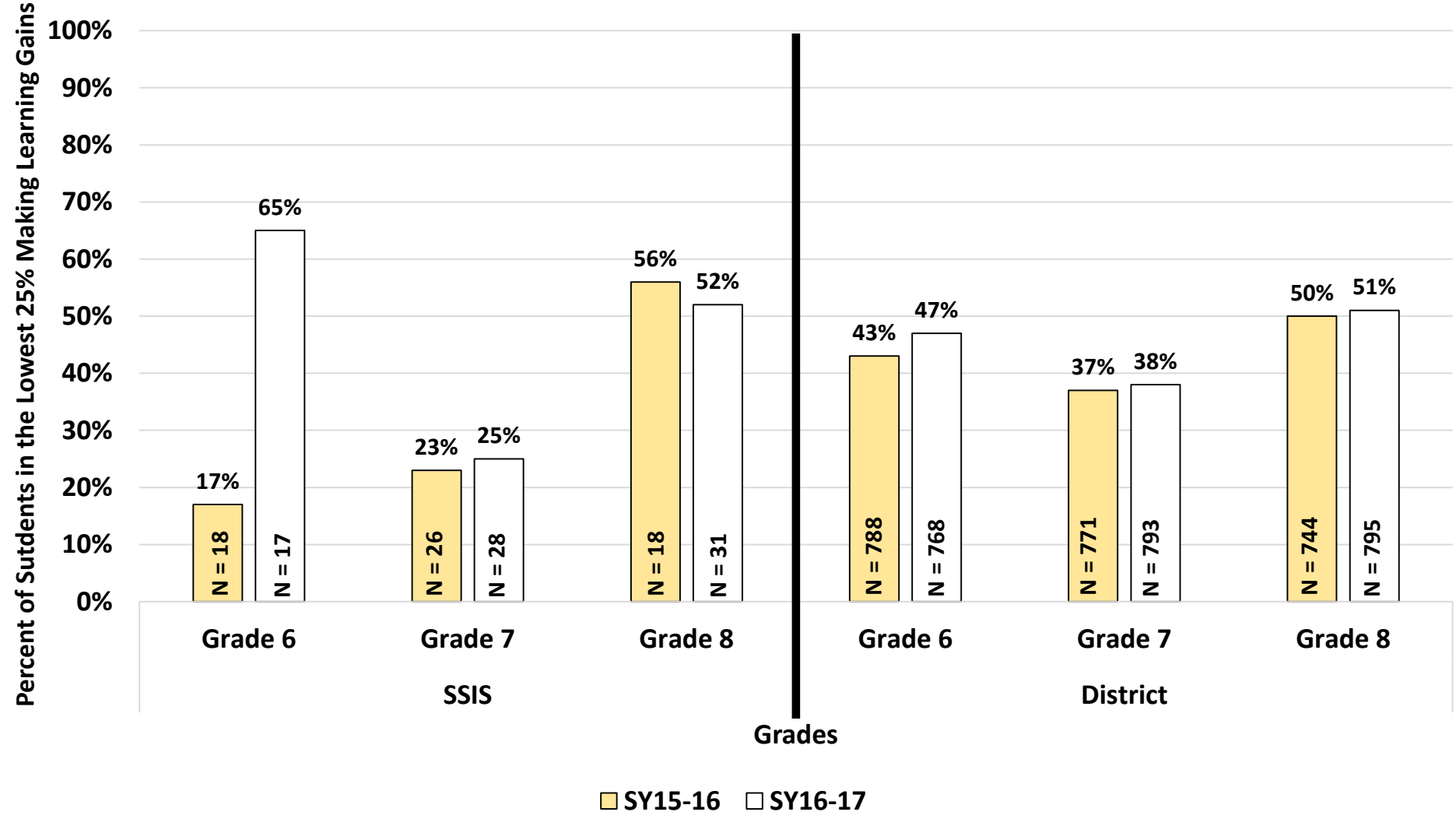
# Research, Assessment & Evaluation



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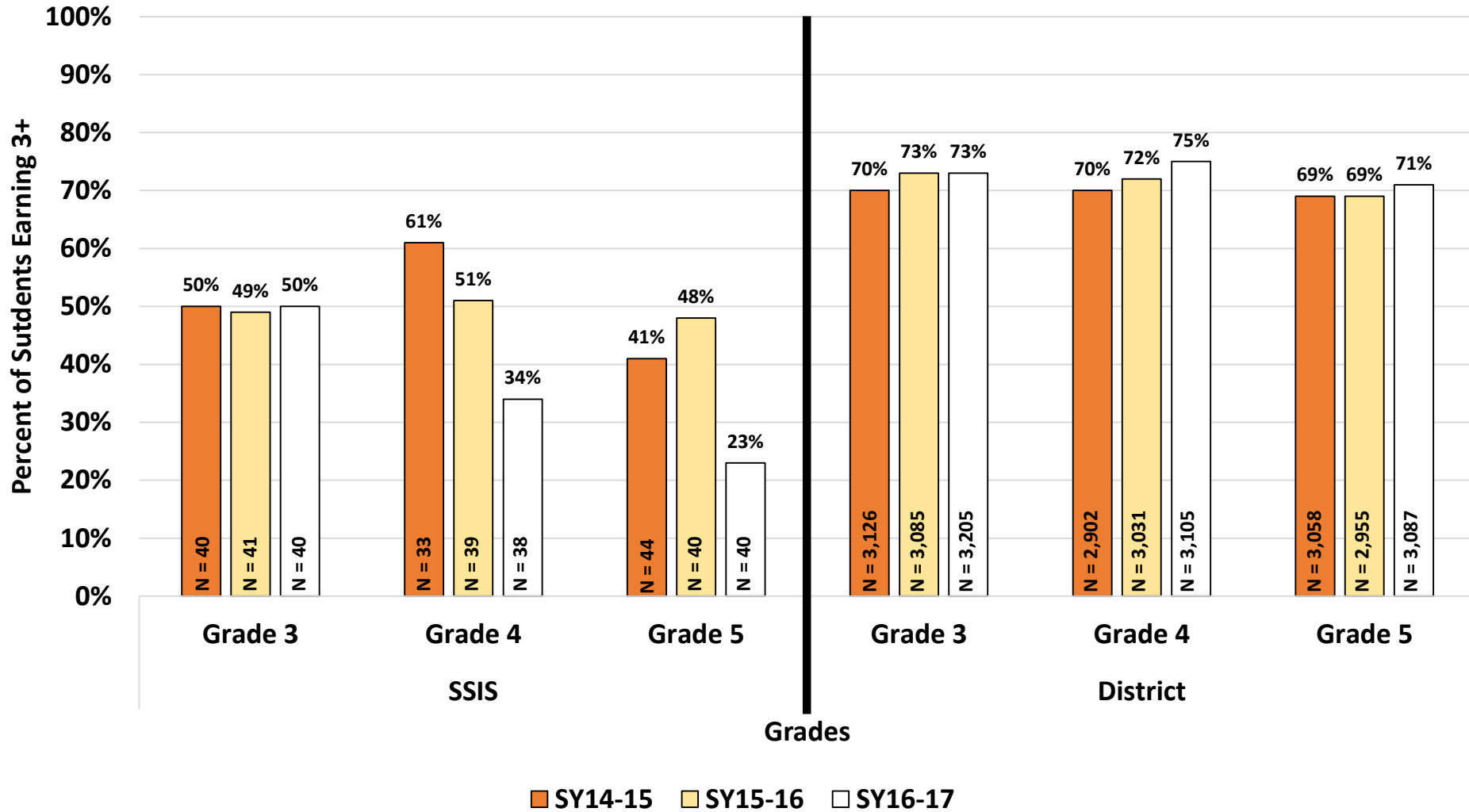
# Research, Assessment & Evaluation

Suncoast School of Innovative Studies (SSIS) FSA ELA Lowest 25% Learning Gains



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

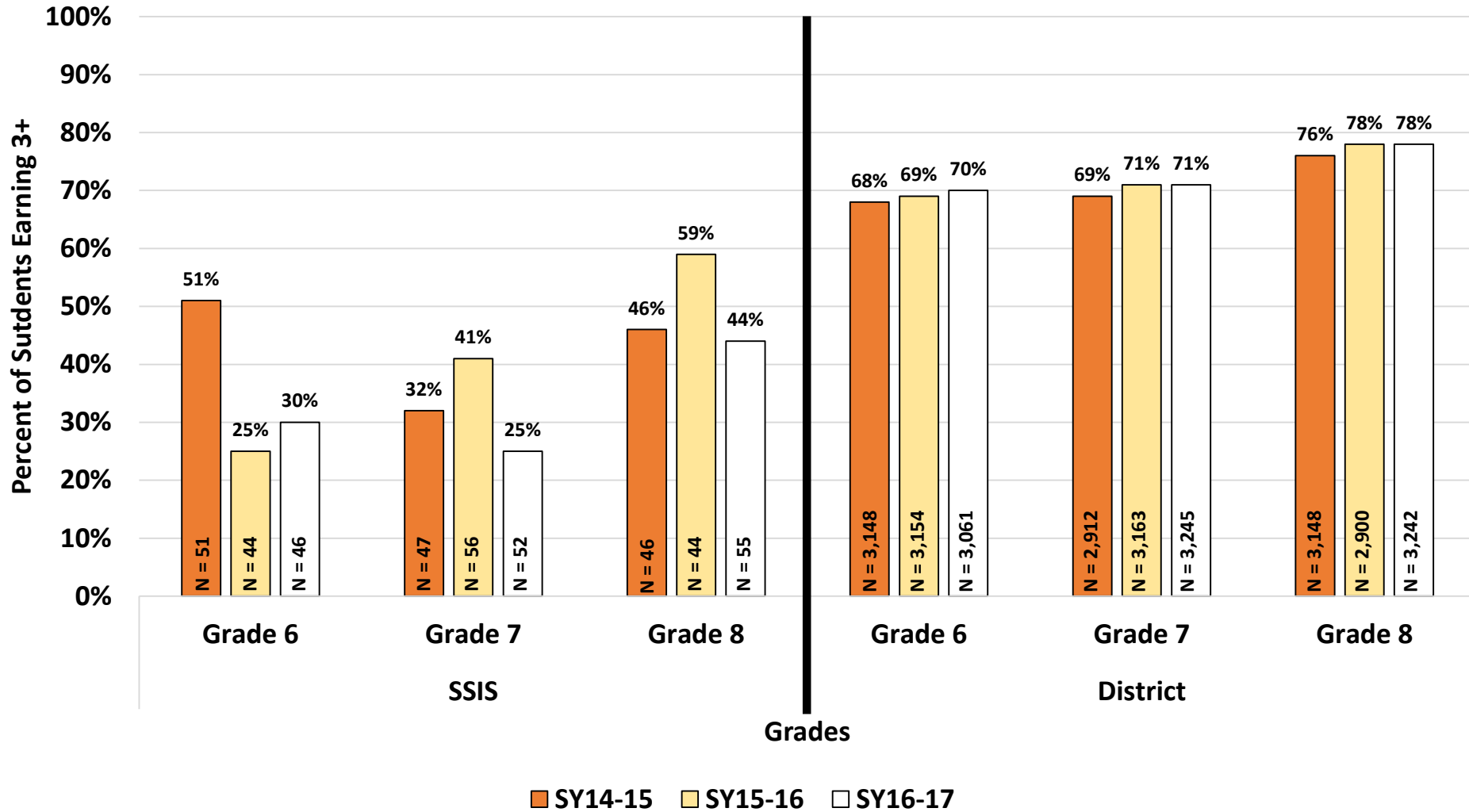
## Suncoast School of Innovative Studies (SSIS) FSA Math Proficiency



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

# Research, Assessment & Evaluation

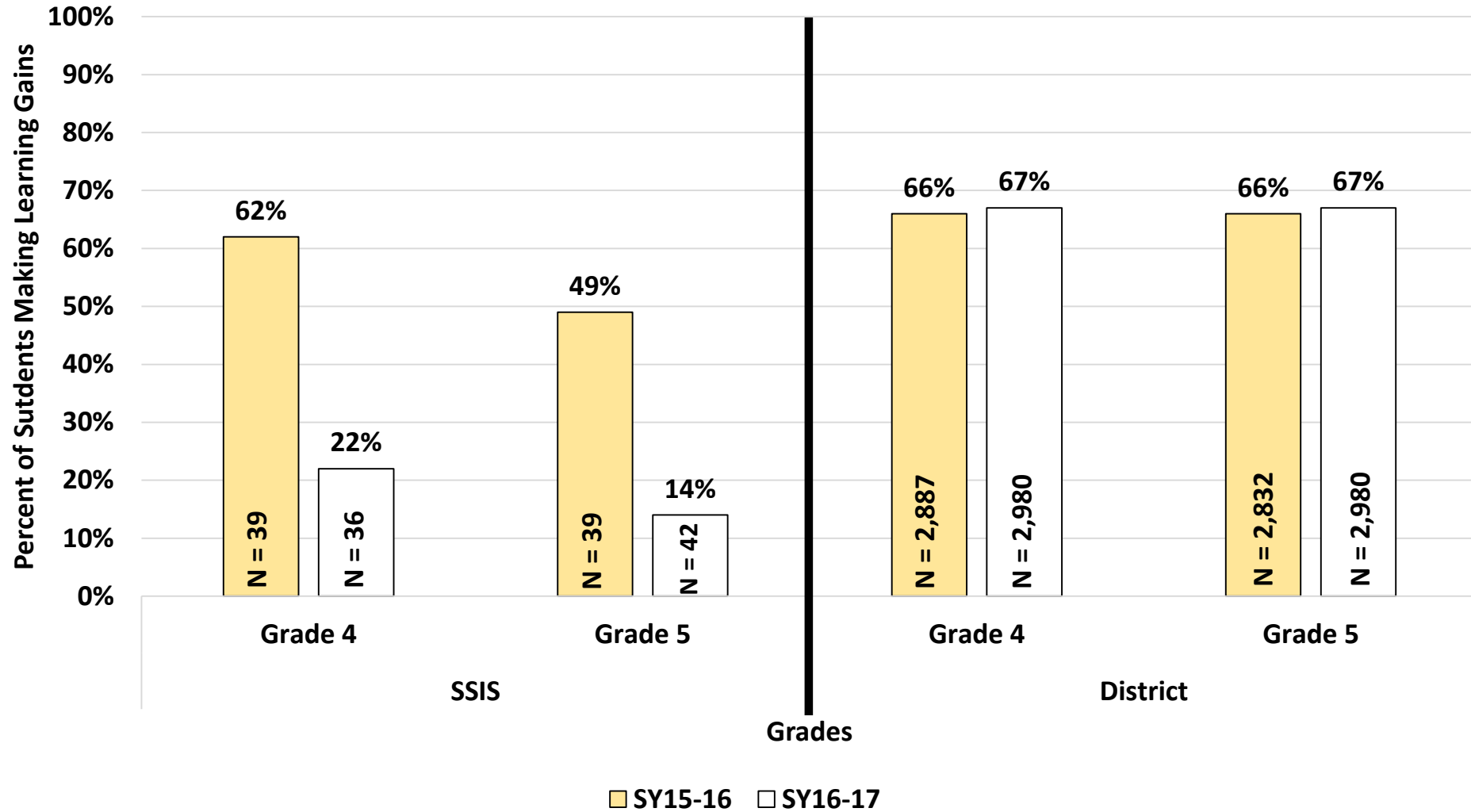
## Suncoast School of Innovative Studies (SSIS) FSA Math Proficiency



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.



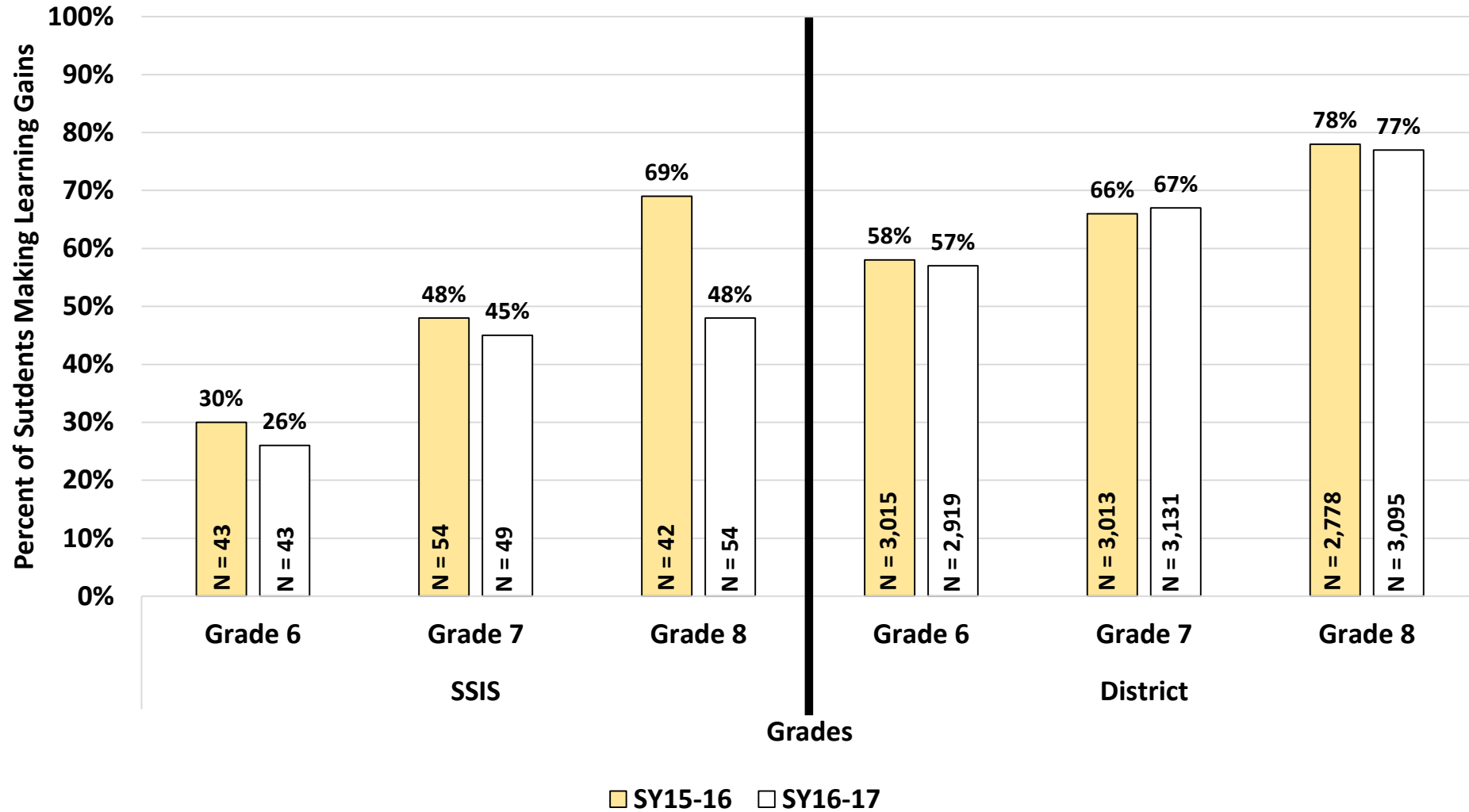
## Suncoast School of Innovative Studies (SSIS) FSA Math Learning Gains



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

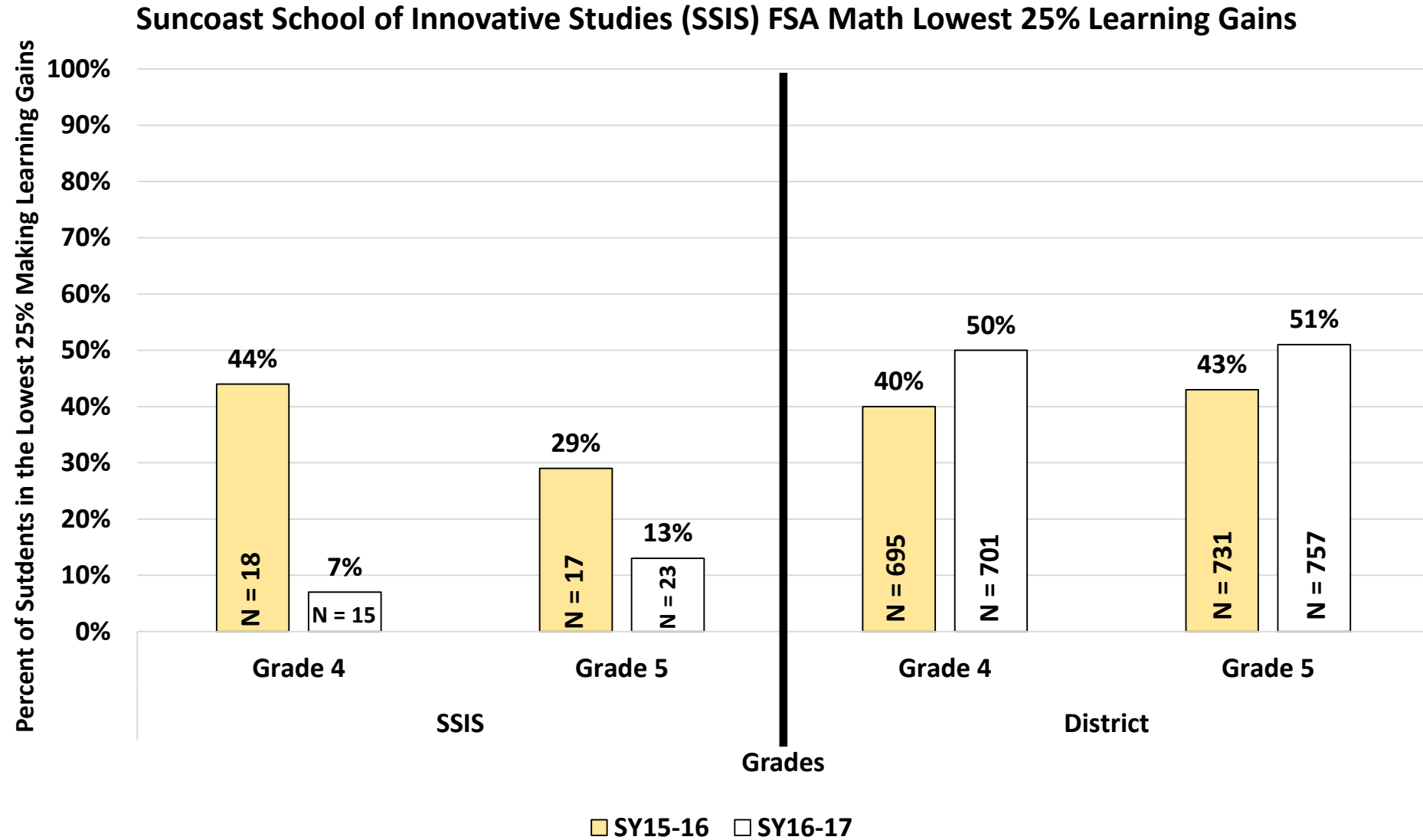
# Research, Assessment & Evaluation

## Suncoast School of Innovative Studies (SSIS) FSA Math Learning Gains



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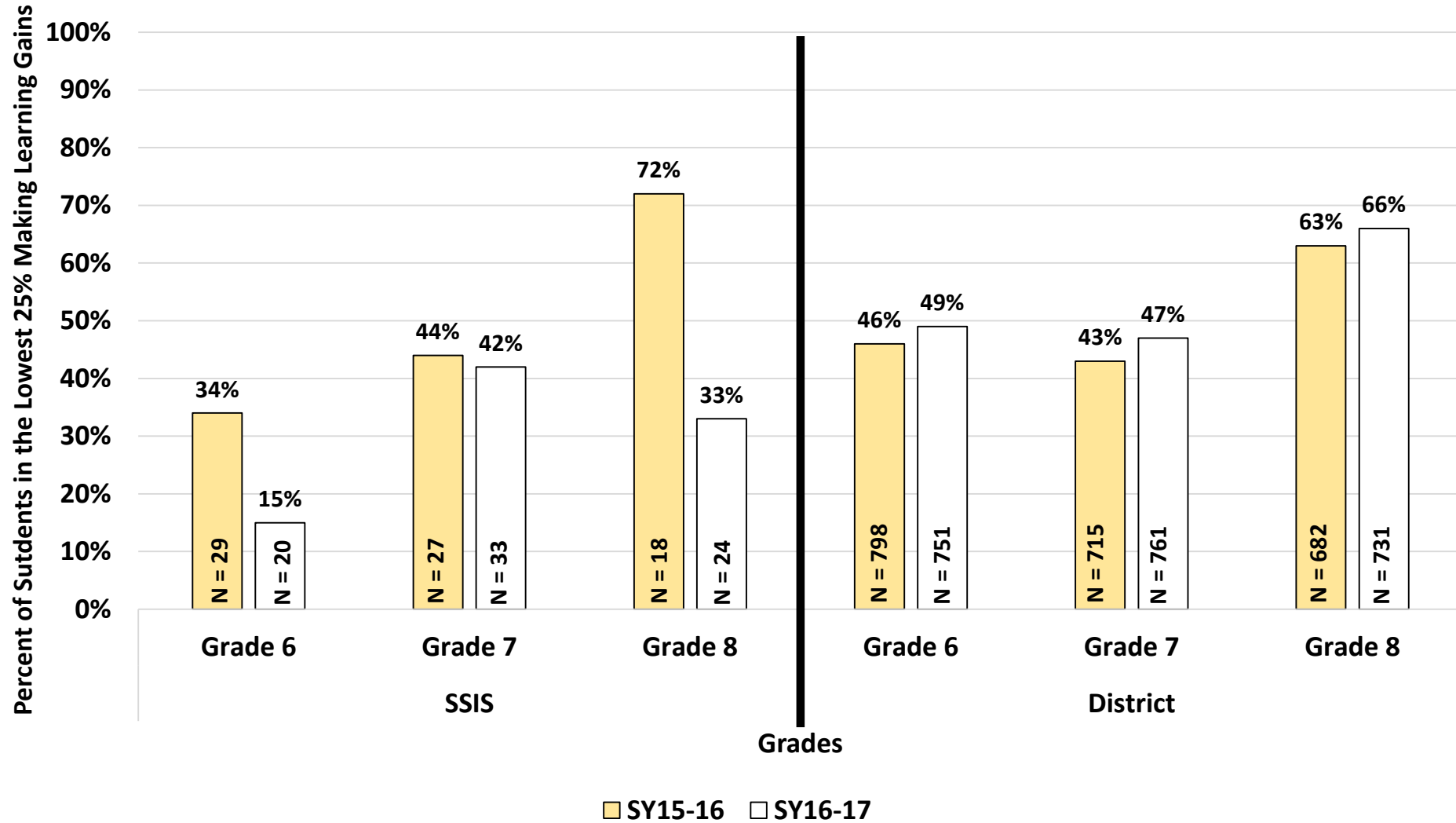
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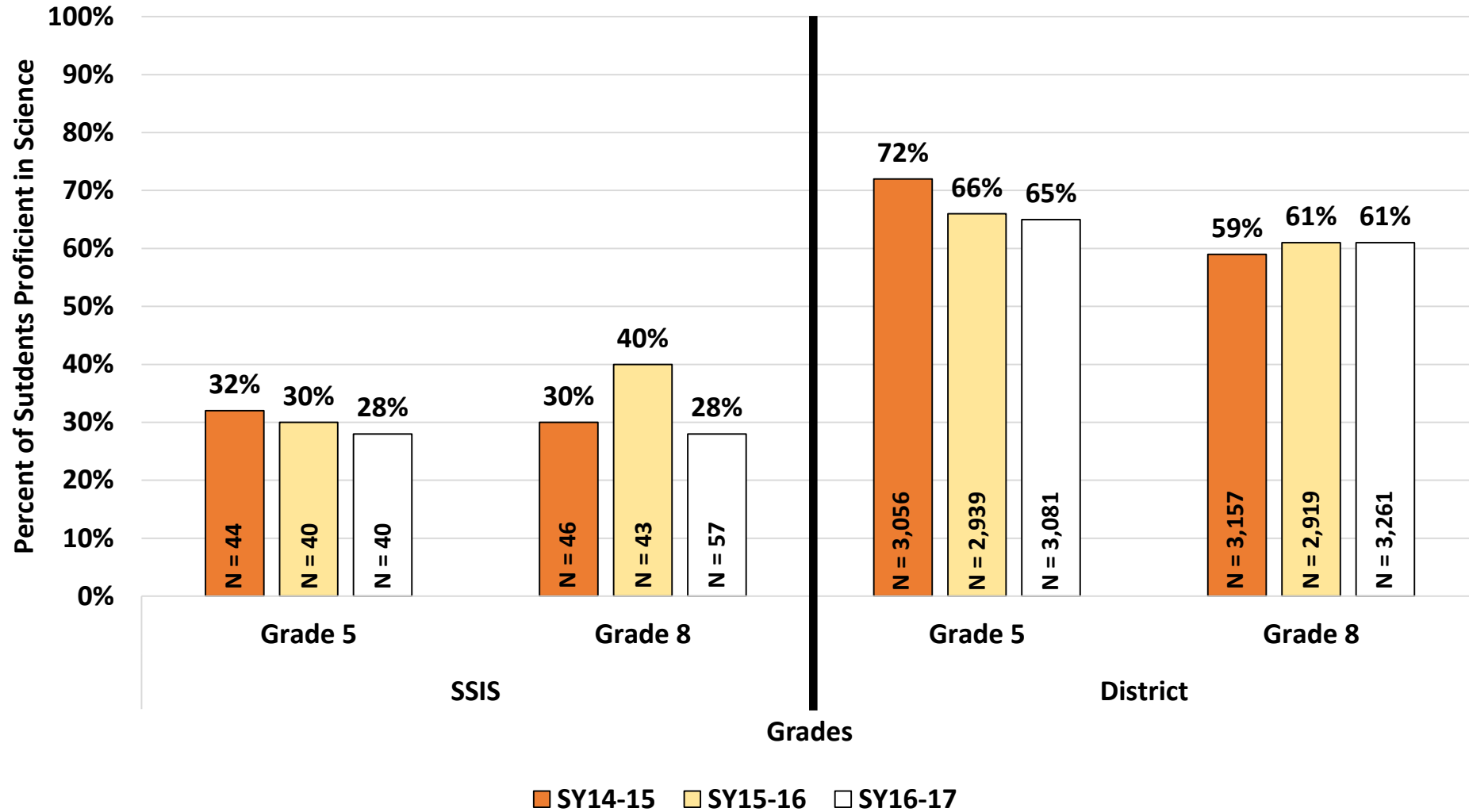
# Research, Assessment & Evaluation

## Suncoast School of Innovative Studies (SSIS) FSA Math Lowest 25% Learning Gains



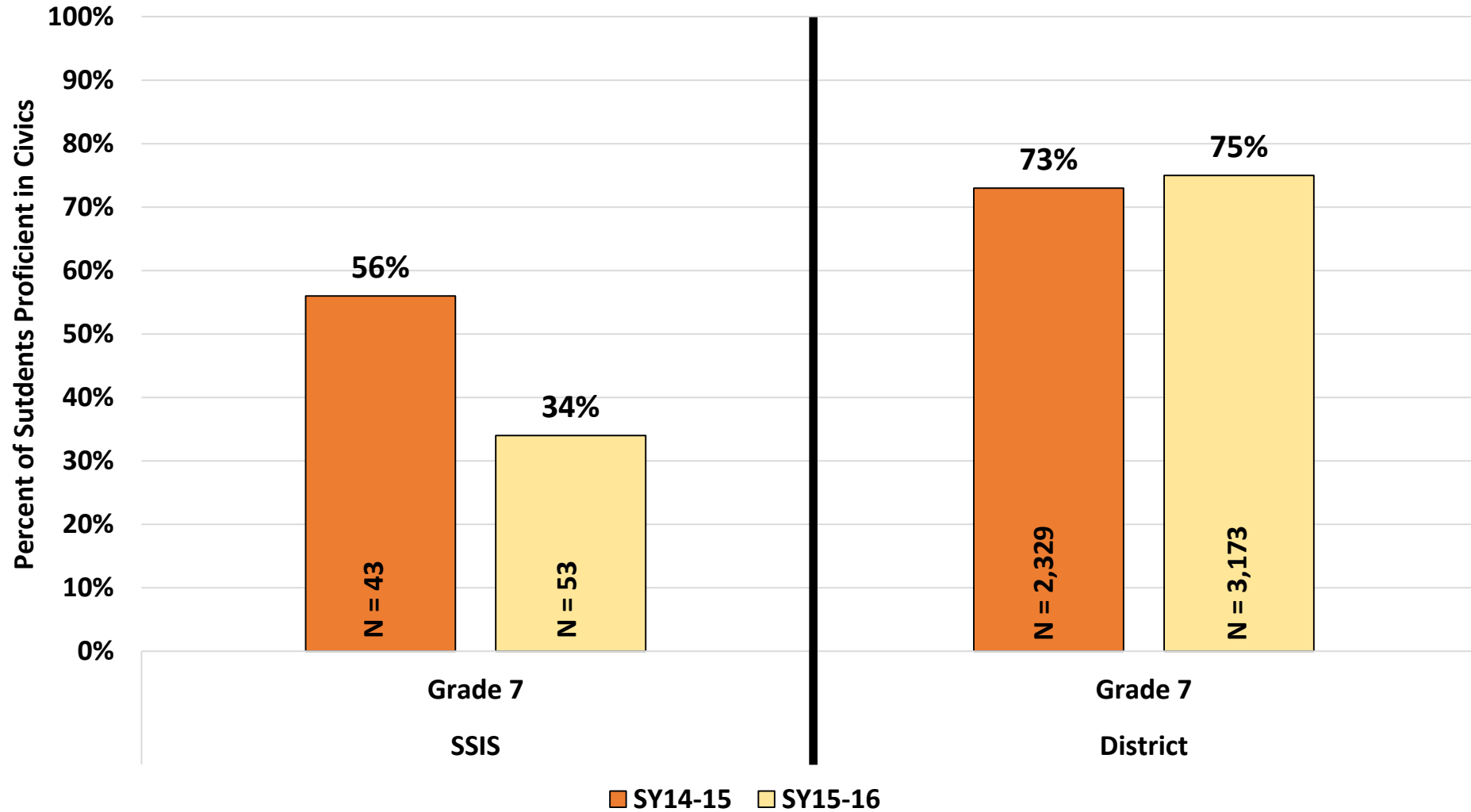
\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

## Suncoast School of Innovative Studies (SSIS) Science Proficiency



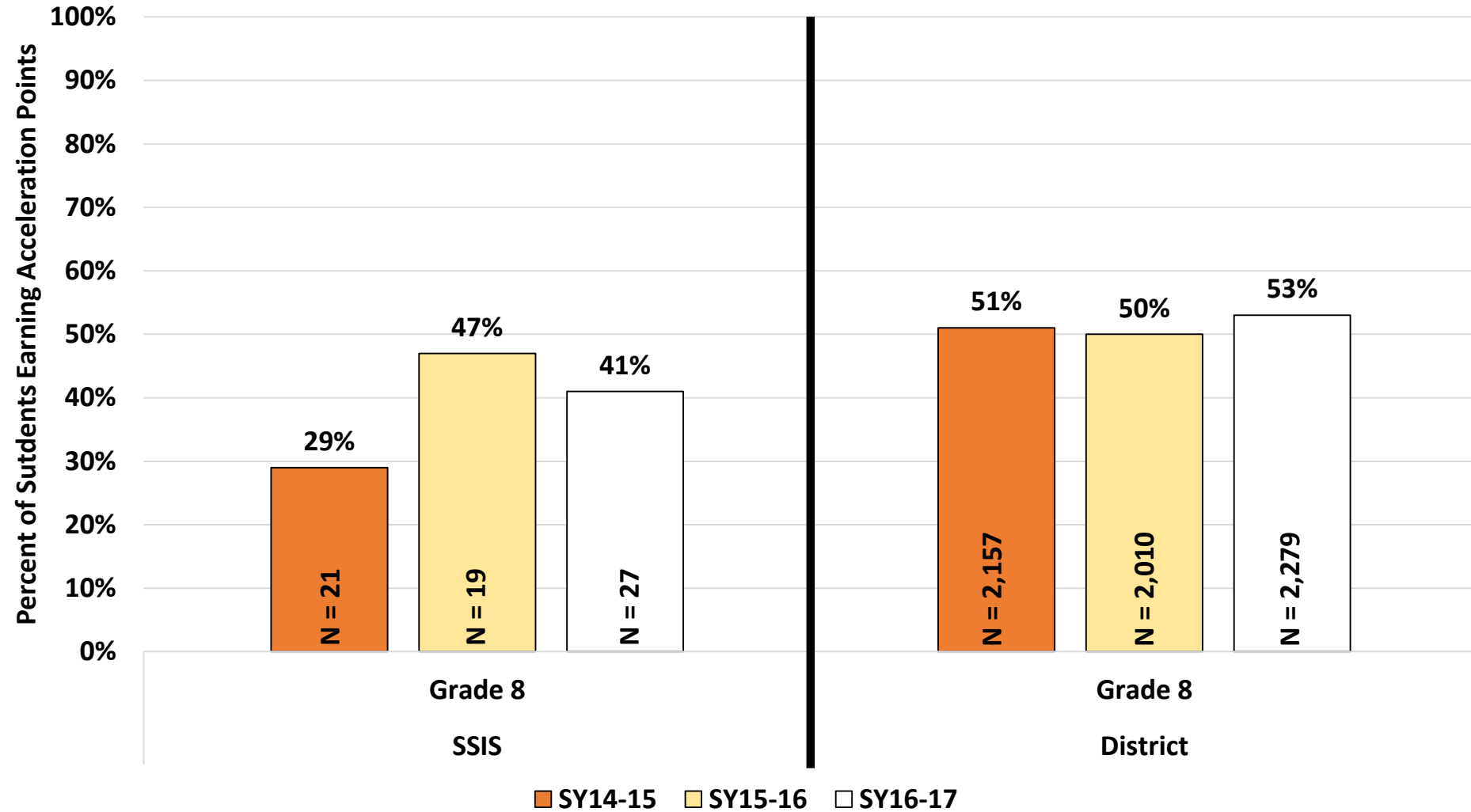
\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

## Suncoast School of Innovative Studies (SSIS) Civics EOC Proficiency



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.

## Suncoast School of Innovative Studies (SSIS) Middle School Acceleration Points



\*Data based on school grade accountability file. Percentages of performance may vary slightly from all students tested as reported by FLDOE in June, 2017.