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

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	88%

Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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 - [Julio Valle](#)	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, once the student has reached an excessive amount of days being absent, letters are sent home and in some cases, the Sarasota County School district is contacted to take further action.

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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
*RtI process
*Positive Behavior Support system (PBS)-PAWS (Elementary School) PRIDE (Middle School)
*PLC meetings
*Pupil support/pull-out groups
*Classroom walk-throughs
*Intervention/Enrichment days
*Imagine Learn ESOL Program
*Accelerated Reader 360
*BlackBoard Connect- automated attendance call-out system

*ZooZingo Attendance Program

Student behavior and attendance is tracked biweekly by our dean(s) of students. 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' strengthens 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.

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 ultilzes 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.

Strategy: Weekend Program

Minutes added to school year: 1,800

Beginning in January, SSIS will offer Saturday School for grades 3-8. All students will be welcomed to come every Saturday in preparation for the upcoming state wide assessments. Our highly qualified teachers will focus instruction in areas of Reading, Math, Science, Writing, and Teat-Taking strategies. Transportation, breakfast, and lunch will be provided to all who attend.

Strategy Rationale

This program will help improve student mastery of non-proficient standards. With this type of program, the goal is to see an increase in student test scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kunz, Rita, rkunz@suncoastschool.org

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

i-Ready and state assessment scores will be analyzed in order to determine the effectiveness of this program.

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
SSIS Test History- 3 years of data which includes percent proficient in ELA, Math, Science, learning gains, and lowest quartile.

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 47% 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 19% 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 10% of our lowest quartile making learning gains, drastically below the district average of 51%. In grades 6-8, we only had 30% 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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the end of the 2017-2018 school year, SSIS will have a 10% decrease in student absenteeism and the amount of student behavior problems through targeted interventions in the school Positive Behavior Support (PBS) program.

G2.   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.

G3.   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.

G4.   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.

G5.   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.

G6.   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.

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. By the end of the 2017-2018 school year, SSIS will have a 10% decrease in student absenteeism and the amount of student behavior problems through targeted interventions in the school Positive Behavior Support (PBS) program. `1a`

🔑 G092560

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	26.0
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

Plan to Monitor Progress Toward G1. `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

G2. 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	50.0
FSA ELA Achievement - ELL	21.0
FSA ELA Achievement - SWD	25.0
ELA/Reading Lowest 25% Gains	26.0

Targeted Barriers to Achieving the Goal [3]

- Instruction does not meet the levels of rigor of the FSA

- Majority of students' incoming level of proficiency is substantially below grade level

- 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, Summer School, and Saturday School)

- Accelerated Reader360

- i-Ready progress monitoring

- PLCs, common planning time for all grade levels

- ESE/ESOL/Pupil Support Services

- On-going Professional Development

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
State wide assessment data

G3. 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	50.0
FSA ELA Achievement - ELL	17.0
FSA ELA Achievement - SWD	22.0
ELA/Reading Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Instruction does not meet the levels of rigor of the FSA

- Majority of students' incoming level of proficiency is substantially below grade level

- 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, Summer School, and Saturday 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

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
State wide assessment data

G4. 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	42.0
FSA Math Achievement - ELL	21.0
FSA Math Achievement - SWD	19.0
Math Lowest 25% Gains	17.0

Targeted Barriers to Achieving the Goal 3

- Instruction does not meet the levels of rigor of the FSA

- Majority of students' incoming level of proficiency is substantially below grade level

- 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, Summer School, and Saturday 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

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
State wide assessment data

G5. 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	33.0
FSA Math Achievement - ELL	24.0
FSA Math Achievement - SWD	17.0
Math Lowest 25% Gains	37.0

Targeted Barriers to Achieving the Goal 3

- Instruction does not meet the levels of rigor of the FSA

- Majority of students' incoming level of proficiency is substantially below grade level

- 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, Summer School, and Saturday School)

- i-Ready progress monitoring

- PLCs, common planning time for all grade levels

- ESE/ESOL Services

- APEX Course Recovery

- On-going Professional Development

Plan to Monitor Progress Toward G5. 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
State wide assessment data

G6. 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	33.0

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

- Majority of students' incoming level of proficiency is substantially below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab Rotation

- STEM Projects

- Science Fusion

- Science Fair

- Glencoe/McGraw-Hill Education materials

- Saturday School

Plan to Monitor Progress Toward G6. 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

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	12.0

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 checklits

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`

- Saturday School

- Science Lab Foss materials/manipulatives

- Accelerated Reader 360

- Professional Development Opportunities

- ZooZingo Attendance Program

- Data Coach

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. By the end of the 2017-2018 school year, SSIS will have a 10% decrease in student absenteeism and the amount of student behavior problems through targeted interventions in the school Positive Behavior Support (PBS) program. `1`

🔑 G092560

G1.B1 Students opposition towards learning due to insufficient levels of student engagement and various self-esteem concerns `2`

🔑 B248163

G1.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 G1.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 G1.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 straegies

G1.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 G1.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 G1.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

G2. 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

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

🔑 B245816

G2.B1.S1 Highly qualified staff in all positions. [4]

🔑 S259097

Strategy Rationale

Instructional vacancies from previous year will be filled with highly qualified staff.

Action Step 1 [5]

Executive Director will hire only effective or highly effective certified teachers

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation instrumentation yields performance data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Submit report showing 100% highly qualified staff

Person Responsible

Larry Robbins

Schedule

Quarterly, from 10/31/2017 to 5/31/2018

Evidence of Completion

Quarterly reports documenting HQ staff without vacancies

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

PRIDE Evaluation Ratings

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation System Reporting will confirm quality of teachers

G2.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 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

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 Intense instruction in a small group setting. 4

S259126

Strategy Rationale

In a smaller group setting, instruction is more individualized.

Action Step 1 5

Identified students will be pulled out of class in order to receive more instructional support

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 G2.B1.S3 6

Pupil support staff are assigned to specific grades to provide small group instruction

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 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

Camille Cascio

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`

`S259131`

Strategy Rationale

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

Action Step 1 `5`

Differentiated instruction strategies includes: 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 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 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

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

🔑 B247972

G3.B1.S1 Highly qualified staff in all positions. [4]

🔑 S261273

Strategy Rationale

Instructional vacancies from previous year will be filled with highly qualified staff.

Action Step 1 [5]

Executive Director will hire only effective or highly effective certified teachers

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation instrumentation yields performance data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Submit report showing 100% highly qualified staff

Person Responsible

Larry Robbins

Schedule

Quarterly, from 10/31/2017 to 5/31/2018

Evidence of Completion

Quarterly reports documenting HQ staff without vacancies

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

PRIDE Evaluation Ratings

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation System Reporting will confirm quality of teachers

G3.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 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 completed

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 Intensive Reading- reduced class sizes 4

 S261277

Strategy Rationale

In a smaller group setting, instruction is more individualized

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 G3.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 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

Margaret Nelson

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`

`S261285`

Strategy Rationale

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

Action Step 1 `5`

Differentiated instruction strategies includes: 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 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 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

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

🔑 B247973

G4.B1.S1 Highly qualified staff in all positions [4]

🔑 S261300

Strategy Rationale

Instructional vacancies from previous year will be filled with highly qualified staff.

Action Step 1 [5]

Executive Director will hire only effective or highly effective certified teachers

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation instrumentation yields performance data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Submit report showing 100% highly qualified staff

Person Responsible

Larry Robbins

Schedule

Quarterly, from 10/31/2017 to 5/31/2018

Evidence of Completion

Quarterly reports documenting HQ staff without vacancies

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

PRIDE Evaluation Ratings

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation System Reporting will confirm quality of teachers

G4.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 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 Intense instruction in a small group setting. 4

S261315

Strategy Rationale

In a smaller group setting, instruction is more individualized.

Action Step 1 5

Identified students will be pulled out of class in order to receive more instructional support

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 G4.B1.S3 6

Pupil support staff are assigned to specific grades to provide small group instruction

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 G4.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

G4.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 includes: 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 G4.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 G4.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

G5. 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

G5.B1 Instruction does not meet the levels of rigor of the FSA [2]

🔑 B247974

G5.B1.S1 Highly qualified staff in all positions. [4]

🔑 S261323

Strategy Rationale

Instructional vacancies from previous year will be filled with highly qualified staff.

Action Step 1 [5]

Executive Director will hire only effective or highly effective certified teachers

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation instrumentation yields performance data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 [6]

Submit report showing 100% highly qualified staff

Person Responsible

Larry Robbins

Schedule

Quarterly, from 10/31/2017 to 10/31/2017

Evidence of Completion

Quarterly reports documenting HQ staff without vacancies

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

PRIDE Evaluation Ratings

Person Responsible

Stephen Evans

Schedule

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

Evidence of Completion

Evaluation System Reporting will confirm quality of teachers

G5.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 G5.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 G5.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 G5.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

G5.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 includes: 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 G5.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 G5.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

G6. 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

G6.B1 Instruction does not meet the levels of rigor of the FCAT [2]

🔑 B247975

G6.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 G6.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 G6.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 G6.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

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 a data coach to work closely with teachers inside the classroom. 4

S262691

Strategy Rationale

A data coach would be greatly beneficial as they are highly experienced educators. The data coach will analyze our student performance and guide teachers in goal focused planning. Ongoing structured data conversations will help to align teachers instructional plans with district goals.

Action Step 1 5

Data coach will analyze student data and meet with 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 and scheduled meetings will be in place and announced to all staff

Person Responsible

Sherika Evans

Schedule

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

Evidence of Completion

Calendar showing meeting dates, sign-in sheets, e-mail reminders

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 SSIS will offer Saturday School for grades 3-8. All students will be encouraged to come every Saturday in preparation for the upcoming state wide assessments. `4`
🔑 S262693

Strategy Rationale

Our highly qualified teachers will focus instruction in areas of Reading, Math, Science, Writing, and Teat-Taking strategies. With this additional support, students will have more time to learn, build the skills and develop the knowledge required to be successful.

Action Step 1 `5`

Saturday School will be implemented to help students be successful on state wide assessments

Person Responsible

Stephen Evans

Schedule

Weekly, from 1/13/2018 to 3/17/2018

Evidence of Completion

Student enrollment and attendance

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

Student enrollment will be monitored as well as academic achievement

Person Responsible

Stephen Evans

Schedule

Weekly, from 1/13/2018 to 3/17/2018

Evidence of Completion

Attendance log, i-Ready reports, progress reports

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

Student achievement on state wide assessments

Person Responsible

Sherika Evans

Schedule

On 3/17/2018

Evidence of Completion

State wide assessment scores

G8.B2.S2 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 with every student in grades three through eight 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.S2 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.S2 `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

Action Step 2 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 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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G5.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
G5.B1.S1.MA1 M365679	Submit report showing 100% highly qualified staff	Robbins, Larry	10/31/2017	Quarterly reports documenting HQ staff without vacancies	10/31/2017 quarterly
G8.B2.S1.MA1 M368570	Student achievement on state wide assessments	Evans, Sherika	1/13/2018	State wide assessment scores	3/17/2018 one-time
G8.B2.S1.MA1 M368569	Student enrollment will be monitored as well as academic achievement	Evans, Stephen	1/13/2018	Attendance log, i-Ready reports, progress reports	3/17/2018 weekly
G8.B2.S1.A1 A346800	Saturday School will be implemented to help students be successful on state wide assessments	Evans, Stephen	1/13/2018	Student enrollment and attendance	3/17/2018 weekly
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.B1.S2.MA1 M368566	Continuous and scheduled meetings will be in place and announced to all staff	Evans, Sherika	8/14/2017	Calendar showing meeting dates, sign-in sheets, e-mail reminders	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.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.B1.S2.A1 A346798	Data coach will analyze student data and meet with teachers to review information and implement new...	Evans, Sherika	8/14/2017	Sign-in sheets, grade-level team data chats	5/24/2018 daily
G8.B3.S1.A2 A346810	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.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 M368584	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 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.S2.MA1 M368582	Executive director will review student logs and Star 360	Evans, Stephen	11/1/2017	AR360 reports	5/24/2018 monthly
G8.B2.S2.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.S2.A1 A346804	Accelerated Reader 360 will be used with every student in grades three through eight to provide...	Evans, Stephen	11/1/2017	Student completion logs	5/24/2018 daily
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
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
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
G5.B1.S1.A1 A344619	Executive Director will hire only effective or highly effective certified teachers	Evans, Stephen	8/1/2017	Evaluation instrumentation yields performance data	5/31/2018 annually
G6.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
G6.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
G6.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
G6.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
G6.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
G1.B1.S1.MA1 M366267	Classroom guidance sessions, observations, differentiated lesson plans	Evans, Stephen	8/14/2017	Classroom walk-throughs, student feedback, growth mindset straegies	5/31/2018 biweekly
G1.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
G1.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
G4.B1.S1.A1 A344593	Executive Director will hire only effective or highly effective certified teachers	Evans, Stephen	8/1/2017	Evaluation instrumentation yields performance data	5/31/2018 annually
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
G4.B1.S1.MA1 M365622	Submit report showing 100% highly qualified staff	Robbins, Larry	10/31/2017	Quarterly reports documenting HQ staff without vacancies	5/31/2018 quarterly
G4.B1.S1.MA1 M365625	PRIDE Evaluation Ratings	Evans, Stephen	8/1/2017	Evaluation System Reporting will confirm quality of teachers	5/31/2018 annually
G3.B1.S1.A1 A344536	Executive Director will hire only effective or highly effective certified teachers	Evans, Stephen	8/1/2017	Evaluation instrumentation yields performance data	5/31/2018 annually
G3.B1.S1.MA1 M365539	Submit report showing 100% highly qualified staff	Robbins, Larry	10/31/2017	Quarterly reports documenting HQ staff without vacancies	5/31/2018 quarterly
G3.B1.S1.MA1 M365542	PRIDE Evaluation Ratings	Evans, Stephen	8/1/2017	Evaluation System Reporting will confirm quality of teachers	5/31/2018 annually
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
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

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 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
G2.B1.S1.A1 A340797	Executive Director will hire only effective or highly effective certified teachers	Evans, Stephen	8/1/2017	Evaluation instrumentation yields performance data	5/31/2018 annually
G2.B1.S1.MA1 M360733	Submit report showing 100% highly qualified staff	Robbins, Larry	10/31/2017	Quarterly reports documenting HQ staff without vacancies	5/31/2018 quarterly
G2.B1.S1.MA1 M360736	PRIDE Evaluation Ratings	Evans, Stephen	8/1/2017	Evaluation System Reporting will confirm quality of teachers	5/31/2018 annually
G2.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
G2.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
G2.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
G2.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
G2.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
G5.B1.S1.MA1 M365680	PRIDE Evaluation Ratings	Evans, Stephen	8/1/2017	Evaluation System Reporting will confirm quality of teachers	5/31/2018 annually
G3.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.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
G3.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
G3.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
G3.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
G4.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
G4.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
G4.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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.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
G4.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
G5.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
G5.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
G5.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
G5.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
G5.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
G1.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
G1.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
G1.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
G1.B1.S2.A2 A345026	Tracking daily attendance	Fredell, Amanda	8/14/2017	Monitor attendance via Gradebook	5/31/2018 daily
G1.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 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
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 checklits	5/31/2018 monthly
G6.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
G5.MA1 M365689	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	State wide assessment data	5/31/2018 monthly
G4.MA1 M365669	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	State wide assessment data	5/31/2018 monthly
G3.MA1 M365543	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	State wide assessment data	5/31/2018 monthly
G2.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
G2.B1.S3.MA1 M360778	Pupil support staff are assigned to specific grades to provide small group instruction	Cascio, Camille	8/14/2017	An increase on student test scores and classroom assignments will be evident	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1 A340823	Identified students will be pulled out of class in order to receive more instructional support	Cascio, Camille	8/14/2017	Students scores on tests and assignments show an increase in learning gains	5/31/2018 daily
G3.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
G3.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
G3.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
G4.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
G4.B1.S3.MA1 M365665	Pupil support staff are assigned to specific grades to provide small group instruction	Cascio, Camille	8/14/2017	An increase on student test scores and classroom assignments will be evident	5/31/2018 daily
G4.B1.S3.A1 A344611	Identified students will be pulled out of class in order to receive more instructional support	Cascio, Camille	8/14/2017	Students scores on tests and assignments show an increase in learning gains	5/31/2018 daily
G5.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 M360737	Teachers will work closely with our data instructional coach and adjust their instructional...	Evans, Stephen	8/14/2017	State wide assessment data	5/31/2018 monthly
G5.B1.S3.A1 A344626	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G5.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
G2.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
G2.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
G2.B1.S4.A1 A340831	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G2.B1.S4.A2 A340832	i-Ready is implemented with fidelity	Evans, Sherika	8/14/2017	Student i-Ready data reports	5/31/2018 weekly
G3.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
G3.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
G3.B1.S4.A1 A344564	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G3.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
G4.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
G4.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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S4.A1 A344612	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered...	Evans, Stephen	8/14/2017	Lesson plans, classroom walk-throughs	5/31/2018 daily
G4.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	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
2	G1.B1.S2.A1	Continue to follow and promote PBS program	$0.00
3	G1.B1.S2.A2	Tracking daily attendance	$0.00
4	G1.B1.S2.A3	Quarterly rewards ceremony to recognize student academic achievement	$0.00
5	G2.B1.S1.A1	Executive Director will hire only effective or highly effective certified teachers	$0.00
6	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
7	G2.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	$0.00
8	G2.B1.S3.A1	Identified students will be pulled out of class in order to receive more instructional support	$0.00
9	G2.B1.S4.A1	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered assignments, choice activities, etc...	$0.00
10	G2.B1.S4.A2	i-Ready is implemented with fidelity	$0.00
11	G3.B1.S1.A1	Executive Director will hire only effective or highly effective certified teachers	$0.00
12	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
13	G3.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	$0.00
14	G3.B1.S3.A1	Identified students will be enrolled in Intensive Reading	$0.00
15	G3.B1.S4.A1	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered assignments, choice activities, etc...	$0.00
16	G3.B1.S4.A2	i-Ready is implemented with fidelity	$0.00
17	G4.B1.S1.A1	Executive Director will hire only effective or highly effective certified teachers	$0.00
18	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
19	G4.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	$0.00
20	G4.B1.S3.A1	Identified students will be pulled out of class in order to receive more instructional support	$0.00

21	G4.B1.S4.A1	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered assignments, choice activities,and hands-on inquiry based lessons	$0.00
22	G4.B1.S4.A2	i-Ready is implemented with fidelity	$0.00
23	G5.B1.S1.A1	Executive Director will hire only effective or highly effective certified teachers	$0.00
24	G5.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
25	G5.B1.S2.A2	Teacher leaders will facilitate grade level, department and PLC meetings to optimize classroom instruction	$0.00
26	G5.B1.S3.A1	Differentiated instruction strategies includes: flexible grouping, learning centers, tiered assignments, choice activities, and hands-on inquiry based lessons	$0.00
27	G5.B1.S3.A2	i-Ready is implemented with fidelity	$0.00
28	G6.B1.S1.A1	Science concepts will be broken down into smaller chunks	$0.00
29	G6.B1.S1.A2	Extra instructional time will be allotted for hands-on inquire based Science experiments	$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	Data coach will analyze student data and meet with teachers to review information and implement new strategies as needed	$0.00
34	G8.B2.S1.A1	Saturday School will be implemented to help students be successful on state wide assessments	$0.00
35	G8.B2.S2.A1	Accelerated Reader 360 will be used with every student in grades three through eight to provide deep reading practice in order to build new skills.	$0.00
36	G8.B3.S1.A1	A blocked period of time will be used for Science lab	$0.00
37	G8.B3.S1.A2	A blocked period of time will be used for Science lab	$0.00
38	G8.B4.S1.A1	ZooZingo Attendance Program was designed to help motivate every student achieve high attendance.	$0.00
		Total:	$0.00