Suncoast School For Innovative Studies

2016-17 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)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-8	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	67%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	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

N/A

SIP Authority and Template

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder

Former F		Turnaround Status
No		None

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. At the end of each month the students get to 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 each month in which the school congratulates the most improved student and the best behaved student

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

They get a referral to our school counselor.

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	10	14	8	6	14	6	21	25	20	0	0	0	0	124
One or more suspensions	3	4	6	4	6	5	9	26	4	0	0	0	0	67
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	9	7	8	12	22	7	0	0	0	0	65

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	3	4	6	6	7	6	12	22	7	0	0	0	0	73

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
*PBS/PAWS

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

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. 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 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 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 on the middle school campus in which several community representatives will be present. And finally, both campuses are providing Parent Empowerment Activities throughout the school year as well as a Backpack Program which is sponsored by All Faiths Food Bank and a Federal Volunteer Program through AARP.

C. Effective Leadership

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

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
Ramsey, Bonna	Instructional Coach
Rollinson, Carla	Instructional Coach
Hallaert, Monica	Paraprofessional

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, 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 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.

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

b. Duties

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

a. Evaluation of last year's school improvement plan

After reviewing last year's SIP on July 10, 2015, the SAC Committee suggested a few modifications be made. They have been made and the SIP approved by the SAC.

b. Development of this school improvement plan

The SAC is the governing body of SSIS and is in charge of budgeting, developing school policies, approving new positions, and the signing of contracts for food service and transportation. The SAC committee also works with the Executive Director to review all data and building wide performance.

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

Work in conjunction with the school accountant using data from prior years.

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

SAC monies were used for Science Fair Awards and Projects.

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
Fredell, Amanda	Guidance Counselor
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 improve academics. In the past year our enrollment has increased and as of know we have a waiting list for most grades on our elementary campus.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and 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. On both campuses we have a goodie box that is locked and the teachers pass around the key at the end of every week to someone they saw showing a positive attitude. The goodies include chocolate, snacks, pens, pencils, coffee, tea, etc...

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.

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.

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 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. SSIS also provides ESOL, ESE, and Gifted services.

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: After School Program

Minutes added to school year: 5,000

After school programs that provide math and reading initiatives. The after school program is provided by all highly qualified instructors in their content/subject areas. Students in grades 1-5 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.

Strategy Rationale

Extra support and practice have been proven to increase academic achievement.

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

Students selected to participate in the program are selected by informal teacher recommendations based on classroom academic performance/behavior. Students are also selected by their performance on state assessments, FSA and i-Ready scores. We have 2 academic after school programs: 1) homework assistance twice a week, and 2) academic tutorial based on academic deficit areas.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 week in Art classes in which parents and members of the community discuss their career 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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:

No files were uploaded

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.

Complete

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.

Complete

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 year 2017, there will be a reduction of 10% in chronic absenteeism and suspension, through targeted interventions in the school Positive Behavior Support (PBS) program.

G2.   Concluding the 2016-2017 school year, there will be a 4% increase in Science proficiency for the total population in both Fifth Grade and Eighth Grade.

G3.   Concluding the 2016-2017 school year, there will be a 4% increase in Math proficiency for the total population in grades three through five.

G4.   Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades three through five.

G5.   Concluding the 2016-2017 school year, there will be a 4% increase in Math proficiency for the total population in grades six through eight.

G6.   Concluding the 2016-2017 school year, there will be a 10% increase in parental involvement.

G7.   Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades six through eight.

Strategic Goals Detail

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

G1. By the year 2017, there will be a reduction of 10% in chronic absenteeism and suspension, through targeted interventions in the school Positive Behavior Support (PBS) program. 1a

🔍 G075225

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	27.0
One or More Suspensions	14.0

Targeted Barriers to Achieving the Goal 3

- Transportation
- Limited resources

Resources Available to Support the Goal 2

- More school buses and routes were added
- Before and After School Care
- PAWS Recognition Program

Plan to Monitor Progress Toward G1. 8

The number of suspensions/referrals will be monitored to see if they have decreased based on the PBS plan

Person Responsible
Jerod Berry

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Fewer suspensions/referrals

G2. Concluding the 2016-2017 school year, there will be a 4% increase in Science proficiency for the total population in both Fifth Grade and Eighth Grade. `1a`

🔑 G075226

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal `3`

- Gap in their background knowledge of essential science concepts

Resources Available to Support the Goal `2`

- Science Fusion

- Science Fair/Projects

- Homework Help Club

- Pupil Support Services

Plan to Monitor Progress Toward G2. `8`

Areas of both concern and improvement will be monitored

Person Responsible
Carla Rollinson

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Observations, benchmark assessments, and classroom assignments

G3. Concluding the 2016-2017 school year, there will be a 4% increase in Math proficiency for the total population in grades three through five. `1a`

🔍 G075227

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal `3`

- Lack of fundamental mathematical concepts

Resources Available to Support the Goal `2`

- Pupil Support Services

- ESOL Services

- ESE Services

- After School Tutoring

- i-Ready

- Summer School

Plan to Monitor Progress Toward G3. `8`

Areas of both concern and improvement will be monitored

Person Responsible
Camille Cascio

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Ongoing assessments

G4. Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades three through five. 1a

🔑 G075228

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary

Resources Available to Support the Goal 2

- Pupil Support Services
- ESOL Services
- ESE Services
- After School Tutoring
- i-Ready
- Summer School

Plan to Monitor Progress Toward G4. 8

Areas of both concern and improvement will be monitored

Person Responsible
Camille Cascio

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Ongoing assessments

Plan to Monitor Progress Toward G4. 8

Growth monitoring through i-Ready

Person Responsible
Camille Cascio

Schedule
On 6/6/2017

Evidence of Completion
i-Ready data

G5. Concluding the 2016-2017 school year, there will be a 4% increase in Math proficiency for the total population in grades six through eight. 1a

🔍 G075229

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- Lack of fundamental mathematical concepts

Resources Available to Support the Goal 2

- Pupil Support Services
- ESOL Services
- ESE Services
- Homework Help Club (After School)
- After School Tutoring
- i-Ready
- Apex Course Recovery
- Summer School

Plan to Monitor Progress Toward G5. 8

i-Ready

Person Responsible
Carla Rollinson

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
i-Ready data

G6. Concluding the 2016-2017 school year, there will be a 10% increase in parental involvement. `1a`

🔑 G075230

Targets Supported `1b`

Indicator	Annual Target
	85.0

Targeted Barriers to Achieving the Goal `3`

- Limited Language Ability

Resources Available to Support the Goal `2`

- Parent Empowerment Workshops

- Parent/Teacher Conferences

- Family Fun Events

- Parent Resource Center

Plan to Monitor Progress Toward G6. `8`

PALS sign-in/log-in information

Person Responsible
Stephen Evans

Schedule
Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Sign-in sheets, Parent/Teacher conference forms

G7. Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades six through eight. `1a`

🔍 G075231

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	44.0

Targeted Barriers to Achieving the Goal `3`

- Lack of vocabulary

Resources Available to Support the Goal `2`

- Pupil Support Services
- ESOL Services
- ESE Services
- Homework Help Club (after school)
- After School Tutoring
- Apex Course Recovery
- Summer School

Plan to Monitor Progress Toward G7. `8`

Areas of both concern and improvement will be monitored

Person Responsible
Carla Rollinson

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Ongoing assessments

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 year 2017, there will be a reduction of 10% in chronic absenteeism and suspension, through targeted interventions in the school Positive Behavior Support (PBS) program. `1`

🔑 G075225

G1.B1 Transportation `2`

🔑 B196391

G1.B1.S1 Incentives and certificates will be given to students with perfect attendance `4`

🔑 S208133

Strategy Rationale

Students will be more likely to attend school on a regular basis

Action Step 1 `5`

Taking attendance daily

Person Responsible

Jerod Berry

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Monitor attendance

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

Absences must be excused

Person Responsible

Jerod Berry

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Acceptable forms of excuse

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

Quarterly awards

Person Responsible

Jerod Berry

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance via Gradebook

G1.B2 Limited resources [2]

🔑 B216454

G1.B2.S1 Quarterly rewards to recognize positive behavior [4]

🔑 S228800

Strategy Rationale

Continue to promote PBS by following our program.

Action Step 1 [5]

End of week tally of students' PAWS

Person Responsible

Monica Hallaert

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Fewer suspensions/referrals

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

End of week tally for students' PAWS

Person Responsible

Monica Hallaert

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Fewer suspensions/referrals

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The PBS committee will monitor discipline data to determine if the recognition program, PBS plan, and interventions are leading to fewer suspensions/referrals.

Person Responsible

Camille Cascio

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline data, suspensions and referrals will decrease

G2. Concluding the 2016-2017 school year, there will be a 4% increase in Science proficiency for the total population in both Fifth Grade and Eighth Grade. `1`
🔑 G075226

G2.B1 Gap in their background knowledge of essential science concepts `2`
🔑 B196392

G2.B1.S1 Adapt instructional strategies to address student learning needs `4`
🔑 S208134

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

Carla Rollinson

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Formative and Informative Assessments

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

Assignments will be broken down into smaller chunks for identified students

Person Responsible

Carla Rollinson

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Assignments and Benchmark Assessments

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

Areas of both concern and improvement will be monitored

Person Responsible

Carla Rollinson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Ongoing assessments

G3. Concluding the 2016-2017 school year, there will be a 4% increase in Math proficiency for the total population in grades three through five. [1]

🔑 G075227

G3.B1 Lack of fundamental mathematical concepts [2]

🔑 B196393

G3.B1.S1 Intense instruction in a small group setting [4]

🔑 S208135

Strategy Rationale

The smaller the group of students the more intense the instruction

Action Step 1 [5]

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

Person Responsible

Camille Cascio

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Increased scores on tests and classroom assignments

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

Small group instruction

Person Responsible

Camille Cascio

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Increased scores on tests and classroom assignments

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

Areas of both concern and improvement will be monitored

Person Responsible

Camille Cascio

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Ongoing assessments

G4. Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades three through five. `1`

🔑 G075228

G4.B2 Lack of vocabulary `2`

🔑 B196395

G4.B2.S1 Intense instruction in a small group setting `4`

🔑 S208136

Strategy Rationale

The smaller the group of students the more intense the instruction.

Action Step 1 `5`

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

Person Responsible

Camille Cascio

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observations, state assessments, and i-Ready data

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Small group instruction

Person Responsible

Camille Cascio

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Increased scores on tests and class assignments

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Areas of both concern and improvement will be monitored

Person Responsible

Camille Cascio

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Ongoing assessments

G5. Concluding the 2016-2017 school year, there will be a 4% increase in Math proficiency for the total population in grades six through eight. 1

🔍 G075229

G5.B1 Lack of fundamental mathematical concepts 2

🔍 B196396

G5.B1.S1 Intense instruction in a small group setting 4

🔍 S208137

Strategy Rationale

The smaller the group of students the more intense the instruction

Action Step 1 5

Identified students will be pulled out of class in order to receive more intense instruction.

Person Responsible

Carla Rollinson

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observations, state assessments, and i-Ready data

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

Small group instruction

Person Responsible

Carla Rollinson

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Increases scores on tests and class assignments

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

Areas of both concern and improvement will be monitored

Person Responsible

Carla Rollinson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Ongoing assessments

G6. Concluding the 2016-2017 school year, there will be a 10% increase in parental involvement. `1`
🔍 G075230

G6.B1 Limited Language Ability `2`
🔍 B196398

G6.B1.S1 To provide a variety of ways to communicate with our non-English speaking families `4`
🔍 S208139

Strategy Rationale

Multilingual forms of communication and bilingual translators on both campuses

Action Step 1 `5`

Increase parent involvement

Person Responsible

Vanessa Garcia

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Increased parent participation, sign-in sheets, PALS information

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

Increased parent participation

Person Responsible

Vanessa Garcia

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Sign-in sheets, PALS log-in information

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

Areas of both concern and improvement will be monitored

Person Responsible

Stephen Evans

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Sign-in sheets, PALS information log

G7. Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades six through eight. 1

🔑 G075231

G7.B1 Lack of vocabulary 2

🔑 B196401

G7.B1.S1 All students will utilize i-Ready in order to increase reading comprehension 4

🔑 S208143

Strategy Rationale

i-Ready is an integrated learning system proven to show growth in reading comprehension

Action Step 1 5

All instructional staff members will implement the i-Ready program with their students

Person Responsible

Stephen Evans

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student i-Ready reports

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

Our principal will do classroom walkthroughs to ensure i-Ready is being implemented

Person Responsible

Stephen Evans

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Classroom walkthroughs and lesson plans

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

Our principal and instructional staff will meet to discuss reading data

Person Responsible

Stephen Evans

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Classroom and state assessments, i-Ready data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M248393	The number of suspensions/referrals will be monitored to see if they have decreased based on the...	Berry, Jerod	8/22/2016	Fewer suspensions/referrals	6/6/2017 monthly
G2.MA1 M248396	Areas of both concern and improvement will be monitored	Rollinson, Carla	8/22/2016	Observations, benchmark assessments, and classroom assignments	6/6/2017 monthly
G3.MA1 M248399	Areas of both concern and improvement will be monitored	Cascio, Camille	8/22/2016	Ongoing assessments	6/6/2017 monthly
G4.MA1 M248402	Areas of both concern and improvement will be monitored	Cascio, Camille	8/22/2016	Ongoing assessments	6/6/2017 monthly
G4.MA2 M248403	Growth monitoring through i-Ready	Cascio, Camille	8/22/2016	i-Ready data	6/6/2017 one-time
G5.MA1 M248407	i-Ready	Rollinson, Carla	8/22/2016	i-Ready data	6/6/2017 monthly
G6.MA1 M248410	PALS sign-in/log-in information	Evans, Stephen	8/22/2016	Sign-in sheets, Parent/Teacher conference forms	6/6/2017 weekly
G7.MA1 M248419	Areas of both concern and improvement will be monitored	Rollinson, Carla	8/22/2016	Ongoing assessments	6/6/2017 monthly
G1.B1.S1.MA1 M248391	Quarterly awards	Berry, Jerod	8/22/2016	Attendance via Gradebook	6/6/2017 quarterly
G1.B1.S1.MA1 M248392	Absences must be excused	Berry, Jerod	8/22/2016	Acceptable forms of excuse	6/6/2017 daily
G1.B1.S1.A1 A258813	Taking attendance daily	Berry, Jerod	8/22/2016	Monitor attendance	6/6/2017 daily
G2.B1.S1.MA1 M248394	Areas of both concern and improvement will be monitored	Rollinson, Carla	8/22/2016	Ongoing assessments	6/6/2017 monthly
G2.B1.S1.MA1 M248395	Assignments will be broken down into smaller chunks for identified students	Rollinson, Carla	8/22/2016	Assignments and Benchmark Assessments	6/6/2017 weekly
G2.B1.S1.A1 A258814	Science concepts will be broken down into smaller chunks	Rollinson, Carla	8/22/2016	Formative and Informative Assessments	6/6/2017 weekly
G3.B1.S1.MA1 M248397	Areas of both concern and improvement will be monitored	Cascio, Camille	8/22/2016	Ongoing assessments	6/6/2017 monthly
G3.B1.S1.MA1 M248398	Small group instruction	Cascio, Camille	8/22/2016	Increased scores on tests and classroom assignments	6/6/2017 weekly
G3.B1.S1.A1 A258815	Identified students will be pulled out of class in order to receive more support	Cascio, Camille	8/22/2016	Increased scores on tests and classroom assignments	6/6/2017 weekly
G4.B2.S1.MA1 M248400	Areas of both concern and improvement will be monitored	Cascio, Camille	8/22/2016	Ongoing assessments	6/6/2017 monthly
G4.B2.S1.MA1 M248401	Small group instruction	Cascio, Camille	8/22/2016	Increased scores on tests and class assignments	6/6/2017 weekly
G4.B2.S1.A1 A258816	Identified students will be pulled out of class in order to receive more support.	Cascio, Camille	8/22/2016	Observations, state assessments, and i-Ready data	6/6/2017 weekly
G5.B1.S1.MA1 M248405	Areas of both concern and improvement will be monitored	Rollinson, Carla	8/22/2016	Ongoing assessments	6/6/2017 monthly
G5.B1.S1.MA1 M248406	Small group instruction	Rollinson, Carla	8/22/2016	Increases scores on tests and class assignments	6/6/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1 🔍 A258817	Identified students will be pulled out of class in order to receive more intense instruction.	Rollinson, Carla	8/22/2016	Observations, state assessments, and i-Ready data	6/6/2017 weekly
G6.B1.S1.MA1 🔍 M248408	Areas of both concern and improvement will be monitored	Evans, Stephen	8/22/2016	Sign-in sheets, PALS information log	6/6/2017 weekly
G6.B1.S1.MA1 🔍 M248409	Increased parent participation	Garcia, Vanessa	8/22/2016	Sign-in sheets, PALS log-in information	6/6/2017 weekly
G6.B1.S1.A1 🔍 A258819	Increase parent involvement	Garcia, Vanessa	8/22/2016	Increased parent participation, sign-in sheets, PALS information	6/6/2017 weekly
G7.B1.S1.MA1 🔍 M248417	Our principal and instructional staff will meet to discuss reading data	Evans, Stephen	8/22/2016	Classroom and state assessments, i-Ready data	6/6/2017 monthly
G7.B1.S1.MA1 🔍 M248418	Our principal will do classroom walkthroughs to ensure i-Ready is being implemented	Evans, Stephen	8/22/2016	Classroom walkthroughs and lesson plans	6/6/2017 monthly
G7.B1.S1.A1 🔍 A258821	All instructional staff members will implement the i-Ready program with their students	Evans, Stephen	8/22/2016	Student i-Ready reports	6/6/2017 weekly
G1.B2.S1.MA1 🔍 M292738	The PBS committee will monitor discipline data to determine if the recognition program, PBS plan,...	Cascio, Camille	8/22/2016	Discipline data, suspensions and referrals will decrease	6/6/2017 quarterly
G1.B2.S1.MA1 🔍 M292731	End of week tally for students' PAWS	Hallaert, Monica	8/22/2016	Fewer suspensions/referrals	6/6/2017 weekly
G1.B2.S1.A1 🔍 A291066	End of week tally of students' PAWS	Hallaert, Monica	8/22/2016	Fewer suspensions/referrals	6/6/2017 weekly

V. Professional Development Opportunities

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

G7. Concluding the 2016-2017 school year, there will be a 4% increase in ELA proficiency for the total population in grades six through eight.

G7.B1 Lack of vocabulary

G7.B1.S1 All students will utilize i-Ready in order to increase reading comprehension

PD Opportunity 1

All instructional staff members will implement the i-Ready program with their students

Facilitator

Stephanie McDonald

Participants

All Instructional Staff Members

Schedule

Weekly, from 8/22/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Taking attendance daily				$86,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		651-Bus(es)	0081 - Suncoast School For Inn.Stud.	Title I Part A		$4,000.00
		160-Other Support Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$82,000.00
			Notes: School Counselors			
2	G1.B2.S1.A1	End of week tally of students' PAWS				$0.00
3	G2.B1.S1.A1	Science concepts will be broken down into smaller chunks				$0.00
4	G3.B1.S1.A1	Identified students will be pulled out of class in order to receive more support				$35,232.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		690-Computer Software	0081 - Suncoast School For Inn.Stud.	Title I Part A		$4,382.50
			Notes: i-Ready			
		130-Other Certified Instructional Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$20,000.00
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$7,100.00
			Notes: After School Tutoring			
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$3,750.00
			Notes: Summer School			
5	G4.B2.S1.A1	Identified students will be pulled out of class in order to receive more support.				$125,627.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		130-Other Certified Instructional Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$87,000.00
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$7,100.00
			Notes: After School Tutoring			
		130-Other Certified Instructional Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$20,000.00

Budget Data

		690-Computer Software	0081 - Suncoast School For Inn.Stud.	Title I Part A		$4,382.50
			Notes: i-Ready			
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$3,395.00
			Notes: Professional Development			
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$3,750.00
			Notes: Summer School			
6	G5.B1.S1.A1	Identified students will be pulled out of class in order to receive more intense instruction.				**$33,732.50**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$7,100.00
			Notes: After School Tutoring			
		690-Computer Software	0081 - Suncoast School For Inn.Stud.	Title I Part A		$4,382.50
			Notes: i-Ready			
		130-Other Certified Instructional Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$18,500.00
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$3,750.00
			Notes: Summer School			
7	G6.B1.S1.A1	Increase parent involvement				**$4,148.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$4,148.00
			Notes: Parent Empowerment Workshops			
8	G7.B1.S1.A1	All instructional staff members will implement the i-Ready program with their students				**$126,127.50**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		130-Other Certified Instructional Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$89,000.00
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$7,100.00
			Notes: After School Tutoring			

Budget Data

		690-Computer Software	0081 - Suncoast School For Inn.Stud.	Title I Part A		$4,382.50
			Notes: i-Ready			
		130-Other Certified Instructional Personnel	0081 - Suncoast School For Inn.Stud.	Title I Part A		$18,500.00
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$3,395.00
			Notes: Professional Development			
		239-Other	0081 - Suncoast School For Inn.Stud.	Title I Part A		$3,750.00
			Notes: Summer School			
					Total:	**$410,868.00**