Sarasota County Schools

Sarasota Suncoast Academy

2017-18 School Improvement Plan

Sarasota Suncoast Academy

8084 HAWKINS RD, Sarasota, FL 34241

www.sarasotacountyschools.net/suncoast

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)
Elementary School KG-6	No	35%

Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	B

*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 that has a school grade of D or F.

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

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

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Sarasota Suncoast Academy

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 Sarasota Suncoast Academy is to integrate excellence in education, highly motivated and qualified teachers, deeply concerned and involved parents and a supportive community to provide students a superior learning opportunity. We will develop and reinforce a strong value system and a healthy work ethic that affords children the tools needed to succeed and contribute in the 21st century.

b. Provide the school's vision statement

Sarasota Suncoast Academy believes that all children are entitled to reach their fullest academic and social potential in a positive, respectful environment. The school community is dedicated to developing an interactive, social school environment that encourages growth and success in becoming a viable leader of their present and future community through the use of the Responsive Classroom approach.

2. School Environment

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

In grades K-4, each teacher does a home visit at the house of their students before the school year begins. For grades 5 & 6, there is an before school Open House. In grades K-5, during the first six weeks of school, community is built within the classroom through the Responsive Classroom approach to teaching. All of grade 6 students have a daily 20 minute advisory period that addresses, among other issues, both student-to-student and student-to-teacher relationships. Throughout the year, the teachers and students continue to build relationships through a daily classroom morning meeting, a weekly grade-level morning meeting (k-5), and a monthly school-wide morning meeting. At these meetings, all school members are participating in greeting and sharing.

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

All staff members are trained in the Responsive Classroom approach to teaching students. This social curriculum involves helping all school community members to feel safe and respected, where they can be heard. Teachers attend this training for two years and have subsequent training in future years. SSA has a before care and after care that have employees that are also trained in this approach. It is important that students feel the school belongs to them and a place where they are part of the community. SSA goes above and beyond to stress this community in its environment.

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

We believe all children can be kind, respectful, caring citizens who are accountable and responsible for their actions inside an academic learning environment. Children learn and practice social skills (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) when:

• There is a safe, challenging, joyful learning environment
• Students feel respected, successful and share a sense of belonging
• All staff and families teach, model, and reinforce expected behaviors.

These beliefs are the foundation for the Sarasota Suncoast Academy discipline plan.

At Sarasota Suncoast Academy, all staff will use the following strategies or interventions to help children develop self-control.

PROACTIVE STRATEGY: CREATING, MODELING AND PRACTICING THE RULES (PROACTIVE DISCIPLINE)

Staff and students collaborate to develop our classroom and school rules. The rules help us take care of ourselves, each other and the school environment. Throughout the day, we model, practice and reinforce our rules. Teachers use encouraging and empowering language to guide students through daily usage of the rules and procedures.

INTERVENTION 1: REMINDING AND REDIRECTING

Reminders and verbal redirections are the primary means of guiding students. We recognize that sometimes children will not follow the rules. When a rule is broken, staff will speak directly and respectfully to the student about the behavior. Some students may need more than one reminder, but it's generally more effective to limit the number of reminders.

INTERVENTION 2: LOGICAL CONSEQUENCES

Logical consequences are ways to help fix problems that result from children's words and actions when they break or forget rules. They are used when it takes more than a simple cue to stop a behavior or fix a problem. Logical consequences help children regain self-control, reflect on their mistakes, and make amends for them. Logical consequences should be respectful of the child, relevant to the situation, and reasonable for the teacher.

Logical consequences that we use include:
• "You break it you fix it" - children are expected to fix it if they break something or make a mess, whether intentional or not.
• Loss of Privilege is the temporary removal of a privilege to help a child understand the connection between privileges and responsibilities.
• "Take a Break" or "Time & Space" in the classroom is a brief time away from the class activity to allow a student to gain self-control. Students generally return to activity when they feel ready.

Logical consequences are not seen as punishments, but as additional forms of redirection. Afterward, the teacher checks in with the student to make sure he/she understands the reason for the logical consequence.

INTERVENTION 3: "TAKE A BREAK" IN A BUDDY TEACHER'S ROOM

If misbehavior continues during or right after a "break," the student will "take a break" / "time & space" in a nearby classroom. Students will be escorted (visual or accompanied) to and from a nearby classroom. Once the student is back in his/her classroom and resettled, the teacher and student will talk together about what caused the problem and how it can be prevented in the future.

INTERVENTION 4: ACCESSING ADDITIONAL INTERVENTION

A referral will be completed when it has reached this point and sent with the student. It will be signed by the teacher, administrator and sent home to be signed by a parent/guardian.

If a student is disruptive in the buddy teacher's room or continues to be disruptive upon returning, the office will be called. An adult will come to the classroom for assistance, with the goal of getting the student back on track in the classroom as soon as possible. This may involve escorting the student to the office. The purpose of the removal is to help the student regain self-control, problem-solve, plan and rehearse how to re-enter the class and deal with similar situations in the future. This is generally done by having the student fill out a THINK SHEET. Once the student is back in his/her classroom and resettled, the teacher and student will talk together about what caused the problem and how it can be prevented in the future. It may be appropriate to skip earlier interventions and go directly to Intervention 4 for a serious or unsafe behavior issue.

INTERVENTION 5: BEHAVIOR CONTRACT

These interventions to self-control may not be enough for some children to be successful. In such cases, behavior contracts will be developed and implemented with the help of families, teachers, specialists, and community agencies when needed. Behavior contracts will identify specific strategies and interventions to help the child develop self-control. These plans will be reviewed on an individual basis.

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

Community is built in the classroom during the first six weeks of school. Upper grade level students are mentors and "buddies" to lower grade level students. Employees and outside professionals work with students that have additional social-emotional needs. Students are able to meet with administration at any time when there are additional needs.

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

SSA uses an early warning system of attendance records, discipline records, Academic testing results, ELL student, ESE student, ELA and Math Learning gains, and whether students have been retained to determine at-risk students.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	4	0	10	0	0	0	0	0	0	0	14
No Learning Gain Math	0	0	0	0	0	8	0	0	0	0	0	0	0	8
No Learning Gain ELA	0	0	0	0	0	23	0	0	0	0	0	0	0	23
ESE student	4	0	1	2	3	3	0	0	0	0	0	0	0	13
ELL student	0	2	2	0	0	0	0	0	0	0	0	0	0	4
Retained student	1	4	0	3	1	0	0	0	0	0	0	0	0	9

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	2	3	3	24	0	0	0	0	0	0	0	32

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

Students in grades 3-5 started intensive math instruction earlier.
MTSS data is being gathered and RTI is being configured to meet the needs of students.
Probation for tardies and absences are being place in parent hands and truancy officers are being sent to homes of truant students.
Teachers are working on learning logs weekly to determine strategies that are working in other classrooms.
iReady instruction in classroom and in the computer lab.
In grade 6, students who have scored a level 2 or below on the FSA receive daily reading instruction through an Intensive Language Arts class.

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?
No

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

2. Description

100% of students' families perform 20 hours of volunteer time or more. Family members have a variety of opportunities to be involved through the classroom, lunchroom, after school activities, as

well as several celebrations throughout the year to include C.A.R.E.S., morning meetings, Fall Festival, Pajama Bingo, Spirit Nights, student achievements and a large variety of other activities that foster community. Parents are encouraged to become part of the PT4SO by attending meetings, assisting with the Sunshine Committee, being involved in school activities and assisting with fund raisers. As for the staff members, administration and teachers are actively involved with arrival and dismissal through opening car doors, escorting students, and maintaining a respectful and caring atmosphere. Every child is greeted by name throughout the day by administrators, teachers, and peers.

Parents are notified a minimum of eight times a year of their child's progress through quarterly progress reports and report cards, and at grades K-5 this also include a C.A.R.E.S. report based on the social skills that are being taught on a daily basis. Parents and students have constant access to online grades through Crosspointe. Students who are served through ESE services receive one or more reports each year to identify if goals are being met. Teachers hold conferences on an as needed basis with parents before and after school. The school's website displays important dates, the school's mission and vision, information about Responsive Classroom as well as links to individual teachers' class websites.

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

Every classroom, which includes specials areas, has a classroom sponsor . Parents and local businesses are encouraged to become classroom sponsors which provide funds for teachers to purchase classroom items that will enhance the learning experience. Suncoast Academy partners with local restaurants to provide Spirit Nights which provides funds for classroom field trips and supplies which further enhance the learning experience. Several restaurants and local businesses provide incentives for students who make gains in reading through our school wide reading incentive program.

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
Crump, Steve	Principal
Leinweber, Joshua	Principal

b. Duties

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

Teacher is responsible for gathering data and bringing data on student to the meeting and for implementing the recommendations of the team.

Grade level teachers are responsible for brainstorming ideas and giving feedback to the teacher where the student's homeroom is located.

Principal is responsible for giving resources, insight, and feedback on what is educationally relevant and appropriate.

Instructional data personnel give appropriate data from computer programs, tests, etc. to be considered.

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

The board of directors determines the budget from the considerations given to them by the leadership team. All federal, state and local dollars are earmarked for the different programs below including the Digital Classroom Plan for Suncoast Academy. IReady, LEARN, teacher observations and formal assessments, FSA data, Stanford 10 data, writing prompts, progress monitoring information, budget considerations, A+ money

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mitchell Burks	Business/Community
Greg Griner	Education Support Employee
Jay Gordon	Business/Community
Alex Kauffman	Business/Community
Bruce Hiller	Student

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

Advisory

b. Development of this school improvement plan

Advisory

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

SSA board of directors set and monitor the budget.

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

Staff Development $10,000
ESE and ESOL services $30,000
Intervention Services contract $1000

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
Crump, Steve	Principal
Leinweber, Joshua	Principal

b. Duties

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

Suncoast provides quality instruction in literacy across all grade levels. Florida Standards instruction is used in K - 6th grade. The Reading Counts program is active among all classrooms 1st - 5th grade and on an as needed basis in Kindergarten. At home reading is required in grades K-5 for a minimum of four nights a week. Teachers monitor this through reading logs, journals, Reading Counts tests, oral questioning, sentence summaries or computer based reading assessments. Administration visits curriculum to decide on appropriate expenditures. Suncoast has also provided professional development to teachers based on depth of knowledge required through the standards, activities that promote deeper understanding, and questions that encourage and teach critical thinking skills.

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

Being a Responsive Classroom school, Suncoast teachers model CARES with their peers. Administration encourages teachers to work together to solve education issues as well as those that may affect the education at Suncoast including differing teaching styles, personalities, or opinions. Teachers are expected to offer peer feedback of ideas in a respectful but assertive manner. At times when there are differing opinions, teachers have the right to agree to disagree and still remain professional.

Administration provides time during school hours in excess of planning time to meet as a team to discuss student learning issues, alternative ideas for struggling or rapidly advancing students, student behavior issues, or for brainstorming best practices for teaching.

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

We recruit only certified teachers. We retain our teachers through competitive pay, competitive benefits, retirement program, competitive technology in classrooms, allow teachers to be professionals without being micromanaged, group interview committee, and are highly selective on interviewees. Responsible: Steven Crump, Principal Elementary Grades, Joshua Leinweber, Principal Middle Grades, Interview committee comprised of teachers and staff.

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

The mentor and mentee meet weekly with each other to discuss school culture, procedures, routines, student progress monitoring, curriculum and instructional strategies. Our mentees are paired with a trained SCIP mentor who is teaching a similar grade level.

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

Each teacher is given a copy of the Florida standards as well as professional development in the understanding of the standards and where to locate information to assist in teaching the standards. All textbooks and other supplemental materials purchased are based on the Florida standards. Teachers keep detailed lesson plans and/or checklists based on the standards to ensure all standards are taught which are collected by administration. The principal is often in classrooms through announced and spontaneous visits looking for the teaching of the standards. Throughout the year, formative and summative assessments are used as well as all state and district mandated assessments.

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 uses the results of several assessments to determine individual student needs and create differentiated instruction based on the results of these assessments. Formative assessments include LEARN, IReady, SRI, Reading Counts tests, Moby Max, and other paper or computer based assessments. Students who are not attaining the proficient level are placed into Teir II or Teir III learning groups and given extra teacher assistance through the use of modified paper and computer based instruction. Additionally, these students are brought before the grade level MTSS monthly meetings to brainstorm and discuss strategies for academic improvement.

For example, after being assessed, students are place in small learning groups. During this time, students who are not meeting proficiency are given direct teaching which may include multiple readings of a passage, guiding questions to determine critical thinking, reading of shorter passages, teaching of vocabulary before reading, anchor charts available for review, use of hands - on materials to deepen understanding, use of additional computer based instruction, peer or volunteer tutoring as well as several other researched based strategies.

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 Day

Minutes added to school year: 5,400

School district decided to add additional times.

Strategy Rationale

Additional time allows for teachers to collaborate and give extra instructional time for students in class.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Crump, Steve, steve.crump@sarasotacountyschools.net

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

Use IReady and SRI to determine effectiveness

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

N/A

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

N/A

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

N/A

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

Beginning in 5th grade, students have a daily technology course. This course introduces students to the fundamentals of typing, word processing, spreadsheets, digital presentations, coding and digital citizenship. In 6th grade, students are assigned a Chromebook to use both at home and at school. Access to this technology allows students to collaborate in the cloud and work in a paperless classroom - both skills that lead to career and technical preparedness.

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

In grades K-5 students are presented with challenging academics, and when necessary supports to engage with the material. Once students enter the middle grades, advanced course work becomes available to them. The goal is for students to have access to Algebra I, Physical Science & Spanish high school credit courses.

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:

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.

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.

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. During the 2017-18 school year, there will be a ten percent increase in the learning gains of the lowest quartile of students in math and reading on the FSA assessment.

G2. During the 2017-18 school year, there will be a minimum of a four percent increase in science on the science assessment.

G3. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in reading proficiency for all students.

G4. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in math proficiency for all students.

G5. During the 2017-2018 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA

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. During the 2017-18 school year, there will be a ten percent increase in the learning gains of the lowest quartile of students in math and reading on the FSA assessment. `1a`

🔍 G093344

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	69.0
Math Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal `3`

- testing on the computer which is a new format

- students inundated with assessments

- transition to middle school schedule

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

- computer lab, ESE resource teacher

- Intensive Language Arts class

Plan to Monitor Progress Toward G1. `8`

Will collect data from iReady reports, diagnostics, and observations/assessments in classroom

Person Responsible
Steve Crump

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

Evidence of Completion
iReady reports, FSA test scores, ESE midterms and report cards

G2. During the 2017-18 school year, there will be a minimum of a four percent increase in science on the science assessment. `1a`

🔑 G093345

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Targeted Barriers to Achieving the Goal `3`

- switching classes in fifth grade

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

- science curriculum, Scholastic science

Plan to Monitor Progress Toward G2. `8`

Science observations, diagnostics, and progress monitoring will all be used to assess progress.

Person Responsible

Joshua Leinweber

Schedule

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

Evidence of Completion

test data and observations

G3. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in reading proficiency for all students. `1a`

🔍 G093346

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	82.0

Targeted Barriers to Achieving the Goal `3`

- Scheduling differentiated instruction based on student needs

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

- Reading Wonders; i-Ready, CPALMS, Moby Max

- Intensive Language Arts classes for middle school students

Plan to Monitor Progress Toward G3. `8`

iReady Assessments, SRI, MTSS planning sessions

Person Responsible
Steve Crump

Schedule
On 6/6/2017

Evidence of Completion
iReady and SRI scores on grade level

G4. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in math proficiency for all students. 1a

🔍 G093347

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Digging deeper into FSA standards, locating meaningful resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady; Go Math, Moby Max, CPALMS iReady training, Parent workshop

Plan to Monitor Progress Toward G4. 8

MTSS meetings,iReady, formative and summative data

Person Responsible
Steve Crump

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

Evidence of Completion
Ongoing progress monitoring, Chapter and Unit tests, fact fluency

G5. During the 2017-2018 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA 1a

🔑 G093348

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	95.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent participation in schooling, parent schedules

Resources Available to Help Reduce or Eliminate the Barriers 2

- Responsive Classroom Training

Plan to Monitor Progress Toward G5. 8

volunteer time completed

Person Responsible
Steve Crump

Schedule
On 5/26/2017

Evidence of Completion
completion of 20 hours

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. During the 2017-18 school year, there will be a ten percent increase in the learning gains of the lowest quartile of students in math and reading on the FSA assessment. 1

🔑 G093344

G1.B1 testing on the computer which is a new format 2

🔑 B250400

G1.B1.S1 reduced time on iReady 4

🔑 S263895

Strategy Rationale

less computer screen time on assessment activities will increase the attention to the task

Action Step 1 5

Additional training on iReady

Person Responsible

Steve Crump

Schedule

Quarterly, from 8/16/2016 to 6/6/2017

Evidence of Completion

decreased time on diagnostics and assessments

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

Tech coordinator will share time on task information with principal

Person Responsible

Steve Crump

Schedule

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

Evidence of Completion

reports from iReady and SRI

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

It won't be eliminated totally unless state and district requirements change

Person Responsible

Steve Crump

Schedule

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

Evidence of Completion

state statutes, state board minutes, district board minutes

G1.B2 students inundated with assessments 2

🔑 B250401

G1.B2.S1 Provide students with authentic learning opportunities via Project Based Learning (PBL), 4

🔑 S267417

Strategy Rationale

Student learning will resonate, creating long lasting educational gains.

Action Step 1 5

Teachers will provide PBLs on a quarterly basis.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classroom observation.

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

Teachers invite administration into their classroom for support and feedback on implementation of PBLs.

Person Responsible

Steve Crump

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Administrative observation notes.

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

Review of student FSA scores.

> **Person Responsible**
>
> Joshua Leinweber
>
> **Schedule**
>
> On 5/31/2018
>
> ***Evidence of Completion***
>
> Student FSA scores.

G1.B3 transition to middle school schedule `2`

🔑 B250714

G1.B3.S1 Use of Responsive Classroom approach to create a safe environment. `4`

🔑 S264292

Strategy Rationale

With an environment where children feel safe they can focus on their education instead of the social impacts.

Action Step 1 `5`

Teachers trained in Responsive Classroom.

> **Person Responsible**
>
> Joshua Leinweber
>
> **Schedule**
>
> On 7/28/2017
>
> ***Evidence of Completion***
>
> Classroom observation.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Ongoing classroom observations and communication with staff.

Person Responsible

Joshua Leinweber

Schedule

Every 6 Weeks, from 8/14/2017 to 5/18/2018

Evidence of Completion

Observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Observations and continuous dialogue with teachers.

Person Responsible

Joshua Leinweber

Schedule

Every 6 Weeks, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation notes.

G2. During the 2017-18 school year, there will be a minimum of a four percent increase in science on the science assessment. 1

🔍 G093345

G2.B1 switching classes in fifth grade 2

🔍 B250402

G2.B1.S1 SSA will implement a middle school type schedule for 5th grade ensuring appropriate class time for Science curriculum. 4

🔍 S263896

Strategy Rationale

Additional instruction will provide for additional learning time.

Action Step 1 5

Modification of 5th grade bell schedule.

Person Responsible

Joshua Leinweber

Schedule

On 6/6/2017

Evidence of Completion

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

Principal will observe lessons being taught in science using the PRIDE rubric.

Person Responsible

Joshua Leinweber

Schedule

Every 6 Weeks, from 11/1/2016 to 6/6/2017

Evidence of Completion

PRIDE evaluation data, science diagnostic data

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

Science lessons

Person Responsible

Joshua Leinweber

Schedule

Daily, from 7/25/2016 to 6/6/2017

Evidence of Completion

Test scores, diagnostic data, observations

G3. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in reading proficiency for all students. 1

🔑 G093346

G3.B1 Scheduling differentiated instruction based on student needs 2

🔑 B250403

G3.B1.S1 Training in iReady assessments and diagnostics. 4

🔑 S263897

Strategy Rationale

For teachers to use relevant data from iReady to support classroom educational needs

Action Step 1 5

Training on iReady

Person Responsible

Steve Crump

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

reports from iReady.

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

Reports

Person Responsible

Steve Crump

Schedule

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

Evidence of Completion

Reports and RTI data

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

Compare scores to on grade level scores and year's growth.

Person Responsible

Steve Crump

Schedule

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

Evidence of Completion

Teachers and our tech coordinator will look at reports and put students where it is appropriate. If students are not making growth, RTI and small group instruction will commence.

G3.B1.S2 Small group instruction in 6th grade. 4

🔑 S267420

Strategy Rationale

Students will receive more individualized instruction.

Action Step 1 5

Intensive Language Arts classes will be kept under 20 and additional staff will have time available to support the teacher of record.

Person Responsible

Joshua Leinweber

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classroom observation and master schedule.

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

Review of iReady Diagnostic data and teacher created assessments.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

iReady data reports and teacher created assessments.

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

Administrative observations.

Person Responsible

Joshua Leinweber

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Observation notes.

G4. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in math proficiency for all students. 1

🔑 G093347

G4.B1 Digging deeper into FSA standards, locating meaningful resources 2

🔑 B250404

G4.B1.S1 Grade level meetings to discuss FSA standards and to collaborate resources. 4

🔑 S263898

Strategy Rationale

Sharing and cooperating with other professional peers brings about a better understanding as well as ideas for involving student participation.

Action Step 1 5

MTSS and RTI meetings

Person Responsible

Schedule

Biweekly, from 10/10/2016 to 6/6/2017

Evidence of Completion

MTSS and RTI data. reports from iReady assessments and classroom observations

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

Bi-weekly meetings with principal

Person Responsible

Steve Crump

Schedule

Biweekly, from 10/10/2016 to 6/6/2017

Evidence of Completion

MTSS and RTI data. classroom observations, and iReady assessment data

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

increased scores by students

Person Responsible

Steve Crump

Schedule

Biweekly, from 10/10/2016 to 6/6/2017

Evidence of Completion

bi-weekly meetings discussing students at risk

G5. During the 2017-2018 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA 1

🔑 G093348

G5.B1 Lack of parent participation in schooling, parent schedules 2

🔑 B250405

G5.B1.S1 Responsive Classroom training for parents and teachers. 4

🔑 S263899

Strategy Rationale

Community building and showing school is an important impact on future of all students

Action Step 1 5

Responsive Classroom Training for Parents and teachers

Person Responsible

Steve Crump

Schedule

On 9/13/2016

Evidence of Completion

completion of 20 hours of volunteer time

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

Responsive Classroom implementation in the classroom and volunteer time for parents

Person Responsible

Steve Crump

Schedule

Quarterly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Teacher language, volunteer time complete

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

Volunteer time complete and community feel at the school

Person Responsible

Steve Crump

Schedule

Quarterly, from 8/15/2016 to 6/6/2017

Evidence of Completion

hours listed on the PALS system

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.S1.A1 🔍 A349145	Responsive Classroom Training for Parents and teachers	Crump, Steve	9/13/2016	completion of 20 hours of volunteer time	9/13/2016 one-time
G5.MA1 🔍 M371473	volunteer time completed	Crump, Steve	8/22/2016	completion of 20 hours	5/26/2017 one-time
G2.B1.S1.MA1 🔍 M371463	Principal will observe lessons being taught in science using the PRIDE rubric.	Leinweber, Joshua	11/1/2016	PRIDE evaluation data, science diagnostic data	6/6/2017 every-6-weeks
G4.MA1 🔍 M371470	MTSS meetings,iReady, formative and summative data	Crump, Steve	8/22/2016	Ongoing progress monitoring, Chapter and Unit tests, fact fluency	6/6/2017 weekly
G1.MA1 🔍 M371461	Will collect data from iReady reports, diagnostics, and observations/ assessments in classroom	Crump, Steve	8/22/2016	iReady reports, FSA test scores, ESE midterms and report cards	6/6/2017 daily
G1.B1.S1.MA1 🔍 M371459	It won't be eliminated totally unless state and district requirements change	Crump, Steve	8/22/2016	state statutes, state board minutes, district board minutes	6/6/2017 annually
G1.B1.S1.MA1 🔍 M371460	Tech coordinator will share time on task information with principal	Crump, Steve	8/22/2016	reports from iReady and SRI	6/6/2017 weekly
G1.B1.S1.A1 🔍 A349141	Additional training on iReady	Crump, Steve	8/16/2016	decreased time on diagnostics and assessments	6/6/2017 quarterly
G2.B1.S1.MA1 🔍 M371462	Science lessons	Leinweber, Joshua	7/25/2016	Test scores, diagnostic data, observations	6/6/2017 daily
G3.MA1 🔍 M371467	iReady Assessments, SRI, MTSS planning sessions	Crump, Steve	10/10/2016	iReady and SRI scores on grade level	6/6/2017 one-time
G2.B1.S1.A1 🔍 A349142	Modification of 5th grade bell schedule.	Leinweber, Joshua	8/22/2016		6/6/2017 one-time
G3.B1.S1.MA1 🔍 M371465	Compare scores to on grade level scores and year's growth.	Crump, Steve	8/22/2016	Teachers and our tech coordinator will look at reports and put students where it is appropriate. If students are not making growth, RTI and small group instruction will commence.	6/6/2017 weekly
G3.B1.S1.MA1 🔍 M371466	Reports	Crump, Steve	8/22/2016	Reports and RTI data	6/6/2017 weekly
G3.B1.S1.A1 🔍 A349143	Training on iReady	Crump, Steve	8/15/2016	reports from iReady.	6/6/2017 monthly
G2.MA1 🔍 M371464	Science observations, diagnostics, and progress monitoring will all be used to assess progress.	Leinweber, Joshua	8/22/2016	test data and observations	6/6/2017 daily
G4.B1.S1.MA1 🔍 M371469	Bi-weekly meetings with principal	Crump, Steve	10/10/2016	MTSS and RTI data. classroom observations, and iReady assessment data	6/6/2017 biweekly
G4.B1.S1.A1 🔍 A349144	MTSS and RTI meetings		10/10/2016	MTSS and RTI data. reports from iReady assessments and classroom observations	6/6/2017 biweekly
G5.B1.S1.MA1 🔍 M371471	Volunteer time complete and community feel at the school	Crump, Steve	8/15/2016	hours listed on the PALS system	6/6/2017 quarterly
G5.B1.S1.MA1 🔍 M371472	Responsive Classroom implementation in the classroom and volunteer time for parents	Crump, Steve	8/15/2016	Teacher language, volunteer time complete	6/6/2017 quarterly
G4.B1.S1.MA1 🔍 M371468	increased scores by students	Crump, Steve	10/10/2016	bi-weekly meetings discussing students at risk	6/6/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1 A349870	Teachers trained in Responsive Classroom.	Leinweber, Joshua	7/24/2017	Classroom observation.	7/28/2017 one-time
G1.B3.S1.MA1 M372291	Ongoing classroom observations and communication with staff.	Leinweber, Joshua	8/14/2017	Observation notes.	5/18/2018 every-6-weeks
G1.B3.S1.MA1 M372294	Observations and continuous dialogue with teachers.	Leinweber, Joshua	8/21/2017	Observation notes.	5/25/2018 every-6-weeks
G1.B2.S1.MA1 M379627	Teachers invite administration into their classroom for support and feedback on implementation of...	Crump, Steve	8/21/2017	Administrative observation notes.	5/31/2018 quarterly
G1.B2.S1.MA1 M379628	Review of student FSA scores.	Leinweber, Joshua	5/31/2018	Student FSA scores.	5/31/2018 one-time
G1.B2.S1.A1 A355609	Teachers will provide PBLs on a quarterly basis.	Leinweber, Joshua	8/21/2017	Classroom observation.	5/31/2018 quarterly
G3.B1.S2.MA1 M379642	Administrative observations.	Leinweber, Joshua	8/21/2017	Observation notes.	5/31/2018 quarterly
G3.B1.S2.MA1 M379635	Review of iReady Diagnostic data and teacher created assessments.	Leinweber, Joshua	8/21/2017	iReady data reports and teacher created assessments.	5/31/2018 quarterly
G3.B1.S2.A1 A355611	Intensive Language Arts classes will be kept under 20 and additional staff will have time available...	Leinweber, Joshua	8/21/2017	Classroom observation and master schedule.	5/31/2018 daily

V. Professional Development Opportunities

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

G3. During the 2017 - 2018 school year, there will be a minimum of a two percent increase in reading proficiency for all students.

G3.B1 Scheduling differentiated instruction based on student needs

G3.B1.S1 Training in iReady assessments and diagnostics.

PD Opportunity 1

Training on iReady

Facilitator

Dee Butherus

Participants

All Teachers

Schedule

Monthly, from 8/15/2016 to 6/6/2017

G5. During the 2017-2018 school year, there will be a minimum of 95% of students' parents that complete 20 or more volunteer time at SSA

G5.B1 Lack of parent participation in schooling, parent schedules

G5.B1.S1 Responsive Classroom training for parents and teachers.

PD Opportunity 1

Responsive Classroom Training for Parents and teachers

Facilitator

Suzanne Wright, Responsive Classroom

Participants

First/Second year teachers to SSA Parents that attend the RC101 meeting

Schedule

On 9/13/2016

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	Additional training on iReady					$0.00
2	G1.B2.S1.A1	Teachers will provide PBLs on a quarterly basis.					$0.00
3	G1.B3.S1.A1	Teachers trained in Responsive Classroom.					$0.00
4	G2.B1.S1.A1	Modification of 5th grade bell schedule.					$0.00
5	G3.B1.S1.A1	Training on iReady					$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			0100 - Sarasota Suncoast Academy	General Fund		$3,600.00	
			Notes: Notes				
6	G3.B1.S2.A1	**Intensive Language Arts classes will be kept under 20 and additional staff will have time available to support the teacher of record.**					$0.00
7	G4.B1.S1.A1	MTSS and RTI meetings					$0.00
8	G5.B1.S1.A1	Responsive Classroom Training for Parents and teachers					$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			District-Wide	General Fund		$4,000.00	
			Notes: Notes				
						Total:	$7,600.00