

Sarasota County Schools

# Sarasota School Of Arts/ Sciences



## 2019-20 School Improvement Plan

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# Sarasota School Of Arts/Sciences

717 CENTRAL AVE, Sarasota, FL 34236

www.ssas.org

## Demographics

**Principal: Tara Tahmosh Newell**

Start Date for this Principal: 2/1/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

N/A

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement

Sarasota School of Arts and Sciences provides a small, intimate environment of academic excellence and enrichment, utilizing community partnerships as well as traditional and innovative teaching methods.

#### Provide the school's vision statement

Welcome to the Sarasota School of Arts & Sciences (SSA+S), an educational foundation built on encouragement, inclusiveness, exploration and personal growth. We believe that community begins in the classroom, where our students and their families are invited to meet new challenges, discover their potential and enjoy a positive learning experience together. At SSA+S, we seek to create a culture that promotes collaboration, individual needs, and high academic achievement.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Tahmosh, Tara	Principal	
Williams, Carl	Assistant Principal	
Mapes, Mike	Guidance Counselor	
Kozlowski, Cathy	Guidance Counselor	
Plath, Georgia	Teacher, ESE	
Gannon, Kylie	Assistant Principal	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	250	250	254	0	0	0	0	754
Attendance below 90 percent	0	0	0	0	0	0	18	22	37	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	4	21	32	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	17	25	24	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	13	10	0	0	0	0	28

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

41

**Date this data was collected or last updated**

Wednesday 6/19/2019

**Prior Year - As Reported**

**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	27	36	45	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	21	24	38	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	27	35	16	0	0	0	0	78

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	16	14	0	0	0	0	43

**Prior Year - Updated**

**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	27	36	45	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	21	24	38	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	27	35	16	0	0	0	0	78

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	16	14	0	0	0	0	43

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	64%	54%	76%	63%	53%
ELA Learning Gains	67%	58%	54%	63%	57%	54%
ELA Lowest 25th Percentile	57%	50%	47%	47%	48%	47%
Math Achievement	81%	74%	58%	79%	74%	58%
Math Learning Gains	71%	66%	57%	64%	67%	57%
Math Lowest 25th Percentile	65%	56%	51%	59%	61%	51%
Science Achievement	73%	61%	51%	77%	62%	52%
Social Studies Achievement	93%	85%	72%	96%	78%	72%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	250 (0)	250 (0)	254 (0)	754 (0)
Attendance below 90 percent	18 (27)	22 (36)	37 (45)	77 (108)
One or more suspensions	4 (21)	21 (24)	32 (38)	57 (83)
Course failure in ELA or Math	1 (0)	0 (0)	1 (1)	2 (1)
Level 1 on statewide assessment	17 (27)	25 (35)	24 (16)	66 (78)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	75%	63%	12%	54%	21%
	2018	75%	63%	12%	52%	23%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	75%	64%	11%	52%	23%
	2018	69%	62%	7%	51%	18%

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Same Grade Comparison		6%				
Cohort Comparison		0%				
08	2019	78%	66%	12%	56%	22%
	2018	82%	70%	12%	58%	24%
Same Grade Comparison		-4%				
Cohort Comparison		9%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	77%	67%	10%	55%	22%
	2018	67%	66%	1%	52%	15%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	79%	73%	6%	54%	25%
	2018	76%	73%	3%	54%	22%
Same Grade Comparison		3%				
Cohort Comparison		12%				
08	2019	76%	65%	11%	46%	30%
	2018	79%	63%	16%	45%	34%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	73%	62%	11%	48%	25%
	2018	76%	62%	14%	50%	26%
Same Grade Comparison		-3%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	93%	85%	8%	71%	22%
2018	96%	80%	16%	71%	25%
Compare		-3%			



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	73%	22%	61%	34%
2018	98%	77%	21%	62%	36%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	100%	71%	29%	56%	44%
Compare		0%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	53	48	47	64	58	25	75	27		
ELL	46	60	40	71	60						
ASN	100	71		93	79						
BLK	55	60	41	65	57	54	41	82	58		
HSP	64	61	52	75	61	54	59	84	63		
MUL	71	68	45	79	68						
WHT	83	70	66	86	77	76	80	97	72		
FRL	64	61	48	75	66	61	62	89	64		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	38	29	38	52	44	47	89			
ELL	46	54	50	54	46	38					
ASN	89	74		95	79						
BLK	62	53	46	58	60	63	41	88	40		
HSP	70	62	47	74	59	51	72	96	76		
MUL	68	63	55	86	67						
WHT	80	65	46	83	66	62	82	97	66		
FRL	68	59	45	69	58	51	68	94	61		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	652
Total Components for the Federal Index	9
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	66

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

Our subgroup of Black students performed the lowest across several components, including English Language Arts, English Language Arts lowest quartile, Mathematics, and Mathematics lowest quartile. Black students have trended as our lowest performing students for several years. We believe that socioeconomic status contributes to their skill deficits. We will continue to identify strategies to assist them towards growth. This year we added an ESE Aide position to assist with inclusion in the ELA and Mathematics' classrooms.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

Our subgroup ELL (English Language Learners) showed the greatest decline from the prior year in the English Language Arts lowest quartile, from 50% to 40%, a ten percent decline. Our ELL subgroup is the smallest of our subgroups, so declines can be misleading due to the small sample size. Regardless, our school will continue to try to reach our ELL students in the lowest quartile using research-based teaching strategies and interventions.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

We have no gaps from the state average. All of our groups, in all measured subjects and grade levels, including English Language Arts, Mathematics, Algebra, Geometry, Civics, and Science, outperform the district and state averages.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Mathematics improved dramatically from 2018 to 2019. In sixth grade, we saw a 10% increase and in 7th grade, a 3% increase. In addition, we had a dramatic increase for SWD students with disabilities and Free and Reduced lunch, in mathematics, from 44% to 58% and from 51% to 61%, respectively. We believe that our Title IV initiative to add ALEKS (Assessment and Learning, K-12) programming used in conjunction with READ 180 in our intensive language arts labs led to these increases. In addition, the curriculum in the intensive labs was individualized to provide both choice and differentiation.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

We had an increase in students being retained and failing either English or Mathematics. These were the same two students noted in both fields and we tried many interventions to assist them in passing including study hall, ESE resource, and one on one assistance with administration. We also invited them to Saturday School for credit retrieval, accepted any and all late work, and remain in constant contact with their parents and guardians in their home language..

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Increased literacy and computation skills for all students.
2. Increased innovations in our intensive language arts labs to continue our upwards trends for the lowest 25%.
3. Increased progress with our black students in literacy and computation.
4. Increased progress and learning gains with our ELL students.
5. Focused interdisciplinary units that are relevant and educational.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Literacy Skills via a Civil Rights Interdisciplinary Unit
<b>Rationale</b>	Literacy initiatives are a constant need for every subgroup. Meeting literacy goals while incorporating an interdisciplinary unit, community involvement, and a curriculum rich in arts integration, maintains fidelity to our school's mission and charter, of reaching and teaching the total child.
<b>State the measureable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a four percentage point increase for all student groups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups in which 70% or more are currently demonstrating proficiency.
<b>Person responsible for monitoring outcome</b>	Tara Tahmosh (taratahmosh@ssas.org)
<b>Evidence-based Strategy</b>	<p>A comprehensive seventh grade interdisciplinary unit focused upon Civil Rights. In language arts, this includes the Civil Writes workshop, an EdExplore SRQ exploration from FST, which is in addition to reading the biography, "Claudette Colvin." In seventh grade American History, the students will create an Abolitionist Project with an arts component, given the choices of a narrative, song, or poem. In Drama, the students will focus upon the phenomenon of the musical "Hamilton" and how it broke casting norms on Broadway.</p> <p>According to Randall &amp; Marangell, " Innovative and creative instruction using texts that are more unexpected may be one way to keep things alive. ...one that is shaped and supported by art - before diving into textbooks and other challenging sources." Using this source, focus should be upon content area teachers teaching literacy skills via the curriculum that they are comfortable teaching; valuing their expertise and subject area while developing lessons that use standards-based literacy techniques. "Creating a vibrant literacy culture stems from knowing and valuing how each discipline can contribute to a student's overall development," (Randall &amp; Marangell, 12). To foster the most growth, our school's charter focuses upon the benefits of an interdisciplinary, liberal arts education for our middle schoolers. (Randall &amp; Marangell, "Changing the Narrative; Literacy as sustaining practice in every classroom." AMLE, April 2018).</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ELA - Biography Book Study of Claudette Colvin (7 days)</li> <li>2. ELA - Civil Writes FST Workshop (3 days) culminating in writing a short play in small groups.</li> <li>3. SS - American History study of Abolitionists and the first Civil Rights movements in the US</li> <li>4. Drama - Hamilton Unit including casting, playwriting, and rap in theatre challenging Broadway's norms to create a phenom.</li> <li>5. TV Production - Videography of the Civil Rights movement - group projects for unit.</li> </ol>
<b>Person Responsible</b>	Trevor Bliss (trevorbliss@ssas.org)

<b>#2</b>	
<b>Title</b>	Literacy Skills via a Hamilton Interdisciplinary Unit
<b>Rationale</b>	Literacy initiatives are a constant need for every subgroup. Meeting literacy goals while incorporating an interdisciplinary unit, community involvement, and a curriculum rich in arts integration, maintains fidelity to our school's mission and charter, of reaching and teaching the total child.
<b>State the measureable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups in which 70% or more are currently demonstrating proficiency.
<b>Person responsible for monitoring outcome</b>	Tara Tahmosh (taratahmosh@ssas.org)
<b>Evidence-based Strategy</b>	<p>A comprehensive eighth grade interdisciplinary unit focused upon "Hamilton", both historically and within the Broadway Musical. In English Language Arts, students will expand their knowledge about the civil rights movement through readings on CommonLit. In Civics, students will create a Civil Rights Rap Project in the style of "Hamilton." In Drama, the students will focus upon the phenomenon of the musical "Hamilton" and how it broke casting norms on Broadway.</p> <p>According to Randall &amp; Marangell, " Innovative and creative instruction using texts that are more unexpected may be one way to keep things alive. ...one that is shaped and supported by art - before diving into textbooks and other challenging sources." Using this source, focus should be upon content area teachers teaching literacy skills via the curriculum that they are comfortable teaching; valuing their expertise and subject area while developing lessons that use standards-based literacy techniques. "Creating a vibrant literacy culture stems from knowing and valuing how each discipline can contribute to a student's overall development," (Randall &amp; Marangell, 12). Our school's charter focuses upon the benefits of an interdisciplinary, liberal arts education for our middle schoolers, to foster the most growth. (Randall &amp; Marangell, "Changing the Narrative; Literacy as sustaining practice in every classroom." AMLE, April 2018).</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ELA - Civil Rights and Acceptance Readings on CommonLit</li> <li>2. Drama - Hamilton Unit including casting, playwriting, and rap in theatre challenging Broadway's norms to create a phenom.</li> <li>3. Civics - Civil Rights Rap Project in the style of the Broadway show, Hamilton.</li> <li>4. Spanish I - Civil Rights in Latin American Countries</li> <li>5. TV Production - Videography of the Civil Rights movement - group projects for unit.</li> <li>6. Rap Battle Assembly</li> </ol>
<b>Person Responsible</b>	Trevor Bliss (trevorbliss@ssas.org)

#3	
<b>Title</b>	Mathematics Initiatives
<b>Rationale</b>	Individualized math instruction software programs effectively reach each child's needs in a high tech, targeted fashion, incorporating differentiation and melding it with literacy initiatives. Students that fall behind are constantly trying to catch up to their peers, in spite of constraint growth and learning gains.
<b>State the measureable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a four percentage point increase for all students, when less than 70% are currently demonstrating an annual learning gain. By the year 2020, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
<b>Person responsible for monitoring outcome</b>	Tara Tahmosh (taratahmosh@ssas.org)
<b>Evidence-based Strategy</b>	Math interventions for struggling students (at least two days a week) as part of their reading intervention period. This includes small group instruction and the individualized learning provided by ALEKS (Assessment and Learning, K-12). This program tailors learning per each student's needs and deficits that assess and instruct, per each child's level and need.  According to Bucci and Mcewan, "The Algebra Project founded by civil rights leader Rober Moses helps students see language as a way to access mathematics. The AP is based on a five-step process. The five-step process works beautifully to provide equitable access to exploration, verbalization, and connection." This research supports the integration of mathematics and literacy intervention interwoven. Using this model, our additional reading laboratory course has changed to an integrated reading and mathematics lab, for those students reading and computing below level. This smaller environment, with individualized goals and assignments, focuses upon personal growth. (Bucci, Terri & Mcewan, Lee. " Weaving Math and Language Arts Literacy." AMLE, January 2015.)
<b>Rationale for Evidence-based Strategy</b>	
Action Step	
<b>Description</b>	1. ALEKS license for every students performing at a level 1 or 2. 2. ALEKS training and development data usage for two reading lab teachers. 3. Small group instruction in mathematics concepts. 4. READ 180 Universal Upgrade for students performing at a level 1 or 2. 5.
<b>Person Responsible</b>	Carl Williams (carlwilliams@ssas.org)

#4	
<b>Title</b>	Middle School Advisory Transition Program
<b>Rationale</b>	The move to middle school can be difficult. Students must transition physically, socially, and mentally. Learning the ins and outs of class changes, lockers, homework, as well as the demands of puberty and social skills is demanding and stressful.
<b>State the measurable outcome the school plans to achieve</b>	<p>Given the Advisory program:</p> <ul style="list-style-type: none"> <li>-Sixth grade student retention rate from SY 2018/19 to 2019/20 will increase by 4%.</li> <li>-Sixth grade student incidents of detentions and suspensions will decrease by 4% from SY 2018/19 to SY 2019/20.</li> <li>-Sixth grade student GPAs will increase, as measured by the number of students on honor roll during quarter 2 and 3 in SY 2019/20, as compared to the same time period in SY 2018/19.</li> </ul>
<b>Person responsible for monitoring outcome</b>	Tara Tahmosh (taratahmosh@ssas.org)
<b>Evidence-based Strategy</b>	<p>Creating an interdisciplinary unit, in conjunction with the Naviance Program and College and Career Education classes taught with the counseling department, for all sixth grade students. Within various classes throughout the quarter, sixth grade students will take learning inventories, participate in character lessons, hear guest speakers, and complete activities in core classes to assist in their transition to middle school. The goal of this unit is to increase the comfort level and success of every student, with whole group interventions, based upon anecdotal and parental input, as well as teacher observations, of the needs of our students during this difficult period of their lives.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>In a wide range of studies, many social and emotional skills, sometimes called noncognitive attributes "are shown to have a direct positive relationship to students' concurrent school performance as well as future academic outcomes" (Farrington et al 2012, p.4). Studies have indicated that applying a comprehensive SEL framework can help improve test scores (Durlak, et al, 2011), increase motivation, and perseverance (Farrington et al 2012) and decrease anxiety, depression, and stress (Brackett &amp; Rivers, 2012). In addition, SEL programs have been linked to reduced violence and bullying (Ragozzino &amp; O'Brien, 2009) .</p> <p>AMLE, Middle School Journal, May 2018.</p> <p>Brackett, MA &amp; Rivers, SE (2012). Transforming students' lives with social emotional learning.</p> <p>Farrington, CA, et al (2012) Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance.</p> <p>Ragozzino, K. &amp; O'Brien, MU (2009) Social and emotional learning and bullying prevention.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The SSA+S Community</li> <li>2. Forming Good Habits</li> <li>3. Making Friends, Tolerance, and Conflict Resolution</li> <li>4. Online tools and how to use them.</li> </ol>



5. Naviance Lessons & Inventories
6. Character Education lessons
7. Online Safety, Online Reputation, and Making Good Decisions presented by The Child Protection Center of Sarasota.

**Person Responsible** Sarah Shepherd (sarahshepherd@ssas.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

At SSA+S we pride ourselves in building positive relationships with parents, families and community stakeholders to fulfill our school's mission and goals while supporting the needs of all of our students.

This year we plan to utilize technology as much as possible to communicate with parents on their student's academic progress and important need to know information. Our administration makes sure that all parents are signed up for grade portal so that teachers can send parents weekly updates on their student's academic progress. Parents and students can log in at their convenience to check current grades, missing assignments, attendance, and communicate with teachers about any concerns they have. Automated emails and phone calls are sent out to communicate with families about important upcoming dates, special events, and vital information about daily procedures that help our school run smoothly. Any correspondence made through the school is always translated for our Spanish speaking families. It is also our school's policy to ensure that staff members respond to parent phone calls and email within 24 hours. In addition, our school has a Parent Teacher Student Society (PTSS) . This group meets quarterly with focused agendas. In addition, in compliance with state law, Senate Bill 1546, our school has a Parent Involvement Representative to assist with any questions or concerns that families may have. Our parent involvement representative is Kylie Gannon, Assistant Principal.

Counselors give a needs assessments survey to all students and staff members in the fall to assess the needs and concerns of the student population. This helps to decipher what group topics, lessons, and presentation, will be needed in the curriculum for the school year. School wide presentations are presented by local agencies including, ALSO Youth, SPARCC,

MADD, the Holocaust Museum, the Sarasota Health Department, Planned Parenthood, and the Sheriff's department.

### **PFEP Link**

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

### **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**

The social-emotional needs of the student are met through a variety of methods including individual counseling, group counseling, referrals to in house mental health counselors, as well as in class presentations. Individual counseling is offered to all students via parent, guardian, faculty, or student referral. Students who need more therapy based counseling are referred to our in-house contracted mental health counselors who meet with students on and off campus as needed. SSA+S counselors also utilize community resources and refer students to JFCS and the YMCA for one on one mental health counseling. In addition, the school counselors present a variety of information on social-emotional topics to the students in a large classroom format in an effort to both inform as well as provide a streamlined method for students to get the services they need.

Other individual and group support methods include our staff/student mentorship program, lunch bunch group, and a character development curriculum that's geared toward our sixth grade population. We also partner with community programs such as MADD, Child Protective Services and SPARCC, who present a social-emotional based curriculum to students in all grades.

The SSA+S school counseling department follows national ASCA standards and incorporates individual counseling, group counseling, developmental guidance lessons, and grade-wide presentations to their curriculum to address student's social-emotional, academic, and career needs. The counseling department has partnered with two mental health counselors this year to offer free mental health counseling to students and families in need. Their services include biopsychosocial evaluation treatment planning, psychotherapy, consulting services, and group counseling. Counseling referrals are also made to community agencies like JFCS and the YMCA. Last, we have teamed up with Center Stone to give all SSA+S staff professional developments on signs, symptoms, and risk factors of mental illness to help our students in emergency situations.

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

Each student completes an individual course selection, with recommendations, based upon his or her interests. In addition, all eighth grade students take a career education component, including the DOE program Choices, to assist with career planning. Finally, all parents and students attend a presentation of the high school programs available within our district in November of each school year.

SSA+S also partners with surrounding high schools in an effort to help the students understand the specialties of each of the high schools and how those programs will specifically assist the students in preparing for college. A good example would be our partnering with the Booker High School Visual & Performing Arts program in an effort to help students understand how this program will give them three hours of daily hands on experience, while preparing them for a college program specific to their discipline.

**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**

Our comprehensive MTSS system, which starts at the grade level team meetings where basic tier 1, 2, and 3 interventions are implemented to assist in behavioral and academic struggles with a particular student. These interventions are re-visited 2 weeks later and discussed at the next grade level team meeting. Next, if these basic interventions are not helping, the student is brought to the SWST in which new interventions are created and data can be tracked over a 9-12 week period using both tier 1 and tier 2 interventions with a minimum of two classes. These interventions are monitored weekly and discussed at SWST bi-monthly. In addition to interventions, grades, behavioral checklists, medical information, and any previous data collected in the cumulative file are also taken into consideration when determining the appropriate path for each student being tracked through MTSS.

This process allows us to address effectiveness of core instruction, resource allocation, teacher support systems, and overall student needs by using and analyzing data driven results. Regarding resource allocation, students must follow the appropriate MTSS pathways via State and County protocol in order to become staffed as an ESE student. Both teacher support systems and overall student needs are directly supported by MTSS data through a data-based problem solving process. In addition, SWST members, along with support teachers and student families, collaborate to develop a plan for success for any student entering the MTSS process.

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

SSA+S uses a variety of methods to prepare students for college and career awareness such as Naviance Software, community outreach organizations, academy field trips, and presentations by the counselors and high school representatives. Naviance is a career and college focused software that engages all of our students by using a variety of survey data and classroom lessons to both inform and help match skills to career pathways. Each grade level of students creates a Naviance account and annually takes surveys followed by exploring specific career information based on the results of the surveys. These accounts travel with each student as they progress from the grade to grade, keeping track of their data and uploaded information.

SSA+S also works with a variety of community organizations and industry experts to present in our core classrooms as well as STEM, Arts, and AICE Academy workshops on campus. SSA+S also takes students on field trips to a variety of community workplaces to engage with specific industry employees to learn about careers which have included Sun Hydraulics, CAE Healthcare, and Sarasota County District Courts.

The SSA+S PTSS hosts an annual high school planning evening on campus where a variety of surrounding high school representatives come to discuss high school, college, and career readiness for rising 9th graders. This information is used to help students choose high school programs that are matched with their specific college and career goals.

## Part V: Budget

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Literacy Skills via a Civil Rights Interdisciplinary Unit</b>				<b>\$4,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3440	310-Professional and Technical Services	0083 - Sarasota Schl Of Arts/Sciences	Other		\$4,800.00
			<i>Notes: FST Civil Writes Workshop</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Literacy Skills via a Hamilton Interdisciplinary Unit</b>				<b>\$3,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3390		0083 - Sarasota Schl Of Arts/Sciences	Title II		\$3,300.00
			<i>Notes: Core Connections Common Core English Language Arts Training Program</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Mathematics Initiatives</b>				<b>\$176,877.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3390		0083 - Sarasota Schl Of Arts/Sciences	Other		\$2,000.00
			<i>Notes: McGraw Hill Assessment and Learning, K-12 (ALECKS)</i>			
	3390		0083 - Sarasota Schl Of Arts/Sciences	Other		\$47,657.00
			<i>Notes: READ 180 Universal Upgrade</i>			
	3390		0083 - Sarasota Schl Of Arts/Sciences	Other		\$127,220.00
			<i>Notes: Reading and Math Resource Instructional Staff Members (2)</i>			
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Middle School Advisory Transition Program</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$184,977.00</b>