

Sarasota County Schools

Sarasota School Of Arts/ Sciences



2021-22 Schoolwide 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: 8/15/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (72%) 2017-18: A (70%) 2016-17: A (65%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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.

Sarasota School of Arts & Sciences' (SSA+S') educational foundation is 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Tahmosh, Tara	Principal	Facilitation of Goals and Budget
Gannon, Kylie	Assistant Principal	Maintaining Fidelity to ELA Goals and PD
Williams, Carl	Assistant Principal	Maintain Fidelity to the Math Goals and PD.
Mapes, Mike	Guidance Counselor	Maintain Fidelity to the SEL Goals.
Plath, Georgia	Teacher, ESE	Ensuring FAEP for Special Populations

Demographic Information

Principal start date

Tuesday 8/15/2000, Tara Tahmosh Newell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

754

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	253	248	253	0	0	0	0	754
Attendance below 90 percent	0	0	0	0	0	0	2	8	14	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	4	8	18	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	10	10	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	11	17	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	15	8	11	0	0	0	0	34

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	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	255	251	250	0	0	0	0	756
Attendance below 90 percent	0	0	0	0	0	0	4	7	16	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	4	9	27	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	18	9	10	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	11	17	0	0	0	0	45

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	16	9	14	0	0	0	0	39

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	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	255	251	250	0	0	0	0	756
Attendance below 90 percent	0	0	0	0	0	0	4	7	16	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	4	9	27	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	18	9	10	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	11	17	0	0	0	0	45

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	16	9	14	0	0	0	0	39

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	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	75%	63%	12%	54%	21%
Cohort Comparison						
07	2021					
	2019	75%	64%	11%	52%	23%
Cohort Comparison		-75%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	78%	66%	12%	56%	22%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	77%	67%	10%	55%	22%
Cohort Comparison						
07	2021					
	2019	79%	73%	6%	54%	25%
Cohort Comparison		-77%				
08	2021					
	2019	76%	65%	11%	46%	30%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	73%	62%	11%	48%	25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	85%	8%	71%	22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	73%	22%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	69%	31%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

SSA+S utilizes ALEKS (Assessment and Learning in Knowledge Spaces) to progress monitor for Math, as ALEKS is an adaptive, web-based program that automatically assigns and levels math problems and topics for students based on their individual needs. Read180 Universal is the literacy-based counterpart to ALEKS, which also self-levels based upon individual student needs. Students work through the Read180 program, and they take the Scholastic Reading Inventory at least four times a year to progress monitor. SSA+S utilizes internal progress monitoring for Civics and Science through teacher-created formative and summative assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	0	73
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	0	61
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	0	72
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	0	70
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	93
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	56	0	76
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	41	0	61
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency		Fall	Winter
Science	All Students	0	0	64
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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 2017-18	C & C Accel 2017-18
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		

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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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 Review

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

ESSA Federal Index	
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%
Subgroup Data	
Students With Disabilities	
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
English Language Learners	
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

Asian Students	
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
Black/African American Students	
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
Hispanic Students	
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
Multiracial Students	
Federal Index - Multiracial Students	66
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

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with Disabilities had the lowest achievement levels in each of the four core areas: English Language Arts, Math, Social Studies, and Science.

Black students in the lowest quartile had the lowest achievement in reading and math (tied with Hispanic in Math).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 data, our subgroup of SWD students performed the lowest across several components, including English Language Arts, Mathematics, Science, and Social Studies.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We believe that several factors contribute to SWD skill deficits, including the impact of many years of compounding skill deficits before reaching middle school, lack of motivation stemming from years of struggling in school, a lack of positive, supportive relationships with teachers and school staff, and outside factors, such as a lack of resources and support at home. We have worked hard to address skill deficits within our SWD subgroup by implementing two new programs, Read180 Universal and ALEKS for reading and math skills respectively. These programs are implemented in a Intensive Reading/Math class, which offers smaller class size, one-on-one support from a Reading Endorsed teacher, and pedagogical strategies proven to support SWD such as differentiation, flexible setting, and small group instruction. In addition, we have worked toward addressing some of the outside factors by providing devices and hotspots to families, providing one-on-one counseling and academic support to struggling students, and participating in weekly check-ins with students who were consistently demonstrating the need for more support. We have also revamped our ESE Resource class to include more emphasis on setting and achieving IEP goals. Finally, we have been working on identifying more culturally-relevant content, especially classroom novels, in an effort to increase engagement and build relationships.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our SWD ELA and Math lowest 25 quartile achievement levels actually significantly increased from 2018 to 2019 (ELA from 29% to 48%/Math from 44% to 58%). We believe that this is due to the implementation of new programs in the Lab classes, SRI and ALEKS. In addition, we believe that restructuring Lab class to include students who need extra support in both Reading and Math allowed more students to benefit from smaller classes that directly support building reading and math skills.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to improvement included data analysis via the Read180 Universal and ALEKS programs, creating growth targets for students based upon their individual data, and one-on-one support for struggling students. The combination of these strategies allowed teachers, Administrators, and support staff to tailor assignments and support to individual student needs, and it fostered relationship building with students as well.

What strategies will need to be implemented in order to accelerate learning?

We are continuing to refine the structure and content of our Lab classes in order to maximize student growth and engagement. We are beginning to purchase additional Read180 Resources that are tailored to each grade level, and we are beginning to implement more project-based learning in these classes in order to demonstrate real-world connections between academic content and real-world experiences, and to foster more student engagement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have already offered two in-house, high impact Professional Development sessions to our staff, Cross-Curricular Literacy training and Differentiation training. Our ELA Department will participate in High Impact Literacy Strategies with Florida-based Core Connections, a educational consulting firm that focuses on implementing a variety of literacy strategies in all core classes. Our Lab teachers continually participate in Read180 Universal Professional Development training throughout the school year. Finally, SSA+S highly encourages all teacher to participate in conferences. We pay all registration and lodging fees.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are planning on building our Read180 program and Resources as our Lab teachers become more fluent in the program. In addition, we continually look for growth opportunities within our ESE Department, including the addition of a Unique Skills class for our ESE Resource students. This class is more progress-monitoring based than our previous Resource class.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Literacy impacts all other areas of of learning. Students who struggle with reading struggle across all content areas, including math, which has become increasingly reading-based. Research performed by variety of institutions has found that students who learn via Project-Based Learning with literacy infusion consistently outperform their peers on state science and social studies assessments, outperform peers on measures of subject-area knowledge and informational reading, and outperform peers on the state end-of-year ELA assessment. (Sources: Michigan State University, University of Michigan, Stanford University). According to our school data, literacy development is a need for every subgroup, and meeting literacy goals, specifically meeting literacy goals through the content areas is an effective strategy to reach all students with a variety of literacy methods and lessons.

Measureable Outcome:

By the year 2022, there will be a minimum of four percentage points increase for all student groups when less than 70% are currently demonstrating proficiency, as measured by the FSA ELA test. There will be a minimum of a two percentage point increase for all student groups in which 70% are currently demonstrating proficiency, as measured by the FSA ELA test.

Monitoring:

Read 180 and SRI test scores will be used for progress monitoring three times per year.

Person responsible for monitoring outcome:

Tara Tahmosh (taratahmosh@ssas.org)

Evidence-based Strategy:

All ELA, Science, and Social Studies teachers will receive Professional Development and support to plan for more reading and writing opportunities via primary sources, non-fiction texts, and data analysis opportunities. Teachers will acquire several different strategies, resources, and products to increase the frequency, amount, and quality of literacy instruction on the their classes. A one-size fits all approach no longer prepares students for future success. Designing units and lessons that cater to multiple academic levels will continually develop the skills of all learners and will prevent stagnation within their learning. Teachers will facilitate collaborative group work in which students will be grouped based on academic levels. Teachers will provide opportunities for student choice on projects and assignments, directly benefiting struggling students. Gifted students will be challenged through compacting the curriculum and have opportunities for curriculum enrichment. Teachers will differentiate formative assessments to gain a more accurate understanding of student learning.

Rationale for Evidence-based Strategy:

Christopher Lewis from Core Connections, LLC will provide three days of Professional Development focused on literacy strategies across content areas.

Action Steps to Implement

Mr. Lewis will model lessons in all ELA classrooms, across three school days.

Person Responsible

Kylie Gannon (kyliegannon@ssas.org)

Running a Professional Development session on cross-curricular literacy strategies for all Science and Social Studies teachers with supporting documents and planning templates.

Person Responsible Kylie Gannon (kyliegannon@ssas.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Individualized math instruction software programs effectively reach each child's needs in a high-tech, targeted fashion, incorporating differentiation and infusing math with literacy initiatives. Students who fall behind in math have to constantly try to catch up to their peers, in spite of making consistent growth and learning gains.
Measureable Outcome:	By the year 2022, there will be a minimum of four percentage points increase for all student groups when less than 70% are currently demonstrating proficiency, as measured by the FSA Math test. There will be a minimum of a two percentage point increase for all student groups in which 70% are currently demonstrating proficiency, as measured by the FSA Math test.
Monitoring:	ALEKS math program and associated reports will be used to progress monitor.
Person responsible for monitoring outcome:	Carl Williams (carlwilliams@ssas.org)
Evidence-based Strategy:	Math interventions for struggling students will be implemented at least two days per week as part of the student's intervention period. This includes small group instruction and individualized math learning goals provided by ALEKS. ALEKS tailors learning to each student's needs and deficits, and then provides a series of lessons and assessments to the child based upon a preassessment.
Rationale for Evidence-based Strategy:	According to Bucci and Mcewan, "The Algebra Project founded by civil rights leader Robert 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.)

Action Steps to Implement

ALEKS license procured for every level 1 or 2 math student.

Person Responsible Kylie Gannon (kyliegannon@ssas.org)

ALEKS training and data analysis for two reading lab teachers.

Person Responsible Kylie Gannon (kyliegannon@ssas.org)

Small group instruction in mathematics concepts via ALEKS and Lab classes.

Person Responsible Kylie Gannon (kyliegannon@ssas.org)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: The transition to middle school can be difficult, and the events and impacts of the pandemic have increased the difficulty of this transition. Learning how to be a middle schooler, and learning how to be independent in the midst of beginning puberty and a pandemic are added stressors for students.

Measureable Outcome: Sixth grade student retention for the 2021-2022 school year will increase by 2%.

Monitoring: Progress monitoring of retention statistics will occur monthly at Board meetings when reviewing enrollment.

Person responsible for monitoring outcome: Carl Williams (carlwilliams@ssas.org)

Evidence-based Strategy: 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 their health and wellness wheel 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. Within their core classes, we will expand this unit, throughout the year, in all grade level core classes, when applicable, using Naviance lessons. The goal 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 observation difficult period of their lives.

Rationale for Evidence-based Strategy: 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 & Rivers, 2012). In addition, SEL programs have been linked to reduced violence and bullying (Ragozzino & O'Brien, 2009) AMLE, Middle School Journal, May 2018. Brackett, MA & Rivers, SE (2012). Transforming students' lives with social emotional learning. Farrington, CA, et al (2012) Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. Ragozzino, K. & O'Brian Social and Emotional Learning and bullying prevention.

Action Steps to Implement

Implement the SSA+S Community Advisory Lessons (a middle school transition program), which includes lessons on forming good habits, self-advocating, and tolerance and conflict resolution.

Person Responsible Sarah Shepherd (sarahshepherd@ssas.org)

Naviance College and Career Readiness Tools

Person Responsible Mike Mapes (mikemapes@ssas.org)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	A key goal of equity and SEL in schools is that all students feel validated, included, and supported. to promote a learning environment that employs these characteristics, a sense of dignity must be instilled in the students and within the greater learning community. Dignity refers to the acceptance of one's identity without judgement and a sense of belonging within the organization. When students feel as if they belong within their school community, their sense of safety and well-being is elevated. While instilling dignity benefits all members of the school community, at-risk students, low SES students, and students of color will directly benefit.
Measurable Outcome:	Given the Equity and Dignity Professional Development and book study by Grad Student Erica Aghoian on October 15th, the students will feel accepted and safe, with an increase of 4% point of those that "Strongly Agree and Agree" when that number is under 70% and will increase by 2% when that area is 70% or higher, when added together, as measured by the SCS Student Climate Survey. This includes the areas of "All students are treated the same, regardless of whether their parents are rich or poor"; "Boys and girls are treated equally well", and "People of different cultural background, races, or ethnicities get along well at this school."
Monitoring:	Teacher Observation Team Meeting Discussions
Person responsible for monitoring outcome:	Tara Tahmosh (taratahmosh@ssas.org)
Evidence-based Strategy:	Faculty will work to build positive relationships with students, especially those at-risk, that establish trust and empathy. A culturally relevant curriculum dedicated to engaging a diverse population of students will be employed. In conjunction with culturally relevant content, teachers will facilitate class discussions and collaborative work that celebrate various viewpoints and place students in the shoes of others, will allow students opportunities to share ideas and identities , ultimately fostering a learning environment in which students feel safe and included. Interdisciplinary units and school events that recognize a diverse student population, such as Hispanic Heritage Month, will deepen the cultural identity of the school.
Rationale for Evidence-based Strategy:	Instilling a sense of dignity within the student population is vital because "when (students) are concerned with not fitting in or being unwelcome, this hinders academic performance and contributes to what we know as the achievement gap" (Cobb and Krowapple, 2019). A student's sense of self and belonging directly influence academic achievement.

Action Steps to Implement

Book Study: Belonging Through a Culture of Dignity
Culturally responsive teaching practices and curriculum
Feedback and input from community stakeholders, which include students, faculty,, and parents.

Person Responsible Tara Tahmosh (taratahmosh@ssas.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Safe Schools for Alex, SSA+S is the safest middle school in Sarasota County, and is the third safest middle school in Florida. While this is excellent, we will continue to monitor or discipline incidents in an effort to decrease our already low number of serious discipline incidents. According to our 2020 data, our 8th graders had the highest number of referrals, which resulted in 18 suspensions. We have addressed some of the higher-level concerns (vaping, drug use, sexting, etc...) through a series of assemblies and discipline chats with Administration throughout the school year. We have found that these events provide a good reset for students and a reminder of school rules, procedures, and consequences. We have addressed middle school transition issues (bullying, social media issues, girl fights) through a school-created Advisory program that is run through our 6th grade Social Studies classrooms, and we have found that this program has positively impacted discipline data and student retention data. In addition, we have found that Administration making themselves visible on campus and available to students has allowed us to address major issues before they occur. We have also recently partnered with a variety of outside organizations such as the Department of Health, ALSO Youth, and MADD to address disciplinary concerns that occur outside of school (healthy relationships, bullying, drag and alcohol use). Our School Counselors work closely with the Youth Protection Agency to provide students who are demonstrating consistent behavioral/emotional concerns with free counseling on our school campus, and we also contract with Licensed Mental Health Counselors who come to school to meet with students brought up as students of concern by Administration or by the Threat Assessment Team. Finally, we have contracted with Sarasota County and have a Sarasota County Deputy on campus, who has assisted us in developing our school safety plans and is a member of our Threat Assessment Team.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

SSA+S strives to maintain a positive school culture and environment through a variety of methods. As outlined in the discipline narrative, we partner with a variety of outside agencies and organizations to proactively address common middle school issues and concerns. We have implemented an Advisory program for 6th graders that provides additional support to 6th graders who are transitioning to middle school, and we provide adult mentors and counseling to students who are still struggling with this transition. We start each year with Discipline Assemblies to ensure that all students know the school rules and expectations, and we also ensure that all students know how to report any type of incident to Administration at those assemblies. Our School Counselors run a "Lunch Bunch" group for students who need some additional support making and keeping friends, and they are run conduct small group counseling based on our school needs from year-to-year (for example, Children of Divorce, Grief Counseling, Girls Group Counseling). In addition, our school has a School-Wide Discipline Plan that is used across all classes and grades. This ensures that all discipline and consequences are implemented fairly and equally, and it ensures that students and parents are aware of most disciplinary concerns before they become major. Our Discipline Team is visible on campus, and they all strive to create and maintain positive relationships with students and families. Our Administrative Team is also extremely visible on campus, and we all maintain open door policies for students, staff, and families. We emphasize the importance and value of strong communication and teamwork between school and home. We utilize several methods of communication including ConnectEd and a weekly newsletter, Team News, to communicate events and any emergencies to families, we encourage all parents to utilize the Parent Portal to check grades and assignments, and we participate in Sarasota County Schools' annual Climate Surveys for Students, Staff, and Families. We have several Spanish speaking employees on staff, and we ensure that all communication is sent in English and Spanish. Finally, in compliance with state law, Senate Bill 1546, SSA+S has a Parent Involvement Representative to assist with any questions or concerns that families may have. Our Parent Involvement is Kylie Gannon, Assistant Principal.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Executive Administrative Team - Sets, communicates, and enforces school policies and procedures to faculty, staff, students, and families. Liaison with Sarasota County Schools and Sarasota County Police Department to ensure consistency and legality of policies and procedures. Communicates policies and decisions to families and community stakeholders.

Discipline Team - Enforces school policies and procedures. Communicates issues to families, when applicable.

SRO - Enforces state and local laws. Works with students and families to implement consequences and alternatives, when applicable and appropriate.

School Counselors - Works with Administration, teachers, families, and students to address behavioral/academic/emotional issues. Liaises with outside agencies to provide counseling and services, when necessary and appropriate.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$188,025.88
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3390		0083 - Sarasota Schl Of Arts/Sciences	Title II		\$3,450.00	
<i>Notes: Core Connections Training Workshops</i>						
3390		0083 - Sarasota Schl Of Arts/Sciences	Other		\$168,782.74	
<i>Notes: Intensive Reading Teachers' Salaries and Benefits using Supplemental Academic Instruction Funds</i>						
3390		0083 - Sarasota Schl Of Arts/Sciences	Other		\$15,793.14	
<i>Notes: Software & Textbooks for Intensive Reading Classes - Scholastic READ 180</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$2,997.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3390		0083 - Sarasota Schl Of Arts/Sciences	Title IV		\$2,997.00	
<i>Notes: ALEKS Adaptive Learning & Assessment</i>						
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
Total:					\$191,022.88	