
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

Sarasota Suncoast Academy

8084 HAWKINS RD, Sarasota, FL 34241

www.sarasotacountyschools.net/suncoast

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 KG-6

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

38%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

Yes

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

20%

School Grades History

Year
Grade

2017-18
 A

2016-17
 A

2015-16
 B

2014-15
 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 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>.

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

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.

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.

School Leadership Team

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

Duties

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

As a combined K-8 school, the principals work towards the school's vision for their respective grade clusters. As instructional leaders, the principals observe and coach educators on the implementation of Responsive Classroom and other effective teaching strategies. The principals work with their grade level teams to review resources and conduct needs assessments so that both students & staff receive the support they need to ensure academic growth for all students.

Early Warning Systems

Year 2017-18

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	9	6	5	8	14	10	13	0	0	0	0	0	0	65
One or more suspensions	3	2	1	2	0	1	3	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	7	6	10	8	0	0	0	0	0	0	31

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	1	4	0	3	1	0	0	0	0	0	0	0	0	9

Date this data was collected

Monday 10/1/2018

Year 2016-17 - 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	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

Year 2016-17 - 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	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	0
Course failure in ELA or Math	0	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Data shows that the 5th grade math performed the lowest among evaluated areas. This is not a trend.

Which data component showed the greatest decline from prior year?

Data shows that the 5th grade math had the greatest decline among evaluated areas.

Which data component had the biggest gap when compared to the state average?

3rd & 4th grade ELA showed a positive gap of 29% when compared to state averages and 5th grade math showed the same percentage when compared to the state average.

Which data component showed the most improvement? Is this a trend?

4th grade ELA showed a 13% improvement from the previous year. This is a positive trend in 4th grade.

Describe the actions or changes that led to the improvement in this area

Changes in staffing and additional training led to the improvement.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	66%	56%	80%	68%	55%
ELA Learning Gains	61%	57%	55%	62%	63%	57%
ELA Lowest 25th Percentile	59%	46%	48%	59%	54%	52%
Math Achievement	75%	72%	62%	78%	72%	61%
Math Learning Gains	57%	63%	59%	59%	68%	61%
Math Lowest 25th Percentile	38%	51%	47%	52%	57%	51%
Science Achievement	72%	66%	55%	64%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	9 (0)	6 (0)	5 (0)	8 (0)	14 (0)	10 (0)	13 (0)	65 (0)
One or more suspensions	3 (0)	2 (0)	1 (0)	2 (0)	0 (0)	1 (0)	3 (0)	12 (0)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)	1 (0)	0 (0)	4 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (4)	6 (0)	10 (10)	8 (0)	31 (14)

Grade Level Data

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
03	2018	86%	68%	18%	57%	29%
	2017	89%	71%	18%	58%	31%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	85%	67%	18%	56%	29%
	2017	72%	69%	3%	56%	16%
Same Grade Comparison		13%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				
05	2018	71%	66%	5%	55%	16%
	2017	77%	66%	11%	53%	24%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
06	2018	67%	63%	4%	52%	15%
	2017					
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	72%	12%	62%	22%
	2017	86%	71%	15%	62%	24%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	79%	71%	8%	62%	17%
	2017	77%	73%	4%	64%	13%
Same Grade Comparison		2%				
Cohort Comparison		-7%				
05	2018	61%	72%	-11%	61%	0%
	2017	71%	70%	1%	57%	14%
Same Grade Comparison		-10%				
Cohort Comparison		-16%				
06	2018	72%	66%	6%	52%	20%
	2017					
Cohort Comparison		1%				

Subgroup Data

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
WHT	79	61	59	76	58	36	76				
HSP	76	68	64	71	48						
MUL	92	60		83	70						
SWD	44	60	53	33	44	35					
FRL	75	59	52	60	47	33	66				

2017 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
WHT	82	63	61	77	60	57	68				

2017 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
HSP	70	64		81	50						
MUL	73			91							
SWD	33	45	53	30	27	25	46				
FRL	76	65	56	76	57	56	56				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Growth on the FSA ELA

Rationale Review of student data by both elementary & middle school principal and staff members determined opportunity for continued growth.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase for all students, grades 3-7, demonstrating proficiency in ELA.

Point Person Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)

Action Step

Description Teachers will focus iReady instruction combined with Project Based Learning and Responsive Classroom pedagogy. Provide small group and 1:1 instruction as needed.

Person Responsible Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Review of iReady data and classroom observations.

Person Responsible Joshua Leinweber (joshua.leinweber@sarasotacountyschools.net)

Activity #2

Title	Growth on the FSA Math
Rationale	The school staff recognize the importance of preparing students for taking Algebra in 8th grade. Through math growth students will be in a better position to be academically ready for the challenges of an Algebra curriculum.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase for all students scoring proficient in the area of the Math FSA.
Point Person	Steve Crump (steve.crump@sarasotacountyschools.net)

Action Step

Description	Continued use of iReady for math remediation. Use of IXL Math for math remediation and stretch activities. Project Based Learning in grades 3-5. Shift in 5th grade math teachers.
Person Responsible	Steve Crump (steve.crump@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	iReady and IXL data review with staff; staff review data with students. Classroom observations.
Person Responsible	Steve Crump (steve.crump@sarasotacountyschools.net)

Activity #3

Title	Growth on FSA Science - 5th Grade
Rationale	8th grade students will be provided the opportunity to earn high school credit in Physical Science. This level of rigor requires that all students have a strong science foundation.
Intended Outcome	By the year 2019, there will be a minimum of a four percentage point increase for all students scoring proficient in the area of the Science.
Point Person	Steve Crump (steve.crump@sarasotacountyschools.net)

Action Step

Description	Project Based Learning in science. Teacher created classroom assessments. Real world science application. Weekly labs
Person Responsible	Steve Crump (steve.crump@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Classroom observation and data review.
Person Responsible	Steve Crump (steve.crump@sarasotacountyschools.net)

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

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 Parent Portal. 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.

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

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.

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

N/A

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, IXL data, FSA data, Stanford 10 data, writing prompts, progress monitoring information, budget considerations, A+ money

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

Part V: Budget	
Total:	\$0.00