

# Sarasota Academy Of The Arts



# 2015-16 School Improvement Plan

## Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	33%

### School Grades History

Year	2014-15	2013-14
Grade	B*	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate with a safe, caring, family atmosphere. SAA recognizes and understands that a child's education is a responsibility shared by the school and family and that parents and caregivers of our children are an integral factor of SAA's ability to provide for the educational success of our children. We are committed to provide a variety of opportunities for parents to become involved themselves in their child's education. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards, Florida Standards, and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success by building self-esteem, memorization skills and confidence. Our goal is to prepare our students to become well-rounded, confident academically prepared adults who are able to reach their full potential as caring, confident and responsible citizens. As we partner as a team, we will see our children reach and attain their full potential!

##### Provide the school's vision statement

Sarasota Academy of the Arts is committed to the fact that every child that walks through our door has the potential to be successful. Our children will learn through participating in the performing arts, visual arts, character development, community interaction, and a strong academic curriculum in a small family-oriented school setting. Our children will develop the skills to be able to present themselves with confidence throughout their lives.

We will instill in our students an appreciation of the arts that they in turn will pass on to their children. SAA will nurture and celebrate the unique characteristics of each child and offer each the opportunity to grow in knowledge, self-worth, and self-confidence so that they may be successful throughout their lives.

#### School Environment

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

During the first six weeks of school, Back to School nights are held for all grades and parents are encouraged to come to school, follow their child's schedule, and meet the teachers. The school hosts a Hispanic culture night with parents and students, involving Hispanic music, food, and other cultural information as well as information about community resources. Parents are invited to participate with the students and teachers in Hispanic Heritage activities, Family Fun Nights, and community events.

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

Students and their parents are presented with a handbook which outlines procedures and provides information needed to achieve at school.

Students are greeted by staff members as their parents drop them off in the morning. Sarasota Academy of the Arts provides before- and after-care from 7:00 to 7:30 AM and from 4:00 to 6:00 PM. SAA administrators and teachers supervise and assist with homework and special activities on a daily basis. Parents can feel secure knowing their children are safely supervised from 7:00 AM to 6:00 PM.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The student/parent handbook clearly states behavior expectations at the school and consequences for misbehavior.

Kindergarten through third grade uses the Kickboard computer program to keep track of student behavior and report it to parents and the principal.

Behavior expectations are posted in every classroom.

All staff received behavior management training at the beginning of the school year.

The school participates in a Multi-Tier Student Support (MTSS) system, meeting regularly to discuss students with concerns and plan individualized interventions.

**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**

Students who were not successful, either academically and/or behaviorally, in the past are assigned mentor teachers to check in on them throughout the year.

Character Education is incorporated into social studies classes at all grade levels.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Students are tracked daily for attendance including tardies and early dismissals. Student suspensions are entered into the SIS and school tracking program for behavior. Student achievement on benchmark tests, FAIR, i-Ready and teacher made tests is tracked and shared with all teachers. The administration regularly checks the student achievement level in SIS.

Teachers are watchful for students who do not hand in assignments, do poorly on benchmark assessments, and/or have drastic changes in behavior. Parents are contacted either through email or phone when it appears that a student is having difficulty either academically or behaviorally. After-school assistance is provided for students needing to complete assignments.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	5	6	7	8	
Attendance below 90 percent	1	0	2	0	3
One or more suspensions	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	6	7	9	7	29

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

Indicator	Grade Level		Total
	5	7	
Students exhibiting two or more indicators	1	1	2

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

Students not meeting goals have a postcard mailed to parents followed by a formal letter and, if necessary, a contract regarding attendance. Students who are absent for medical reasons for an extended period of time are provided assignments online and by teacher contact with extended time and support given to submit work on their return to school. Students at level 1 on statewide assessments (using 2013-14 scores) and below level i-Ready scores are placed in remedial classes for intensive reading or math. Remediation programs are provided in the classroom and technology lab for level 1 and 2 students. Their progress is monitored by the MTSS team. Extra help is available after regular school hours.

Students identified are assigned a teacher mentor who meets with the student on a regular basis to offer support.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

**Will the school use its PIP to satisfy this question?**

No

***PIP Link***

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

***Description***

In establishing the charter for Sarasota Academy of the Arts, provision was made for parent participation through volunteer activities. Each family is asked to contribute a minimum of 10 hours per year in volunteer activities. Possibilities for such activities were distributed at the beginning of the school year. Parents are contacted regularly when opportunities for involvement arise. Parents/family members are encouraged to participate in community building activities such as school-wide picnics, family activities, and field trips.

Each student was given an agenda book at the beginning of the school year to log assignments and parent/ teacher communications. Parents are asked to examine the agenda book daily and sign off that they have seen it. Parents are encouraged to communicate with teachers regularly through the agenda book, email, and/or teacher websites.

Parents receive information through weekly newsletters, programs such as Twitter, "Remind.com," parent portal, and teacher websites. The parent volunteer coordinator keeps the website updated and informs parents of volunteer opportunities.

Parents have been informed that Sarasota Academy of the Arts will seek Golden School status as well as Five Star status again this year.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Members of the school community have arranged partnerships with various restaurants in Sarasota. Parents with businesses are encouraged to become school business partners. The Business Manager is a member of the local Chamber of Commerce and various business organizations. The chorus students perform regularly in area nursing homes, assisted living facilities, retirement centers, and service organizations.

Fundraisers for the school are held at local restaurants, to provide a win-win opportunity for both the school and the restaurants. Participation by staff and parents encourages community building and socialization, which positively impacts the students' attitude towards school.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Blankenship, Cecilia	Principal
Kolowith, Jeffrey	Teacher, K-12
Owens, Sharon	Assistant Principal
Pascuzzi, Jerome	Teacher, K-12
Swilley, Adam	Teacher, K-12
Thomason, Brett	Instructional Technology

#### Duties

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

The SBLT functions as the MTSS team and also serves to develop the SIP. The principal serves as team leader. The other Leadership Team members include the Director of the Arts, the Athletics Director, Grade Level Heads, Assistant Principal/ESE Liaison, and Technology Coordinator. The team meets regularly to discuss school environment and academic progress and to implement programs that will improve the school.

***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***

Teachers at each academic division meet weekly during a common planning time to review student data and formulate plans for intervention. Student needs, identified by the classroom teacher, are brought to the grade level meeting then discussed. The Rtl team member from each group then meets with the whole Rtl team to respond to student academic or behavioral needs. At tiers 2 and 3, teachers will provide differentiated instruction within the classroom or in learning support sessions. The exceptional education and reading specialists will provide support on a push-in or pull-out basis for any student needing intervention, not only those with IEPs

Mrs. Blankenship, our principal, coordinates all purchases of instructional materials with teachers. She also develops the master schedule, with the help of some of the members of the Leadership Committee.

Mr. McHugh, our business manager, worked with Mrs. Blankenship to expand the campus by adding two classrooms, sidewalks, and canopies for walking areas.

Mrs. Bechtel, our school secretary, uses the Destiny computer system to keep the school materials inventoried.

Mrs. Marsh, our parent liaison, works with Mrs. McHugh, our director of the arts, to plan and carry out

fundraising for the school.

Mrs. Bryan, our technology teacher, coordinates and inventories all library materials.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Joseph Solano	Business/Community
Cecilia Blankenship	Principal
Kathleen Bechtel	Education Support Employee
Sabrina Lugo	Parent
Leyanit Barron-Marino	Parent
Jeffrey Kolowith	Teacher
Sally Malatesta	Business/Community
Mike Henry	Parent
Shannon Dromgoll	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC examines the data from the FSA scores and compares it to the 2014 goals. They also look at the i-Ready scores to evaluate student progress. They discuss how best to work with the school to attain the new goals.

*Development of this school improvement plan*

The SAC discusses the goals they determine to be of importance and communicates this to the Principal who, with the Leadership Team, writes the SIP. The SAC then reviews the SIP at times throughout the year for progress toward goals. The SAC is particularly involved in the goal of improving attendance and community interaction .

*Preparation of the school's annual budget and plan*

The SAC makes recommendations but the budget is formulated by the Business Manager and Principal and approved by the Governing Board.

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

N/A

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

## Membership:

Name	Title
Blankenship, Cecilia	Principal
Graddy, Katie	Teacher, K-12
LaRose, Stephanie	Teacher, K-12
Drew, Rachel	Teacher, K-12
Kolowith, Jeffrey	Teacher, K-12
Howard, Lauren	Teacher, K-12
Garabedian, Renee	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT works to increase literacy across the school community to ensure that all students are participating in daily independent reading activities at school and at home. The team plans programs to ensure that literacy activities are incorporated into all areas of the curriculum. It acts in an advisory capacity to expand the literary resources throughout the school and to advise on professional development initiatives relative to literacy. The LLT will oversee activities for literacy week.

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The teachers in kindergarten through grade 3 met in the summer to identify and plan vertical curriculum alignment. Several teachers met to formulate a vocabulary enrichment plan to be used throughout the year.

The master schedule allows time for teachers to meet and plan collaboratively. A lead teacher is identified at K-3, 4-5, and middle school levels to plan and carry out meetings on a regular basis. Teachers are members of at least one committee to support school activities throughout the year. The physical setup of the school buildings allows both formal and informal collaboration of teachers and classes.

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

Resumes/applications were solicited through newspaper advertisements, on website, letters to Colleges of Education and through internet postings. An interview committee (School Principal, ESE Liaison, and two Staff Members) was established to review applications

Because all teachers returned, no positions needed to be filled for 2015-16. The increase in salaries and benefits along with a positive and supportive teaching environment allowed for a high retention rate.

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

Because SAA has no first year teachers, there is no formal mentoring system. Teachers work together at each grading level to plan, share ideas, and develop the curriculum map. Teachers within the different disciplines also feel comfortable asking for help and sharing ideas and teaching strategies. As there is only one teacher for each subject over several grade levels, this level of comfort among the staff members is important and works well.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

During the summer of 2015, teachers in the elementary division met to review the Florida standards and map the curriculum to ensure core teachers and enrichment teachers are emphasizing literacy across the curriculum. All teachers participate in ongoing professional development relating to math and language arts.

Teachers complete lesson plans that reference the standards. Textbooks and resources are approved by the textbook adoption committee and teachers participate in professional development related to core instructional programs.

Teachers work together to expand the curriculum map for all grade levels and subject areas.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Classroom teachers use relevant data from benchmark test and i-Ready as a basis for differentiation. Teachers meet regularly to share and analyze data from these resources.

FAIR test scores are immediately provided to academic teachers so they can differentiate instruction for middle school students. Teachers have planning time that they use to work with individual students and/or small groups of students who scored below level on the benchmarks, i-Ready and/or FAIR tests.

Benchmark tests throughout the school year provide additional information on student achievement. In addition, students who had received grades lower than their potential during the 2014-2015 school year are assigned mentor teachers to meet with them on a regular basis during the school year.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Students at the elementary level participate in enrichment activities on a daily basis in art, music, computer technology, and Spanish. Students needing intervention for success in the core subject areas will have the opportunity to receive the support during the extended day.

SAA has adopted an "everyone works" policy. If work is late, the parent is immediately notified and students are given the opportunity to complete the assignment. If the assignment is still incomplete, the parent is again notified and students stay after school with a teacher to receive intervention or extended time to complete the assignment. The extended school-day allows for remediation time at no cost to the parent.

**Strategy Rationale**

Fusion of the arts into the curriculum provides a research-supported avenue for increasing student success.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Blankenship, Cecilia, cblankenship@sarasotaacademyofthearts.com

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

Data will be obtained through interest surveys, parent response, observation by staff, and participation in the arts.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Teachers meet regularly in K-3, 4-5, and 6-8 groups to coordinate curriculum, testing, special events, expectations, and standards from grade to grade through vertical planning.

All eighth grade students take a course on career planning in their history class during the last quarter of the school year. 8th grade students with disabilities take a transition assessment and look into classes that they should take in high school to move toward careers in which they have interests and skills.

Students in grades kindergarten through third grade participate in a "Moving On Up" day in the spring where they have an opportunity to spend time in their next year's classroom.

**College and Career Readiness**

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the 8th grade Science FCAT.
- G2.** To increase scores on Reading FSA for the lowest quartile.
- G3.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in reading.
- G4.** SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts.
- G5.** By the year 2016, there will be a minimum of a four percentage points increase for all students when less than 70% are currently demonstrating proficiency in mathematics.
- G6.** Student attendance will increase.
- G7.** The number of students productively engaged in the i-Ready program will improve throughout the year with support from a Business artner incentive program..

## Strategic Goals Detail

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

**G1.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the 8th grade Science FCAT. **1a**

 G072403

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0

**Resources Available to Support the Goal** **2**

- Technology and personnel available to reinforce skills

**Targeted Barriers to Achieving the Goal** **3**

- Inability of students to read, understand, and apply images, graphs, and charts.
- Difficulty level of science vocabulary

**G2. To increase scores on Reading FSA for the lowest quartile.** 1a

G072404

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	

**Resources Available to Support the Goal** 2

- Reading Specialist, ESE Resource, and ESOL Resource Budget for professional development related to literacy Availability of professional development through Charter School Support Unit

**Targeted Barriers to Achieving the Goal** 3

- More than 50% of students in lowest quartile are categorized as SWD or ELL.

**Plan to Monitor Progress Toward G2.** 8

i-Ready

**Person Responsible**

Sharon Owens

**Schedule**

Monthly, from 9/8/2014 to 5/31/2016

**Evidence of Completion**

Intervention Screener Report depicting tier level and student distribution across tiers

**Plan to Monitor Progress Toward G2.** 8

FAIR scores for 6th through 8th grades

**Person Responsible**

Sharon Owens

**Schedule**

Triannually, from 9/7/2015 to 5/13/2016

**Evidence of Completion**

Individual student scores on 3 FAIR assessments

**G3.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in reading. 1a

 G072405

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	64.0
FSA English Language Arts - Achievement	64.0

**Resources Available to Support the Goal** 2

- Reading specialist; Professional development in teaching reading strategies; increased number of library books

**Targeted Barriers to Achieving the Goal** 3

- High number of students who do not read outside of classroom
- Low vocabulary knowledge

**Plan to Monitor Progress Toward G3.** 8

i-Ready monthly mini-assessments for K through 8 students

**Person Responsible**

Sharon Owens

**Schedule**

Monthly, from 9/8/2015 to 5/20/2016

**Evidence of Completion**

i-Ready Intervention Screening Report

**G4.** SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts. 1a

G072406

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	80.0
FAA Mathematics Achievement	51.0
	100.0

**Resources Available to Support the Goal** 2

- Extended day
- Highly qualified instructors in the visual arts and performing arts

**Targeted Barriers to Achieving the Goal** 3

- Students entering with no experience in the visual arts or music
- Students enrolling for reasons other than an interest in the arts.

**Plan to Monitor Progress Toward G4.** 8

Student improvement and degree of enjoyment

**Person Responsible**

Julie McHugh

**Schedule**

Weekly, from 10/5/2015 to 5/20/2016

**Evidence of Completion**

Participation in performances in community and quarterly for parents

**Plan to Monitor Progress Toward G4.** 8

Mathematics test grades and assessment scores

**Person Responsible**

Sharon Owens

**Schedule**

Annually, from 2/1/2016 to 6/3/2016

**Evidence of Completion**

Teacher grades, benchmarks, i-Ready, FSA mathematics

**G5.** By the year 2016, there will be a minimum of a four percentage points increase for all students when less than 70% are currently demonstrating proficiency in mathematics. 1a

G072407

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	52.0

**Resources Available to Support the Goal** 2

- Math materials; Online resources available to students; intensive math classes

**Targeted Barriers to Achieving the Goal** 3

- Significant gaps in mathematics from prior years so as to hinder further advancement.

**Plan to Monitor Progress Toward G5.** 8

Data will be collected from biweekly data files from i-Ready, classroom assignments, and benchmark tests

**Person Responsible**

Cecilia Blankenship

**Schedule**

Monthly, from 11/3/2015 to 5/20/2016

**Evidence of Completion**

benchmark and FSA

**G6.** Student attendance will increase. 1a

G072408

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Resources Available to Support the Goal** 2

- A community partner provides an incentive to students who attain 95% attendance rate.

**Targeted Barriers to Achieving the Goal** 3

- transpotation

**Plan to Monitor Progress Toward G6.** 8

Increased rate of attendance.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Increase in number of students with 95% attendance rate.

**G7.** The number of students productively engaged in the i-Ready program will improve throughout the year with support from a Business artner incentive program.. 1a

G072409

**Targets Supported** 1b

Indicator	Annual Target
Instructional Minutes	90.0

**Resources Available to Support the Goal** 2

- i-Ready program, business partner support for rewards, computer time

**Targeted Barriers to Achieving the Goal** 3

- Not all students have reliable access to computers or internet at home.
- Students are not motivated to work online for 45-90 minutes per week.
- Students are unfamiliar with the I-ready program.
- Poor attendance negatively affects significant progress toward goals.

**Plan to Monitor Progress Toward G7.** 8

Monitor student growth and progress towards individual goals.

**Person Responsible**

Sharon Owens

**Schedule**

Monthly, from 11/3/2015 to 5/20/2016

**Evidence of Completion**

Student growth charts

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the 8th grade Science FCAT. **1**

 G072403

**G1.B1** Inability of students to read, understand, and apply images, graphs, and charts. **2**

 B188706

**G1.B1.S1** Teachers in all core subjects will incorporate the use of graphic organizers, charts, maps, and images into their lessons. **4**

 S200158

### Strategy Rationale

Exposure of students to strategies including use of text features increases their probability of success.

### Action Step 1 **5**

Teachers will deliberately instruct students in the interpretation of maps, charts, graphs, and images in all subject areas.

### Person Responsible

Cecilia Blankenship

### Schedule

Daily, from 11/2/2015 to 5/20/2016


### Evidence of Completion

Classroom assignments and assessments, FSA, FAIR, LEOC Science

**G1.B3** Difficulty level of science vocabulary **2**

 B188708

**G1.B3.S1** Science teachers will emphasize science vocabulary, using graphic organizers, root and stem words, and visual clues. **4**

 S200159

**Strategy Rationale**

Relating unknown vocabulary to known vocabulary increases the understanding of students.

**Action Step 1** **5**

Science teachers will pre-teach science vocabulary when introducing new concepts.

**Person Responsible**

Brian Upholz

**Schedule**

Daily, from 10/5/2015 to 5/20/2016


***Evidence of Completion***

Classroom tests, FCAT Science


**G2.** To increase scores on Reading FSA for the lowest quartile. 1

 G072404

**G2.B1** More than 50% of students in lowest quartile are categorized as SWD or ELL. 2

 B188709

**G2.B1.S1** Students will receive extra support from certified intensive reading teacher in addition to ESE and ESOL teachers. 4

 S200160

### Strategy Rationale

Research shows that increased time on task correlates to higher levels of proficiency.

### Action Step 1 5

Students in the lowest quartile will receive regularly scheduled intensive reading in addition to the ELA class and support services.

#### Person Responsible

Katie Graddy

#### Schedule

Daily, from 9/15/2015 to 5/20/2016

#### Evidence of Completion

Teacher generated assessments, i-Ready scores, FAIR scores, FSA scores

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

#### Person Responsible

#### Schedule

#### Evidence of Completion

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

#### Person Responsible

#### Schedule

#### Evidence of Completion

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

Teachers will monitor the individual and class reports embedded in the i-Ready program and provide support.

#### Person Responsible

Sharon Owens

#### Schedule

Weekly, from 10/19/2015 to 5/20/2016

#### Evidence of Completion

Intervention tier reports embedded in program


**G3.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in reading. 1

 G072405

**G3.B2** High number of students who do not read outside of classroom 2

 B188711

**G3.B2.S1** Parents will monitor and sign reading logs for 20-minute minimum nightly; teachers will incorporate individual reading time into classes. 4

 S200161

#### Strategy Rationale

Students who read more independently increase vocabulary and reading comprehension.

### Action Step 1 5

Teachers will assign and monitor at-home reading and silent independent reading in the classroom.

#### Person Responsible

Katie Graddy

#### Schedule

Daily, from 9/1/2015 to 5/15/2016

#### Evidence of Completion

Literacy team will review teacher records of student reading submitted by parents.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Literacy team will review the evidence submitted.

**Person Responsible**

Katie Graddy

**Schedule**

Monthly, from 10/19/2015 to 5/28/2016

***Evidence of Completion***

K-2 teachers are doing weekly reading logs with parent signatures. 3rd grade: There is a reading contract with all students and parents. Parents sign the agenda books that the students have read for 20 minutes. 4th-5th grades- Students have book reports to complete. Lauren also asks students about what they read last night. They also do reading logs. Middle School: Students are required to read 3 books of their choice per quarter and do three book "projects" consisting of telling the setting, a characterization of the main character, the conflict, and the resolution. If they read an informational book, they see me for a different "project". For intensive reading elementary students, they are required to fill out a reading log. They are required to rate what they read with stars and then tell why they gave that rating or they can give a summary of what they read. They document how many pages they read, how long they read for and must get their parent to sign it.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Classroom teachers will monitor growth progression scores on i-Ready and FAIR.

**Person Responsible**

Sharon Owens

**Schedule**

Monthly, from 11/3/2015 to 5/20/2016


***Evidence of Completion***

Student Growth data and FAIR scores

**G3.B3** Low vocabulary knowledge **2**

 B188712

**G3.B3.S1** Increase student general and academic vocabulary by emphasis throughout the school. **4**

 S200162

**Strategy Rationale**

If students are exposed to new vocabulary and have reinforcement, their reading comprehension will improve.

**Action Step 1** **5**

Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Weekly, from 8/31/2015 to 5/15/2016

***Evidence of Completion***

Lesson plans, observations within classrooms, conversations with students

**Action Step 2** **5**

Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans, observations within classrooms, examination of student interactive notebooks.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Teacher lesson plans, classroom displays, and student work will be monitored.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Weekly, from 8/18/2014 to 5/15/2015

**Evidence of Completion**

Records of teacher observations and review of lesson plans will be kept.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Vocabulary component of FAIR and reading tests will be monitored, data assessed, and shared with teachers.

**Person Responsible**

Sharon Owens


**Schedule**

Biweekly, from 10/8/2014 to 5/15/2015

**Evidence of Completion**

Student data relating to vocabulary and reading comprehension .

**G3.B3.S2** Literacy team will develop bank of Latin and Greek roots to be used weekly in all subject areas. **4**

 S200163

### **Strategy Rationale**

Knowledge of Latin and Greek roots and stems increases a student's ability to comprehend longer, more difficult words.

### **Action Step 1** **5**

Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all subject areas

#### **Person Responsible**

Cecilia Blankenship

#### **Schedule**

Weekly, from 9/8/2015 to 5/20/2016

#### **Evidence of Completion**

lesson plans, classroom observations, projects incorporating vocabulary words using the roots and stems.

**G4.** SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts. 1

G072406

**G4.B1** Students entering with no experience in the visual arts or music 2

B188713

**G4.B1.S1** All students will have 30 minutes of music instruction in vocals at the elementary level. 4

S200164

### Strategy Rationale

Research has shown that participation in music has a high correlation with math improvement.

### Action Step 1 5

Community service through performances and community partnerships

#### Person Responsible

Julie McHugh

#### Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

teacher observation/parent response

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

interest surveys

#### Person Responsible

Cecilia Blankenship

#### Schedule

On 5/13/2016

#### Evidence of Completion

teacher observation/ parent response/student attitude

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

Scheduling and lesson plans will be monitored.

**Person Responsible**

Cecilia Blankenship


**Schedule**

Weekly, from 10/12/2015 to 5/20/2016

***Evidence of Completion***

Master schedule, lesson plans, observations

**G4.B1.S2** Students at the middle school level will have 1 hour of music instruction daily. 4

 S200165

**Strategy Rationale**

Participation in music performances increases self-confidence and the ability to perform publicly.

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.B1.S3** Students at all grade levels will participate daily in visual arts classes, including 2D, 3D, and digital arts. 4

 S200166

**Strategy Rationale**

Exposure to and participation in the visual arts provides an opportunity to both learn about art history and experience different methods of making art.

**Action Step 1** 5

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G4.B2** Students enrolling for reasons other than an interest in the arts. 2

 B188714

**G4.B2.S1** Requirement that all students participate in at least one music or drama course per year and one visual art course per year. 4

 S200167

**Strategy Rationale**

Exposure to the arts will increase the desire to participate.

**Action Step 1** 5

Music, drama, and art specialists will collaborate to produce innovative and engaging activities.

**Person Responsible**

Sharon Owens

**Schedule**

Weekly, from 9/21/2015 to 5/20/2016

**Evidence of Completion**

Meeting notes, syllabi from all music, drama, and art teachers, classroom observations

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

The assistant principal will attend weekly meetings and provide support to the teachers.

**Person Responsible**

Sharon Owens

**Schedule**

Weekly, from 9/21/2015 to 5/20/2016

**Evidence of Completion**

Meeting notes, syllabi from all music, drama, and art teachers, classroom observations

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

Classroom observations and meetings with individual teachers will be conducted.

**Person Responsible**

Sharon Owens

**Schedule**

Weekly, from 9/21/2015 to 5/20/2016

**Evidence of Completion**

Observation and meeting notes, follow-up conferences


**G5.** By the year 2016, there will be a minimum of a four percentage points increase for all students when less than 70% are currently demonstrating proficiency in mathematics. 1

 G072407

**G5.B3** Significant gaps in mathematics from prior years so as to hinder further advancement. 2

 B188717

**G5.B3.S1** Remediate by use of a prescriptive program that determines entry level and produces data to substantiate gains. 4

 S200170

**Strategy Rationale**

Differentiated instruction based on pre-testing allows individual needs to be met.

**Action Step 1** 5

Students' math competency levels will be determined by the i-Ready program and students will progress through recommended levels with teacher supervision.

**Person Responsible**

Jerome Pascuzzi

**Schedule**

Daily, from 9/8/2015 to 5/27/2016

**Evidence of Completion**

Embedded data charts

## Action Step 2 5

Establish baselines and place students in intensive math classes for grades 4 through 8.

### **Person Responsible**

Sharon Owens

### **Schedule**

Daily, from 10/1/2015 to 5/20/2016

### **Evidence of Completion**

Review of i-Ready scores and weekly data chats

## Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Data tables from program will be compared to benchmark proficiency.

### **Person Responsible**

Sharon Owens

### **Schedule**

Biweekly, from 10/27/2015 to 4/30/2016

### **Evidence of Completion**

Data tables from i-Ready and results of math benchmark assessments.

## Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Data analysis of benchmark tests

### **Person Responsible**

Jerome Pascuzzi

### **Schedule**

Biweekly, from 10/26/2015 to 5/20/2016


### **Evidence of Completion**

Student scores from i-Ready, classroom tests, and benchmark tests


**G6. Student attendance will increase.** 1

 G072408

**G6.B1 transpotation** 2

 B188718

**G6.B1.S1 Recognition and awards will be given to encourage attendance.** 4

 S200171

**Strategy Rationale**

Students will work for an extrinsic reward.

**Action Step 1** 5

Collaboration with Community Business partners will provide award certificates and incentives for students

**Person Responsible**

Claudine Marsh

**Schedule**

Monthly, from 10/8/2014 to 5/15/2015

***Evidence of Completion***

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

Student attendance will be monitored.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

SIS reports of attendance.

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

Attendance will be compared to achievement to determine correlation.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Quarterly, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Attendance reports and report cards.


**G7.** The number of students productively engaged in the i-Ready program will improve throughout the year with support from a Business artner incentive program.. 1

 G072409

**G7.B1** Not all students have reliable access to computers or internet at home. 2

 B188720

**G7.B1.S1** Students will be given additional time for computer use before school and during after school care. 4

 S200172

**Strategy Rationale**

This will allow many students to gain access to computers who otherwise would struggle to do so.

**Action Step 1** 5

A teacher will supervise the auxiliary computer lab before school.

**Person Responsible**

Jeffrey Kolowith

**Schedule**

Daily, from 10/5/2015 to 5/20/2016

**Evidence of Completion**

Attendance will be kept.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G7.B2** Students are not motivated to work online for 45-90 minutes per week. 2

 B188721

**G7.B2.S1** Students will be given a extrinsic reward for completing lessons on I-ready. 4

 S200173

**Strategy Rationale**

Students will gain additional motivation to complete their tasks.

**Action Step 1** 5

Classroom teachers will monitor engagement time and progress on the i-Ready reading and math programs.

**Person Responsible**

Jeffrey Kolowith

**Schedule**

Weekly, from 10/19/2015 to 5/20/2016

***Evidence of Completion***

Embedded reports in the i-Ready program

**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

The testing coordinator will monitor school data related to engagement time.

**Person Responsible**

Sharon Owens

**Schedule**

Weekly, from 11/3/2015 to 5/20/2016

**Evidence of Completion**

School reports of intervention needs embedded in i-Ready program.

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will deliberately instruct students in the interpretation of maps, charts, graphs, and images in all subject areas.	Blankenship, Cecilia	11/2/2015	Classroom assignments and assessments, FSA, FAIR, LEOC Science	5/20/2016 daily
G1.B3.S1.A1	Science teachers will pre-teach science vocabulary when introducing new concepts.	Upholz, Brian	10/5/2015	Classroom tests, FCAT Science	5/20/2016 daily
G2.B1.S1.A1	Students in the lowest quartile will receive regularly scheduled intensive reading in addition to the ELA class and support services.	Graddy, Katie	9/15/2015	Teacher generated assessments, i-Ready scores, FAIR scores, FSA scores	5/20/2016 daily
G3.B2.S1.A1	Teachers will assign and monitor at-home reading and silent independent reading in the classroom.	Graddy, Katie	9/1/2015	Literacy team will review teacher records of student reading submitted by parents.	5/15/2016 daily
G3.B3.S1.A1	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.	Blankenship, Cecilia	8/31/2015	Lesson plans, observations within classrooms, conversations with students	5/15/2016 weekly
G3.B3.S2.A1	Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all subject areas	Blankenship, Cecilia	9/8/2015	lesson plans, classroom observations, projects incorporating vocabulary words using the roots and stems.	5/20/2016 weekly

**Sarasota - 0113 - Sarasota Academy Of The Arts - 2015-16 SIP**  
*Sarasota Academy Of The Arts*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Community service through performances and community partnerships	McHugh, Julie	8/24/2015	teacher observation/parent response	6/3/2016 every-6-weeks
G4.B1.S2.A1	[no content entered]			one-time	
G4.B1.S3.A1	[no content entered]			one-time	
G4.B2.S1.A1	Music, drama, and art specialists will collaborate to produce innovative and engaging activities.	Owens, Sharon	9/21/2015	Meeting notes, syllabi from all music, drama, and art teachers, classroom observations	5/20/2016 weekly
G5.B3.S1.A1	Students' math competency levels will be determined by the i-Ready program and students will progress through recommended levels with teacher supervision.	Pascuzzi, Jerome	9/8/2015	Embedded data charts	5/27/2016 daily
G6.B1.S1.A1	Collaboration with Community Business partners will provide award certificates and incentives for students	Marsh, Claudine	10/8/2014		5/15/2015 monthly
G7.B1.S1.A1	A teacher will supervise the auxiliary computer lab before school.	Kolowith, Jeffrey	10/5/2015	Attendance will be kept.	5/20/2016 daily
G7.B2.S1.A1	Classroom teachers will monitor engagement time and progress on the i-Ready reading and math programs.	Kolowith, Jeffrey	10/19/2015	Embedded reports in the i-Ready program	5/20/2016 weekly
G3.B3.S1.A2	Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.	Blankenship, Cecilia	8/31/2015	Lesson plans, observations within classrooms, examination of student interactive notebooks.	5/27/2016 weekly
G5.B3.S1.A2	Establish baselines and place students in intensive math classes for grades 4 through 8.	Owens, Sharon	10/1/2015	Review of i-Ready scores and weekly data chats	5/20/2016 daily
G2.MA1	i-Ready	Owens, Sharon	9/8/2014	Intervention Screener Report depicting tier level and student distribution across tiers	5/31/2016 monthly
G2.MA2	FAIR scores for 6th through 8th grades	Owens, Sharon	9/7/2015	Individual student scores on 3 FAIR assessments	5/13/2016 triannually
G2.B1.S1.MA1	Teachers will monitor the individual and class reports embedded in the i-Ready program and provide support.	Owens, Sharon	10/19/2015	Intervention tier reports embedded in program	5/20/2016 weekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	[no content entered]			one-time	
G3.MA1	i-Ready monthly mini-assessments for K through 8 students	Owens, Sharon	9/8/2015	i-Ready Intervention Screening Report	5/20/2016 monthly
G3.B2.S1.MA1	Classroom teachers will monitor growth progression scores on i-Ready and FAIR.	Owens, Sharon	11/3/2015	Student Growth data and FAIR scores	5/20/2016 monthly
G3.B2.S1.MA1	Literacy team will review the evidence submitted.	Graddy, Katie	10/19/2015	K-2 teachers are doing weekly reading logs with parent signatures. 3rd grade: There is a reading contract with all students and parents. Parents sign the agenda books that the students have read for 20 minutes. 4th-5th grades- Students have book reports to complete. Lauren also asks students about what they read last night. They also do reading logs. Middle School: Students are required to read 3 books of their choice per quarter and do three book "projects" consisting of telling the setting, a characterization of the main character, the conflict, and the resolution. If they read an informational book, they see me for a different "project". For intensive reading elementary students, they are required	5/28/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				to fill out a reading log. They are required to rate what they read with stars and then tell why they gave that rating or they can give a summary of what they read. They document how many pages they read, how long they read for and must get their parent to sign it.	
G3.B3.S1.MA1	Vocabulary component of FAIR and reading tests will be monitored, data assessed, and shared with teachers.	Owens, Sharon	10/8/2014	Student data relating to vocabulary and reading comprehension .	5/15/2015 biweekly
G3.B3.S1.MA1	Teacher lesson plans, classroom displays, and student work will be monitored.	Blankenship, Cecilia	8/18/2014	Records of teacher observations and review of lesson plans will be kept.	5/15/2015 weekly
G4.MA1	Student improvement and degree of enjoyment	McHugh, Julie	10/5/2015	Participation in performances in community and quarterly for parents	5/20/2016 weekly
G4.MA2	Mathematics test grades and assessment scores	Owens, Sharon	2/1/2016	Teacher grades, benchmarks, i-Ready, FSA mathematics	6/3/2016 annually
G4.B1.S1.MA1	Scheduling and lesson plans will be monitored.	Blankenship, Cecilia	10/12/2015	Master schedule, lesson plans, observations	5/20/2016 weekly
G4.B1.S1.MA1	interest surveys	Blankenship, Cecilia	4/1/2016	teacher observation/ parent response/ student attitude	5/13/2016 one-time
G4.B2.S1.MA1	Classroom observations and meetings with individual teachers will be conducted.	Owens, Sharon	9/21/2015	Observation and meeting notes, follow-up conferences	5/20/2016 weekly
G4.B2.S1.MA1	The assistant principal will attend weekly meetings and provide support to the teachers.	Owens, Sharon	9/21/2015	Meeting notes, syllabi from all music, drama, and art teachers, classroom observations	5/20/2016 weekly
G4.B1.S2.MA1	[no content entered]			once	
G4.B1.S2.MA1	[no content entered]			once	
G5.MA1	Data will be collected from biweekly data files from i-Ready, classroom assignments, and benchmark tests	Blankenship, Cecilia	11/3/2015	benchmark and FSA	5/20/2016 monthly
G5.B3.S1.MA1	Data analysis of benchmark tests	Pascuzzi, Jerome	10/26/2015	Student scores from i-Ready, classroom tests, and benchmark tests	5/20/2016 biweekly
G5.B3.S1.MA1	Data tables from program will be compared to benchmark proficiency.	Owens, Sharon	10/27/2015	Data tables from i-Ready and results of math benchmark assessments.	4/30/2016 biweekly
G6.MA1	Increased rate of attendance.	Blankenship, Cecilia	8/24/2015	Increase in number of students with 95% attendance rate.	5/27/2016 monthly
G6.B1.S1.MA1	Attendance will be compared to achievement to determine correlation.	Blankenship, Cecilia	9/30/2014	Attendance reports and report cards.	5/29/2015 quarterly
G6.B1.S1.MA1	Student attendance will be monitored.	Blankenship, Cecilia	9/30/2014	SIS reports of attendance.	5/29/2015 monthly
G7.MA1	Monitor student growth and progress towards individual goals.	Owens, Sharon	11/3/2015	Student growth charts	5/20/2016 monthly
G7.B1.S1.MA1	[no content entered]			one-time	
G7.B1.S1.MA1	[no content entered]			one-time	
G7.B2.S1.MA1	[no content entered]			one-time	
G7.B2.S1.MA1	The testing coordinator will monitor school data related to engagement time.	Owens, Sharon	11/3/2015	School reports of intervention needs embedded in i-Ready program.	5/20/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** To increase scores on Reading FSA for the lowest quartile.

**G2.B1** More than 50% of students in lowest quartile are categorized as SWD or ELL.

**G2.B1.S1** Students will receive extra support from certified intensive reading teacher in addition to ESE and ESOL teachers.

### PD Opportunity 1

Students in the lowest quartile will receive regularly scheduled intensive reading in addition to the ELA class and support services.

#### Facilitator

District i-Ready team

#### Participants

classroom teachers

#### Schedule

Daily, from 9/15/2015 to 5/20/2016

**G5.** By the year 2016, there will be a minimum of a four percentage points increase for all students when less than 70% are currently demonstrating proficiency in mathematics.

**G5.B3** Significant gaps in mathematics from prior years so as to hinder further advancement.

**G5.B3.S1** Remediate by use of a prescriptive program that determines entry level and produces data to substantiate gains.

### PD Opportunity 1

Students' math competency levels will be determined by the i-Ready program and students will progress through recommended levels with teacher supervision.

#### Facilitator

District i-Ready team

#### Participants

All math teachers

#### Schedule

Daily, from 9/8/2015 to 5/27/2016

## Technical Assistance Items

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

**G7.** The number of students productively engaged in the i-Ready program will improve throughout the year with support from a Business artner incentive program..

**G7.B1** Not all students have reliable access to computers or internet at home.

**G7.B1.S1** Students will be given additional time for computer use before school and during after school care.

### PD Opportunity 1

A teacher will supervise the auxiliary computer lab before school.

#### Facilitator

Brett Thomason

#### Participants

classroom teachers

#### Schedule

Daily, from 10/5/2015 to 5/20/2016

## Budget

### Budget Data

1	G1.B1.S1.A1	Teachers will deliberately instruct students in the interpretation of maps, charts, graphs, and images in all subject areas.	\$0.00
2	G1.B3.S1.A1	Science teachers will pre-teach science vocabulary when introducing new concepts.	\$0.00
3	G2.B1.S1.A1	Students in the lowest quartile will receive regularly scheduled intensive reading in addition to the ELA class and support services.	\$0.00
4	G3.B2.S1.A1	Teachers will assign and monitor at-home reading and silent independent reading in the classroom.	\$0.00
5	G3.B3.S1.A1	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.	\$0.00
6	G3.B3.S1.A2	Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.	\$0.00
7	G3.B3.S2.A1	Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all subject areas	\$0.00
8	G4.B1.S1.A1	Community service through performances and community partnerships	\$0.00
9	G4.B1.S2.A1		\$0.00

Budget Data			
10	G4.B1.S3.A1		\$0.00
11	G4.B2.S1.A1	Music, drama, and art specialists will collaborate to produce innovative and engaging activities.	\$0.00
12	G5.B3.S1.A1	Students' math competency levels will be determined by the i-Ready program and students will progress through recommended levels with teacher supervision.	\$0.00
13	G5.B3.S1.A2	Establish baselines and place students in intensive math classes for grades 4 through 8.	\$0.00
14	G6.B1.S1.A1	Collaboration with Community Business partners will provide award certificates and incentives for students	\$0.00
15	G7.B1.S1.A1	A teacher will supervise the auxiliary computer lab before school.	\$0.00
16	G7.B2.S1.A1	Classroom teachers will monitor engagement time and progress on the i-Ready reading and math programs.	\$0.00
Total:			\$0.00