

# Sarasota Academy Of The Arts



# 2016-17 Schoolwide Improvement Plan

## Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

[www.sarasotaacademyofthearts.com/](http://www.sarasotaacademyofthearts.com/)

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	28%

### School Grades History

Year  
Grade

2017-18  
A

2014-15  
B\*

2013-14  
C

*\*Informational Baseline School Grade*

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

### School Board Approval

N/A

### SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Sarasota Academy Of The Arts

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of Sarasota 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 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!

##### b. 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.

#### 2. School Environment

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

SAA builds relationships between teachers and students through a process that begins prior to the opening of the new school year at the Meet the Teacher nights. This event provides students and parents/guardians to meet with their new teachers and explore the classrooms and campus.

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.

Our ESOL liaison assists in telephone or in person conferences to understand the needs of our English Speakers of Other Languages population. Furthermore, we provide a Spanish version of our Parent and Student handbook and other pertinent forms for clarification of needs.

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 school community events.

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

SAA uses a common language of a school wide discipline and behavior plan which outlines behavior expectations before, during and after school. The guiding expectations include: Be Safe, Be Respectful, and Be Responsible which is emphasized on campus as well as during off campus trips or sporting events. Furthermore, our students and their parents are presented with a handbook which outlines procedures and provides pertinent information needed to feel safe and respected 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. It is the academy's expectation that each teacher be waiting at their front door to greet their students throughout the day during class changes. During lunch, several staff members and someone from the administrative team watch students in the lunch line, while eating and on the playground. SAA creates an environment which facilitates positive reinforcement of student behaviors that align with our guided expectations for student success, respect, and school-wide safety.

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

SAA uses the three school wide guided expectations to minimize distractions and keep students engaged during instructional time. During the first week the faculty and staff return the assistant principal provides power point presentations about Teacher Corrective Behavior and Discipline, The Discipline Referral Form, and Positive Behavior Support System. The teachers are required to complete and turn in their Sarasota Academy of the Arts Classroom Behavior Plans to the administrative team which also aligns with their PRIDE evaluation for domains I and II. The Classroom Behavior Plans address the following: specific classroom rules beyond the school wide expectations, processes for teaching the rules, classroom procedures, prevention, positive reinforcement, responding to problem behavior, identifying student routines-listing routines and steps, identifying the teacher's attention signal, identifying teacher routines, identifying procedures for encouraging appropriate behavior-whole group and individual student, and identifying procedures for discouraging problem behaviors. Behavior expectations are posted in every classroom. The student/parent handbook clearly states behavior expectations at the school and consequences for misbehavior which align with the Sarasota County School District policy and procedures. The assistant principal has completed course work, with certification, in Department of Education's Introduction to Problem Solving and Response to Intervention, PBS TeacherLine's certification in Positive Behavior in Schools: I, Introduction to School Wide Behavior Systems. All staff completed training on Identifying and Reporting Child Abuse and Neglect. Our CARE team, which is a Multi-Tiered System of Support (MTSS), reviews students with academic and/or behavior concerns through gap analysis to create individualized intervention plans accordingly. We meet on a regular basis to discuss students with concerns. The team consists of the principal, assistant principal, elementary and middle school team leaders, reading specialist, ESOL and ESE liaisons, contracted Speech and Occupational Therapists. SAA has implemented a Positive Behavior Support System which recognizes positive student behaviors which focuses on STAR: S-Show Respect, T-Take time to learn, A-Always do my best, and R- Responsible every day and everywhere. The STAR buck reward cards are given to all faculty and staff to disseminate to students when they are observed following one of the STAR domains without being told by an adult. These cards can be used to go to the front of the lunch line, pick something from a goody box, classroom STAR trophy, and quarterly gift certificates.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**



The responsibility of the Leadership Team which includes the principal, assistant principal, elementary and middle school team leaders, ESE and ESOL liaisons is to monitor student data related to instruction and interventions. Both the principal and assistant principal examine all incoming cumulative student folders and report interventions, IEP, EP, 504, ESOL and implementation of these programs. They both monitor the effectiveness of instruction and intervention by ongoing review of student data as well as instructional data to implement fidelity using walk-through documentation and PRIDE observations. The principal also provides academic research based articles in our Google Teacher Classroom in which teachers are required to address specific implementation and interventions in the classroom as related to the articles. Our emerging Positive Behavior Support Team works closely with classroom teachers to ensure the social-emotional needs of all students are met. 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.

The teachers are required to complete lesson plans which address interventions and differentiated learning within the classroom setting; the principal reviews these each week to ensure the socio-emotional needs of all students are being met. If these needs go beyond the classroom, consultation with parents/guardians and possible community resources are given based on the needs of our students.

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

### 3. Early Warning Systems

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

#### a. 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.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	3	3	0	3	2	0	7	8	8	0	0	0	0	34	
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	1	4	11	10	8	11	0	0	0	0	45	

**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	0	2	5	7	7	0	0	0	0	22

**c. 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 2015-16 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.

**B. Family and Community Engagement**

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

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

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

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

No

**1. PIP Link**

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

**2. 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. This year we have added Google Classroom with parent/ guardian access to provide live information about student work and progress. 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.

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

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.

### C. Effective Leadership

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

#### 1. School Leadership Team

##### a. Membership

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

Name	Title
Blankenship, Cecilia	Principal
Kolowith, Jeffrey	Teacher, K-12
Pascuzzi, Jerome	Teacher, K-12
Thomason, Brett	Instructional Technology
Kopacz, Jodi	Assistant Principal

##### b. Duties

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

The members of the Leadership Team meet on a regular basis to review student data and examine progress toward goals as well as manage long-term goals for the school. While the Principal has overall responsibility for the instructional program, SAA uses a shared-leadership approach to decision making in many areas. The team is composed of the principal, assistant principal, two teacher-leaders, and the technology coordinator. Team members receive input from the other staff members then come together to analyze data and review student progress. This, in turn, may lead to curriculum change, expansion of professional development opportunities, improvement in the digital infrastructure, and development of programs relating to the school culture.

#### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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 or SWST 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 an inclusion 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. Mr. Thomason, technology coordinator, researches and advises on all technology purchases.

## 2. School Advisory Council (SAC)

### a. Membership

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

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
Shannon Dromgoll	Parent

### b. Duties

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

##### *a. Evaluation of last year's school improvement plan*

At the first meeting of the SAC, the team members review the data (FSA, i-Ready) from the previous year and compare to the stated SIP goals. From this they determine whether the school met the goals and, if not, what may have been contributing factors.

##### *b. 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 .

*c. 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.

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

N/A

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

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

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.

**D. Public and Collaborative Teaching**

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

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

The master schedule allows time for teachers to meet and plan collaboratively. A lead teacher is identified at K-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.

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

In the spring the Leadership Team meets to determine what positions are likely to need filling for the coming school year. Ads are placed giving the description of the position, the class to be taught, and the school and community. Digital resumes and applications are accepted and paper-screened looking at credentials, teaching experience, and extra-curricular activities. The Team meets to devise a list of questions relative to the open position. Teachers at the appropriate grade level are asked to join the interview team with the two lead teachers, an administrator, and the finance director. Prospective candidates are invited to an interview with this team. Members of the team take turns asking the questions with notes taken during the process. A tour of the campus is provided. The finance director talks with the candidates separately to discuss salary and benefits. The Team meets to review all of the candidates and an offer is made contingent upon positive oral references in addition to the written references earlier supplied.

New teachers are assigned a mentor during their first year. Collaborative planning is encouraged so that teachers can share concerns and responsibilities for the students. Professional development opportunities are offered throughout the year with teachers encouraged to attend conferences and return to share with the rest of the staff.

The Governing Board, Business Manager and Principal constantly explore business relationships and ways of raising the salaries to be competitive with surrounding schools.

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

First year teachers are assigned an experienced teacher as a mentor to assist them throughout the year. Teachers work together at each grade 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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. This continued through the school year resulting in curriculum maps for the enrichment areas by the summer of 2016. All teachers participate in ongoing professional development relating to math, language arts, and infusion of the arts into the core curriculum. Teachers continue to work together to expand the curriculum map for all grade levels and subject areas.

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. The school has elected to follow the Sarasota County Schools Reading Plan and Student Progression Plans.

#### **b. Instructional Strategies**

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

Classroom teachers at all grade levels K - 8 use relevant data from the FSA, benchmark tests, and i-Ready as a basis for differentiation. Teachers meet regularly to share and analyze data from these resources. They 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 FSA tests.

In addition, students who had received grades lower than their potential during the 2015-2016 school year are assigned mentor teachers to meet with them on a regular basis during the school year.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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-5 and 6-8 groups to coordinate curriculum, testing, special events, expectations, and standards from grade to grade through vertical planning.

This year all seventh and eighth grade students will 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 fifth 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.

## **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the grade 5 and grade 8 Science SSA.
- G2.** To increase scores on Reading FSA for the lowest quartile.
- G3.** By the year 2017, 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 activities related to the visual and performing arts.
- G5.** By the year 2017, 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 who show improvement in math fluency will increase throughout the year with support from a Business partner incentive program.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the grade 5 and grade 8 Science SSA. 1a

G085636

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0
FCAT 2.0 Science Proficiency	61.0

**Targeted Barriers to Achieving the Goal** 3

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

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

- Technology and personnel available to reinforce skills

**Plan to Monitor Progress Toward G1.** 8

Scores on teacher-made tests, observations and results of district benchmark tests

**Person Responsible**

Cecilia Blankenship

**Schedule**

Quarterly, from 10/3/2016 to 5/26/2017

**Evidence of Completion**

The data from classroom tests and benchmark tests will be reviewed throughout the year.

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

G085637

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

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

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

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

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

i-Ready

**Person Responsible**

Cecilia Blankenship

**Schedule**

Monthly, from 10/3/2016 to 5/26/2017

**Evidence of Completion**

Intervention Screener Report depicting tier level and student distribution across tiers

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

i-Ready scores for 6th through 8th grades

**Person Responsible**

Cecilia Blankenship

**Schedule**

Monthly, from 10/3/2016 to 5/26/2017

**Evidence of Completion**

Individual student scores on monthly assessments

**G3.** By the year 2017, 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

 G085638

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	64.0

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**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 activities related to the visual and performing arts. 1a

G085639

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	80.0
FSA Math Achievement	65.0
	100.0

**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.

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

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

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

Student improvement and degree of enjoyment

**Person Responsible**

Julie McHugh

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

**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**

Cecilia Blankenship

**Schedule**

Monthly, from 10/28/2016 to 5/26/2017

**Evidence of Completion**

Teacher grades, benchmarks, i-Ready, FSA mathematics

**G5.** By the year 2017, 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

 G085640

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

**Targeted Barriers to Achieving the Goal** 3

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

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

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

**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

 G085641

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Targeted Barriers to Achieving the Goal** 3

- transpotation

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

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

**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 who show improvement in math fluency will increase throughout the year with support from a Business partner incentive program. 1a

G085642

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	85.0

**Targeted Barriers to Achieving the Goal** 3

- Fewer students today have mastery of basic math facts (addition, subtraction, and multiplication).
- Students do not see the relevance of learning math facts.

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

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

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

Monitor student growth and progress towards individual goals.

**Person Responsible**

Cecilia Blankenship

**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 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the grade 5 and grade 8 Science SSA. **1**

 G085636

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

 B227564

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

 S240119

### 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 9/21/2016 to 6/2/2017

#### Evidence of Completion

Classroom assignments and assessments, FSA scores

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

 B227566

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

 S240120

**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**

Jacqueline Ryder

**Schedule**

Daily, from 9/21/2016 to 6/2/2017

***Evidence of Completion***

Classroom tests, SSA 5 and 8

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

 G085637

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

 B227567

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

 S240121

**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 9/1/2016 to 5/26/2017

***Evidence of Completion***

Teacher generated assessments, i-Ready scores, FSA scores

**Action Step 2** 5

Middle school teachers in the core classes will pre-teach vocabulary and emphasize reading strategies

**Person Responsible**

Jerome Pascuzzi

**Schedule**

Daily, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Teacher-made tests, benchmark tests

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

Data from core subject teachers

**Person Responsible**

Cecilia Blankenship

**Schedule**

Biweekly, from 10/3/2016 to 5/26/2017

***Evidence of Completion***

Teachers will share results of scores on classroom tests, i-Ready, and benchmark tests.

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

The Reading Specialist, ESE Liaison, and ESOL Liaison will review progress of the students and share with core teachers.

**Person Responsible**

Katie Graddy

**Schedule**

Biweekly, from 9/30/2016 to 5/26/2017

***Evidence of Completion***

Data from special programs, reading programs, and i-Ready reports.

**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**

Cecilia Blankenship

**Schedule**

Biweekly, from 9/30/2016 to 5/26/2017

***Evidence of Completion***

Intervention tier reports embedded in program

**G3.** By the year 2017, 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

 G085638

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

 B227569

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

 S240122

### 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**

 B227570

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

 S240123

**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 9/1/2016 to 5/26/2017

***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 9/1/2016 to 5/26/2017

***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**

 S240124

### **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 9/1/2016 to 5/26/2017

#### **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 activities related to the visual and performing arts. 1

 G085639

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

 B227571

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

 S240125

### 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 10/3/2016 to 5/26/2017

#### 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 5/24/2017

#### 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 9/12/2016 to 5/26/2017


**Evidence of Completion**

Master schedule, lesson plans, observations

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

 B227572

**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

 S240128

**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**

Cecilia Blankenship

**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 2017, 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

G085640

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

B227575

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

S240131

### 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 10/3/2016 to 5/26/2017

#### 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

Cecilia Blankenship

#### Schedule

Weekly, from 10/3/2016 to 5/26/2017

#### 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**

Cecilia Blankenship

**Schedule**

Monthly, from 10/28/2016 to 5/26/2017

***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 10/28/2016 to 5/26/2017

***Evidence of Completion***

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


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

 G085641

**G6.B1 transportation** 2

 B227576

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

 S240132

**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 who show improvement in math fluency will increase throughout the year with support from a Business partner incentive program. **1**

 G085642

**G7.B1** Fewer students today have mastery of basic math facts (addition, subtraction, and multiplication). **2**

 B227578

**G7.B1.S1** Additional online and classroom resources will be utilized. **4**

 S240133

### **Strategy Rationale**

A variety of instructional methods increases the probability of success.

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

All students grades one through eight who have not shown mastery will use online digital math resources.

#### **Person Responsible**

Jeffrey Kolowith

#### **Schedule**

Weekly, from 9/1/2016 to 5/26/2017

#### **Evidence of Completion**

Periodic embedded report on student progress.

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

Teachers will use daily activities to reinforce basic math skills.

#### **Person Responsible**

Jeffrey Kolowith

#### **Schedule**

Daily, from 10/3/2016 to 5/26/2017

#### **Evidence of Completion**

Lesson plans, classroom observations, data chats

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

Administratorss will review lesson plans and conduct classroom walk-throughs.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Daily, from 10/3/2016 to 5/26/2017

**Evidence of Completion**

Teacher lesson plans, Google Classroom sites

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

Review of teacher-made tests, i-Ready reports, and benchmark test scores with classroom teachers at reegular intervals.

**Person Responsible**

Cecilia Blankenship

**Schedule**

Monthly, from 10/10/2016 to 5/19/2017

**Evidence of Completion**

Data from testing implements.

**G7.B2** Students do not see the relevance of learning math facts. 2

 B227579

**G7.B2.S1** Students will be exposed to projects that allows them to use math in real-world situations. 4

 S240134

### **Strategy Rationale**

Students will gain additional motivation to complete their tasks using math.

### **Action Step 1** 5

Students will operate a school store recording inventory and making change without the use of a calculator.

#### **Person Responsible**

Jerome Pascuzzi

#### **Schedule**

Daily, from 1/9/2017 to 5/19/2017

#### **Evidence of Completion**

Student-generated inventory logs and profit and loss statements

### **Action Step 2** 5

With staff guidance, students will measure, design and construct a walkway/path using pavers and other materials as a project-based exposure to every-day Math relevance.

#### **Person Responsible**

Jerome Pascuzzi

#### **Schedule**

On 12/16/2016

#### **Evidence of Completion**

Student-generated design plans detailing exact measurements, estimate of needed materials and labor, photos taken prior to, during , and post construction.

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

The teacher will review collected data with the students.

**Person Responsible**

Jerome Pascuzzi

**Schedule**

Weekly, from 1/17/2017 to 5/26/2017

***Evidence of Completion***

Inventories and profit/loss statements

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

The teacher will make observations of student engagement and use of math facts and geometry in completing projects.

**Person Responsible**

Jerome Pascuzzi

**Schedule**

***Evidence of Completion***

Student surveys, reflections, and conferences

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

Review with students their understanding of relevancy of math to real-world projects.

**Person Responsible**

Jerome Pascuzzi

**Schedule**

Monthly, from 1/27/2017 to 5/26/2017

***Evidence of Completion***

Profit/loss sheets and project reports

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

The teacher will dialogue with students to ascertain if they have determined the value of math in completing real-world projects.

**Person Responsible**

Jerome Pascuzzi

**Schedule**

On 12/16/2016

***Evidence of Completion***

















Charts, time-lines, and student surveys.


















## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G7.B2.S1.MA3 M319023	The teacher will make observations of student engagement and use of math facts and geometry in...	Pascuzzi, Jerome	No Start Date	Student surveys, reflections, and conferences	No End Date one-time
G3.B3.S1.MA1 M319001	Vocabulary component of FAIR and reading tests will be monitored, data assessed, and shared with...	Owens, Sharon	10/8/2014	Student data relating to vocabulary and reading comprehension .	5/15/2015 biweekly
G3.B3.S1.MA1 M319002	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
G6.B1.S1.A1 A310859	Collaboration with Community Business partners will provide award certificates and incentives for...	Marsh, Claudine	10/8/2014		5/15/2015 monthly
G6.B1.S1.MA1 M319015	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 M319016	Student attendance will be monitored.	Blankenship, Cecilia	9/30/2014	SIS reports of attendance.	5/29/2015 monthly
G3.B2.S1.A1 A310849	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.MA1 M319003	i-Ready monthly mini-assessments for K through 8 students	Owens, Sharon	9/8/2015	i-Ready Intervention Screening Report	5/20/2016 monthly
G5.MA1 M319014	Data will be collected from biweekly data files from i-Ready, classroom assignments, and benchmark...	Blankenship, Cecilia	11/3/2015	benchmark and FSA	5/20/2016 monthly
G7.MA1 M319024	Monitor student growth and progress towards individual goals.	Blankenship, Cecilia	11/3/2015	Student growth charts	5/20/2016 monthly
G3.B2.S1.MA1 M318999	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
G4.B2.S1.MA1 M319008	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 M319009	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.B2.S1.A1 A310856	Music, drama, and art specialists will collaborate to produce innovative and engaging activities.	Blankenship, Cecilia	9/21/2015	Meeting notes, syllabi from all music, drama, and art teachers, classroom observations	5/20/2016 weekly
G6.MA1 M319017	Increased rate of attendance.	Blankenship, Cecilia	8/24/2015	Increase in number of students with 95% attendance rate.	5/27/2016 monthly
G3.B2.S1.MA1 M319000	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	5/28/2016 monthly

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*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
				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.	
G7.B2.S1.MA4  M319021	The teacher will dialogue with students to ascertain if they have determined the value of math in...	Pascuzzi, Jerome	11/1/2016	Charts, time-lines, and student surveys.	12/16/2016 one-time
G7.B2.S1.A2  A310863	With staff guidance, students will measure, design and construct a walkway/path using pavers and...	Pascuzzi, Jerome	11/28/2016	Student-generated design plans detailing exact measurements, estimate of needed materials and labor, photos taken prior to, during , and post construction.	12/16/2016 one-time
G7.B1.S1.MA1  M319018	Review of teacher-made tests, i-Ready reports, and benchmark test scores with classroom teachers...	Blankenship, Cecilia	10/10/2016	Data from testing implements.	5/19/2017 monthly
G7.B2.S1.A1  A310862	Students will operate a school store recording inventory and making change without the use of a...	Pascuzzi, Jerome	1/9/2017	Student-generated inventory logs and profit and loss statements	5/19/2017 daily
G4.B1.S1.MA1  M319005	interest surveys	Blankenship, Cecilia	3/17/2017	teacher observation/ parent response/ student attitude	5/24/2017 one-time
G1.MA1  M318993	Scores on teacher-made tessts, observations and results of district benchmark tests	Blankenship, Cecilia	10/3/2016	The data from classroom tests and benchmark tests will be reviewed throughout the year.	5/26/2017 quarterly
G2.MA1  M318997	i-Ready	Blankenship, Cecilia	10/3/2016	Intervention Screener Report depicting tier level and student distribution across tiers	5/26/2017 monthly
G2.MA2  M318998	i-Ready scores for 6th through 8th grades	Blankenship, Cecilia	10/3/2016	Individual student scores on monthly assessments	5/26/2017 monthly
G4.MA1  M319010	Student improvement and degree of enjoyment	McHugh, Julie	9/6/2016	Participation in performances in community and quarterly for parents	5/26/2017 weekly
G4.MA2  M319011	Mathematics test grades and assessment scores	Blankenship, Cecilia	10/28/2016	Teacher grades, benchmarks, i-Ready, FSA mathematics	5/26/2017 monthly
G2.B1.S1.MA1  M318994	Teachers will monitor the individual and class reports embedded in the i-Ready program and provide...	Blankenship, Cecilia	9/30/2016	Intervention tier reports embedded in program	5/26/2017 biweekly
G2.B1.S1.MA1  M318995	Data from core subject teachers	Blankenship, Cecilia	10/3/2016	Teachers will share results of scores on classroom tests, i-Ready, and benchmark tests.	5/26/2017 biweekly
G2.B1.S1.MA1  M318996	The Reading Specialist, ESE Liaison, and ESOL Liaison will review progress of the students and...	Graddy, Katie	9/30/2016	Data from special programs, reading programs, and i-Ready reports.	5/26/2017 biweekly
G2.B1.S1.A1  A310847	Students in the lowest quartile will receive regularly scheduled intensive reading in addition to...	Graddy, Katie	9/1/2016	Teacher generated assessments, i-Ready scores, FSA scores	5/26/2017 daily
G2.B1.S1.A2  A310848	Middle school teachers in the core classes will pre-teach vocabulary and emphasize reading...	Pascuzzi, Jerome	9/1/2016	Teacher-made tests, benchmark tests	5/26/2017 daily
G3.B3.S1.A1  A310850	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital...	Blankenship, Cecilia	9/1/2016	Lesson plans, observations within classrooms, conversations with students	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A2  A310851	Students will generate a "dictionary" of general and academic vocabulary, including a word of the...	Blankenship, Cecilia	9/1/2016	Lesson plans, observations within classrooms, examination of student interactive notebooks.	5/26/2017 weekly
G4.B1.S1.MA1  M319004	Scheduling and lesson plans will be monitored.	Blankenship, Cecilia	9/12/2016	Master schedule, lesson plans, observations	5/26/2017 weekly
G4.B1.S1.A1  A310853	Community service through performances and community partnerships	McHugh, Julie	10/3/2016	teacher observation/parent response	5/26/2017 every-6-weeks
G5.B3.S1.MA1  M319012	Data analysis of benchmark tests	Pascuzzi, Jerome	10/28/2016	Student scores from i-Ready, classroom tests, and benchmark tests	5/26/2017 biweekly
G5.B3.S1.MA1  M319013	Data tables from program will be compared to benchmark proficiency.	Blankenship, Cecilia	10/28/2016	Data tables from i-Ready and results of math benchmark assessments.	5/26/2017 monthly
G5.B3.S1.A1  A310857	Students' math competency levels will be determined by the i-Ready program and students will...	Pascuzzi, Jerome	10/3/2016	Embedded data charts	5/26/2017 daily
G5.B3.S1.A2  A310858	Establish baselines and place students in intensive math classes for grades 4 through 8.	Blankenship, Cecilia	10/3/2016	Review of i-Ready scores and weekly data chats	5/26/2017 weekly
G7.B1.S1.MA1  M319019	Administratorss will review lesson plans and conduct classroom walk-throughs.	Blankenship, Cecilia	10/3/2016	Teacher lesson plans, Google Classroom sites	5/26/2017 daily
G7.B1.S1.A1  A310860	All students grades one through eight who have not shown mastery will use online digital math...	Kolowith, Jeffrey	9/1/2016	Periodic embedded report on student progress.	5/26/2017 weekly
G7.B1.S1.A2  A310861	Teachers will use daily activities to reinforce basic math skills.	Kolowith, Jeffrey	10/3/2016	Lesson plans, classroom observatons, data chats	5/26/2017 daily
G7.B2.S1.MA1  M319020	Review with students their understanding of releveancy of math to real-world projects.	Pascuzzi, Jerome	1/27/2017	Profit/loss sheets and project reports	5/26/2017 monthly
G7.B2.S1.MA1  M319022	The teacher will review collected data with the students.	Pascuzzi, Jerome	1/17/2017	Inventories and profit/loss statements	5/26/2017 weekly
G3.B3.S2.A1  A310852	Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all...	Blankenship, Cecilia	9/1/2016	lesson plans, classroom observations, projects incorporating vocabulary words using the roots and stems.	5/26/2017 weekly
G1.B1.S1.A1  A310845	Teachers will deliberately instruct students in the interpretation of maps, charts, graphs, and...	Blankenship, Cecilia	9/21/2016	Classroom assignments and assessments, FSA scores	6/2/2017 daily
G1.B3.S1.A1  A310846	Science teachers will pre-teach science vocabulary when introducing new concepts.	Ryder, Jacqueline	9/21/2016	Classroom tests,SSA 5 and 8	6/2/2017 daily

## V. Professional Development Opportunities

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

**G1.** By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency on the grade 5 and grade 8 Science SSA.

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

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

#### **PD Opportunity 1**

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

##### **Facilitator**

Sarasota County Science Coordinator

##### **Participants**

5th and 8th grade science teachers

##### **Schedule**

Daily, from 9/21/2016 to 6/2/2017

**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 9/1/2016 to 5/26/2017

**G5.** By the year 2017, 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 10/3/2016 to 5/26/2017

**G7.** The number of students who show improvement in math fluency will increase throughout the year with support from a Business partner incentive program.

**G7.B1** Fewer students today have mastery of basic math facts (addition, subtraction, and multiplication).

**G7.B1.S1** Additional online and classroom resources will be utilized.

**PD Opportunity 1**

Teachers will use daily activities to reinforce basic math skills.

**Facilitator**

Jeff Kolowith

**Participants**

Classroom teachers

**Schedule**

Daily, from 10/3/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	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	G2.B1.S1.A2	Middle school teachers in the core classes will pre-teach vocabulary and emphasize reading strategies	\$0.00
5	G3.B2.S1.A1	Teachers will assign and monitor at-home reading and silent independent reading in the classroom.	\$0.00
6	G3.B3.S1.A1	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.	\$0.00
7	G3.B3.S1.A2	Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.	\$0.00
8	G3.B3.S2.A1	Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all subject areas	\$0.00
9	G4.B1.S1.A1	Community service through performances and community partnerships	\$0.00
10	G4.B2.S1.A1	Music, drama, and art specialists will collaborate to produce innovative and engaging activities.	\$0.00
11	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
12	G5.B3.S1.A2	Establish baselines and place students in intensive math classes for grades 4 through 8.	\$0.00
13	G6.B1.S1.A1	Collaboration with Community Business partners will provide award certificates and incentives for students	\$0.00
14	G7.B1.S1.A1	All students grades one through eight who have not shown mastery will use online digital math resources.	\$0.00
15	G7.B1.S1.A2	Teachers will use daily activities to reinforce basic math skills.	\$0.00
16	G7.B2.S1.A1	Students will operate a school store recording inventory and making change without the use of a calculator.	\$0.00
17	G7.B2.S1.A2	With staff guidance, students will measure, design and construct a walkway/path using pavers and other materials as a project-based exposure to every-day Math relevance.	\$0.00
Total:			\$0.00