Sarasota Academy Of The Arts

2018-19 Schoolwide Improvement Plan

Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

www.sarasotaacademyofthearts.com/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	B*

*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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Sarasota Academy Of The Arts

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- 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 within 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. 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 can 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. Over the summer, SAA has a barbecue family get together to help the SAA community learn about teachers, administrators, and families prior to the first day of school.
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, weekly newsletters, permissions, and other pertinent forms for clarification of needs. Translations are provided for our families for whom neither English nor Spanish is the home language as much as possible.
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. SAA uses the Responsive Classroom Approach as a foundation for students to feel safe and respected. This approach is an evidence-based way of teaching that offers practical strategies for bringing together social-emotional and academic learning throughout the day, and modeling this at hoe as well.

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

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 six weeks of school, teachers and all staff members create, model, and revisit classroom rules and procedures. Each week focuses on a different character trait that proactively addresses common issues in the classroom providing a chance for students to learn from examples and practice the skills needed to be on task, active, and successful learners.

The Refocus Referral is an online Google Form (also in paper form) which teachers can immediately complete when a student is disrupting the learning environment, which is then submitted to the assistant principal who is in charge of discipline. The assistant principal meets immediately with the student to correct the behavior, This immediate response to negative behaviors encourages minimal disruptions to school-wide learning beyond the school district referral process.

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. 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, attendance personnel, reading specialist, ESOL and ESE liaisons, contracted Speech and Occupational Therapists.

In conjunction with Responsive Classroom, SAA holds several focus weeks such as Kindness Week and Red Ribbon Week. This year we will also implement a Peer Mediation Team which will serve as a first step for smaller issues which can be resolved through students listening to one another and learning to solve problems.

For effectiveness of implementation, the principal reviews all lesson plans for consistency of the programs.

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. SAA has a part time Guidance Counselor who meets students on a regular basis to discuss social-emotional needs as well as academic concerns. As needed, the guidance counselor meets with the administrative team to create a plan that is best for student success.

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 social-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. The CARE Team receives recommendations from teachers who have observed students that may seek additional social-emotional assistance. The CARE Team then determines interventions based on the MTSS model.

The Responsive Classroom Approach creates strategies to help students social emotional well being beginning the first six weeks of school. The following goals are set up by the teacher beginning day one:
1. Create a climate of warmth, inclusion, and safety.
2. Teach classroom routines and behavior expectations
3. Help students get to know and care for the classroom and school environment.
4. Establish expectations for academic work (The First Six Weeks of School, CER)

Other services include Character Education which is incorporated into the social studies classes at all grade levels and a part time guidance counselor who meets regularly with students needing extra social emotional support within the school setting.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, 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.

At the middle school level, "Learning Strategies" support through a designated plan and time is provided for all sixth graders and at-risk seventh and eighth graders. At the elementary level, teachers regularly work with students outside the scheduled class time to offer assistance.

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	0	2	0	0	1	5	3	12	16	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
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	0	2	2	10	8	8	0	0	0	0	30

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	0	0	0	0	1	2	4	0	0	0	7

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 attendance goals have a text, email and phone call prior to a formal letter and, if necessary, a contract regarding attendance. SAA is a "Google Classroom" school which ensures all Middle School students absent for an extended period of time have access to assignments online. Teachers are in contact with students to provide support and time extensions to submit work upon their return to school. Students at level 1 on statewide assessments (using 2018 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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 is given an agenda book at the beginning of the school year to log assignments and parent/ teacher communications. Elementary 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. Middle school students also use Google Classroom for some of their classes, and parents have easy access to view assignments, projects, and communicate with the teacher at anytime.

Parents receive information through weekly newsletters, programs such as Twitter, "Remind.com," parent portal, and teacher websites. SAA uses 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

1. School Leadership Team

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

Name	Title
Korwin, Cheryl	Principal
Kolowith, Jeffrey	Teacher, K-12
Pascuzzi, Jerome	Teacher, K-12
Kopacz, Jodi	Assistant Principal
Garabedian, Renee	Teacher, K-12
Owens, Sharon	Teacher, ESE
Delahunt-Lopez, Susan	Teacher, K-12

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, ESE Liaison, and two teachers. 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 RtI team member from each group then meets with the whole RtI 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. Korwin, 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.

Mrs. Bechtel, administrative assistant, uses the Destiny computer system to keep the school materials inventoried.

Mrs. Bryan, our technology teacher, coordinates and inventories all materials. Mr. Thomason, technology coordinator, researches and advises on all technology purchases.

Dr. Owens coordinates all ESE and 504 documentation and data analysis. She sets parent meetings with faculty and parents to supports all necessary accommodations and modifications for students. The ESOL Liaison coordinates all the ELL documentation, data analysis, accommodations and parent meetings.

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
Kathleen Bechtel	Education Support Employee
Leyanit Barron-Marino	Parent
Sally Malatesta	Business/Community
Elizabeth Ortiz	Parent
Miranda Lansdale	Parent
Cheryl Korwin	Principal
Renee Garabedian	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 for the first submission to the Sarasota County School Board then at times throughout the year to monitor progress toward goals. The SAC establishes a specific goal to be supported by a Business Partnership.

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
Korwin, Cheryl	Principal
LaRose, Stephanie	Teacher, K-12
Howard, Lauren	Teacher, K-12
Garabedian, Renee	Teacher, K-12
McDonald, Mikayla	Teacher, K-12
Kopacz, Jodi	Assistant Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Staff members may receive supplemental pay for collaborative planning during summer vacation.

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 then 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. The elementary teachers continued the project during summer 2017 to refining the science and social studies programs of study. Throughout the school year, 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.

Each year, the resulting data from the annual FSA, as well as the final I-Ready Diagnostic Assessment is thoroughly analyzed so as to identify those students in need of academic assistance. Once identified, each of these students' schedule is modified to allow for remediation. Whether the need be in Math or Reading, those students are provided additional instruction time in a small group setting under the guidance of a trained teacher. In these "intensive" classes not only is the deficiency addressed, but also there is a preponderance of review of the core elements of appropriate state standards. Once target objectives have been established, there is constant monitoring to see that goals are, indeed, being achieved.

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, necessitating a longer school day. With the extended day, Middle School students have the opportunity to participate in three electives per day in addition to their core subjects. Students needing intervention for success in the core subject areas will have the opportunity to receive the support during the extended day through strategy and remediation classes.
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

The availability of regularly-scheduled enrichment classes affords students the opportunity to participate in activities that helps them develop their awareness of their surroundings, social interaction, and cognitive processes. The additional time for remediation and contact with teachers providing support will allow students to stay on track for academic success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Korwin, Cheryl, cheryl.korwin@sarasotacountyschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected from parents and student surveys and progress monitoring programs. Formative and summative assessments will provide data to teachers that can be used to inform instruction.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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 learning about the new teacher, classroom expectations and a review of upcoming learning goals.

The kindergarten teacher assesses and determines students' knowledge and level of phonetic awareness and processing, as well as their social and emotional development. The kindergarten classroom teacher explicitly provides daily instruction, modeling, guided practice, and independent practice while collecting data to assist in determining individual and group intervention plans with the ESE liaison, school counselor and CARE team.

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.

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. Furthermore, SAA will have the annual Career Showcase event which provides the 7th and 8th graders with real professionals in the community to speak about careers, educational requirements and interesting career insights.

8th grade students with disabilities and their parents meet towards the end of the school year with the ESE Liaison to create a transition plan for course work in high school and future employment ideas based on the transition assessment they take.

The assistant principal attends the end of the year district counselor's transition meeting which provides information on new incoming students, as well as any shared information the Assistant Principal provides for outgoing students, regarding academics, behaviors, assessment scores and interventions.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By the year 2019, there will be a minimum of a four percentage point increase for all students on the grade 5 and grade 8 Science Statewide Assessment.

G2. By the year 2019, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in reading.

G3. By 2019, there will be a four point percentage increase in math proficiency for all students.

G4. By the year 2019, there will be an four percent increase in the learning gains of the lowest quartile of students in math and reading on the FSA assessment.

G5. Student attendance will be maintained and /or increase throughout the year through the Business Partner school wide 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 2019, there will be a minimum of a four percentage point increase for all students on the grade 5 and grade 8 Science Statewide Assessment. `1a`

🔍 G100798

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	72.0

Targeted Barriers to Achieving the Goal `3`

- Inability of students to read, understand, and apply images, graphs, and charts.

- Difficulty level of science vocabulary

- Failure of students to see the relevance of material in science textbooks to their personal world.

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

- Technology and personnel available to reinforce skills

- Professional development

Plan to Monitor Progress Toward G1. `8`

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

Person Responsible
Cheryl Korwin

Schedule
Quarterly, from 11/5/2018 to 5/24/2019

Evidence of Completion
The data from classroom tests and benchmark tests will be analyzed on a regular basis.

G2. By the year 2019, 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

🔍 G100799

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	37.0
FSA ELA Achievement	70.0
FSA ELA Achievement - ELL	37.0

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 G2. 8

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

Person Responsible
Jodi Kopacz

Schedule
Monthly, from 9/28/2018 to 5/24/2019

Evidence of Completion
i-Ready Intervention Screening Report

Plan to Monitor Progress Toward G2. 8

i-Ready standards mastery scores for middle school students

Person Responsible
Jodi Kopacz

Schedule
Quarterly, from 9/28/2018 to 5/23/2019

Evidence of Completion
i-Ready summative assessment scores for Standards Mastery

G3. By 2019, there will be a four point percentage increase in math proficiency for all students. `1a`

🔑 G100800

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal `3`

- Fewer students today have mastery of basic math facts (addition, subtraction and multiplication)

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

- ESE Resource and ESOL Resource Budget for professional development related to math Availability of professional development through Charter School Support Unit I-Ready program and Moby Max computer program

Plan to Monitor Progress Toward G3. `8`

i-Ready

Person Responsible
Jodi Kopacz

Schedule
Monthly, from 9/3/2018 to 5/23/2019

Evidence of Completion
Intervention Screener Report depicting tier level and student distribution across tiers

Plan to Monitor Progress Toward G3. `8`

i-Ready scores for 6th through 8th grades

Person Responsible
Jodi Kopacz

Schedule
Monthly, from 9/3/2018 to 5/23/2019

Evidence of Completion
Individual student scores on monthly assessments

G4. By the year 2019, there will be an four percent increase in the learning gains of the lowest quartile of students in math and reading on the FSA assessment. `1a`

🔍 G100801

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	63.0
ELA/Reading Lowest 25% Gains	51.0

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 G4. `8`

Monitor student growth and progress towards individual goals.

Person Responsible
Cheryl Korwin

Schedule
Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion
Student growth charts

G5. Student attendance will be maintained and /or increase throughout the year through the Business Partner school wide incentive program `1a`

🔍 G100802

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal `3`

- Students must rely on parents for transportation.

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

- The Responsive School Approach will provide an incentive to students who attain 95% attendance rate.

Plan to Monitor Progress Toward G5. `8`

Increased rate of attendance.

Person Responsible
Cheryl Korwin

Schedule
Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion
Increase in number of students with 95% attendance rate.

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 2019, there will be a minimum of a four percentage point increase for all students on the grade 5 and grade 8 Science Statewide Assessment. 1

🔑 G100798

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

🔑 B271868

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

🔑 S287848

Strategy Rationale

Exposure of students to strategies including use of text features increases their probability of understanding the material and retaining major concepts.

Action Step 1 5

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

Person Responsible

Cheryl Korwin

Schedule

Daily, from 10/1/2018 to 5/24/2019

Evidence of Completion

Classroom assignments and assessments, FSA scores

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The Leadership Team will monitor lesson plans and observe how teachers are incorporating instruction on text features throughout the year.

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 10/1/2018 to 5/24/2019

Evidence of Completion

The Leadership Team will review anecdotal notes after classroom observations along with regular conversations with teachers and students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Teachers will use teacher-made and district benchmark assessments to determine whether strategies are effective.

Person Responsible

Cheryl Korwin

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Scores from assessments will be analyzed and compared to show whether progress has been made or not.

G1.B2 Difficulty level of science vocabulary [2]

🔑 B271869

G1.B2.S1 Science teachers will emphasize science vocabulary, using graphic organizers, root and stem words, and visual clues. [4]

🔑 S287849

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

James Patten

Schedule

Daily, from 10/1/2018 to 5/24/2019

Evidence of Completion

Classroom tests,SSA 5 and 8

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Teacher lesson plans will be reviewed and discussed with science teachers.

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 8/20/2018 to 5/24/2019

Evidence of Completion

Digital copes of lesson plans; anecdotal memoranda examining relation to actual classroom activity

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom walk-throughs; analysis of assessments

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 8/20/2018 to 5/24/2019

Evidence of Completion

Assessment date - pre- and post-test scores

G1.B3 Failure of students to see the relevance of material in science textbooks to their personal world. 2

🔑 B271870

G1.B3.S1 Teachers will incorporate more hands-on and real-life activities into their science lessons. 4

🔑 S287850

Strategy Rationale

Students who are actively engaged in direct experiences in science gain a better and cumulative understanding of science concepts.

Action Step 1 5

Elementary students will participate in science fair.

Person Responsible

Kristen Deree

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Anecdotal evidence will be collected and shared with classroom teachers. Formative assessments within the classroom will be used by core teachers to determine if their is transfer from outside activities to engagement in and understanding of science concepts.

Action Step 2 5

Teachers will incorporate science-related field trips into lessons.

Person Responsible

Jeffrey Kolowith

Schedule

Quarterly, from 10/2/2018 to 5/24/2019

Evidence of Completion

Anecdotal evidence from teachers and students

Action Step 3 `5`

Lessons will reflect at least 40% of student time engaged in hands-on learning.

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Lesson plans checked for description of direct experiences; classroom teachers monitored.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

An administrator will meet regularly to review the plan for and progress of the students as they work on science fair projects.

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Lesson plans, direct observations, student conferences

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teacher long-range plans will be reviewed.

Person Responsible

Cheryl Korwin

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Copies of lesson plans, information relating to planned field trips with correlation to Florida Standards.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher lesson plans will be reviewed with classroom visits as follow-up

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Copies of lesson plans and records of student/teacher conferences.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student interest will be tracked through informal surveys

Person Responsible

Jodi Kopacz

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Summaries and charts of student responses will be kept and reviewed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher records and student journals will be examined; planning support will be provided.

Person Responsible

Kristen Deree

Schedule

Weekly, from 10/1/2018 to 12/14/2018

Evidence of Completion

Records of student participation and response to experiences will be examined.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Regular analysis of student grades

Person Responsible

Cheryl Korwin

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Assessment results and anecdotal evidence

G2. By the year 2019, 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`

🔑 G100799

G2.B2 High number of students who do not read outside of classroom `2`

🔑 B271872

G2.B2.S1 Parents will monitor and sign reading logs for 20-minute minimum nightly; teachers will incorporate individual reading time into classes. `4`

🔑 S287851

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

Mikayla McDonald

Schedule

Daily, from 8/13/2018 to 5/24/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Literacy team will review the evidence submitted.

Person Responsible

Mikayla McDonald

Schedule

Monthly, from 8/13/2018 to 5/24/2019

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. The teacher 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 the teacher for a different "project". Additionally, SAA incorporates a Connections Event which is student led where they can create a dance, song, poetry, or other forms of creative expression to perform school-wide. For intensive reading, elementary students 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 have their parent sign it.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

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

Person Responsible

Jodi Kopacz

Schedule

Monthly, from 8/20/2018 to 5/24/2019

Evidence of Completion

Student Growth data.

G2.B3 Low vocabulary knowledge 2

🔑 B271873

G2.B3.S1 Increase student general and academic vocabulary by emphasis throughout the school. 4

🔑 S287852

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

Jodi Kopacz

Schedule

Weekly, from 10/1/2018 to 5/24/2019

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

Cheryl Korwin

Schedule

Weekly, from 10/1/2018 to 5/24/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

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

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

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

Person Responsible

Cheryl Korwin

Schedule

Biweekly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Student data relating to vocabulary and reading comprehension .

G2.B3.S2 Literacy team will develop bank of Latin and Greek roots to be used weekly in all subject areas. 4

🔑 S287853

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

Jodi Kopacz

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Weekly walk-throughs, conversations with teachers and students

Person Responsible

Jodi Kopacz

Schedule

Biweekly, from 8/21/2018 to 5/24/2019

Evidence of Completion

Review of digital data collected during walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Student improvement on the vocabulary strand of the i-Ready

Person Responsible

Cheryl Korwin

Schedule

On 8/21/2018

Evidence of Completion

Analysis of i-Ready diagnostic assessment, particularly the vocabulary subset

G3. By 2019, there will be a four point percentage increase in math proficiency for all students. `1`

🔍 G100800

G3.B1 Fewer students today have mastery of basic math facts (addition, subtraction and multiplication) `2`

🔍 B271875

G3.B1.S1 Students will receive extra support from certified intensive reading teacher in addition to ESE and ESOL teachers. `4`

🔍 S287855

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 math in addition to the Math class and support services.

Person Responsible

Jerome Pascuzzi

Schedule

Daily, from 8/13/2018 to 5/24/2019

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 math strategies

Person Responsible

Jerome Pascuzzi

Schedule

Daily, from 8/13/2018 to 5/23/2019

Evidence of Completion

Teacher-made tests, benchmark tests

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Data from core subject teachers

Person Responsible

Cheryl Korwin

Schedule

Biweekly, from 9/3/2018 to 5/23/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

ESE Liaison and ESOL Liaison will review progress of the students and share with core teachers.

Person Responsible

Jerome Pascuzzi

Schedule

Biweekly, from 9/3/2018 to 5/23/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

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

Person Responsible

Jodi Kopacz

Schedule

Biweekly, from 9/3/2018 to 5/23/2019

Evidence of Completion

Intervention tier reports embedded in program

G4. By the year 2019, there will be an four percent increase in the learning gains of the lowest quartile of students in math and reading on the FSA assessment. [1]

🔑 G100801

G4.B1 Fewer students today have mastery of basic math facts (addition, subtraction, and multiplication). [2]

🔑 B271877

G4.B1.S1 Additional online and classroom resources will be utilized. [4]

🔑 S287856

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

Brett Thomason

Schedule

Weekly, from 9/3/2018 to 5/24/2019

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

Jerome Pascuzzi

Schedule

Daily, from 9/3/2018 to 5/24/2019

Evidence of Completion

Lesson plans, classroom observatons, data chats

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

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

Person Responsible

Cheryl Korwin

Schedule

Weekly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Teacher lesson plans, Google Classroom sites

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

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

Person Responsible

Cheryl Korwin

Schedule

Monthly, from 9/3/2018 to 5/24/2019

Evidence of Completion

Data from testing implements.

G4.B2 Students do not see the relevance of learning math facts. [2]

🔑 B271878

G4.B2.S1 Students will be exposed to projects that allow them to use math in real-world situations. [4]

🔑 S287857

Strategy Rationale

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

Action Step 1 [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 and engage in simulation games using math concepts.

Person Responsible

Jerome Pascuzzi

Schedule

On 5/24/2019

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 G4.B2.S1 [6]

The teacher will review collected data with the students.

Person Responsible

Jerome Pascuzzi

Schedule

Weekly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Inventories and profit/loss statements

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

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

Person Responsible

Jerome Pascuzzi

Schedule

Monthly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Student surveys, reflections, and conferences

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

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

Person Responsible

Jerome Pascuzzi

Schedule

Monthly, from 1/9/2018 to 5/24/2019

Evidence of Completion

Profit/loss sheets and project reports

Plan to Monitor Effectiveness of Implementation of G4.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

Quarterly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Charts, time-lines, and student surveys.

G5. Student attendance will be maintained and /or increase throughout the year through the Business Partner school wide incentive program 1

🔑 G100802

G5.B1 Students must rely on parents for transportation. 2

🔑 B271880

G5.B1.S1 Recognition and awards will be given to encourage attendance. 4

🔑 S287859

Strategy Rationale

Students will work for an extrinsic reward.

Action Step 1 5

Assistant principal will provide award certificates and incentives for students

Person Responsible

Jodi Kopacz

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Sarasota County School District Student Information System (SIS) Attendance log

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student attendance will be monitored.

Person Responsible

Cheryl Korwin

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

SIS reports of attendance.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Attendance will be compared to achievement to determine correlation.

Person Responsible

Cheryl Korwin

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Attendance reports and report cards.

V. Professional Development Opportunities

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

G3. By 2019, there will be a four point percentage increase in math proficiency for all students.

G3.B1 Fewer students today have mastery of basic math facts (addition, subtraction and multiplication)

G3.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 math in addition to the Math class and support services.

Facilitator

District i-Ready team

Participants

classroom teachers

Schedule

Daily, from 8/13/2018 to 5/24/2019

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.B2.S1.A1	Science teachers will pre-teach science vocabulary when introducing new concepts.				$0.00
3	G1.B3.S1.A1	Elementary students will participate in science fair.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0113 - Sarasota Academy Of The Arts	Other		$0.00
4	G1.B3.S1.A2	Teachers will incorporate science-related field trips into lessons.				$0.00
5	G1.B3.S1.A3	Lessons will reflect at least 40% of student time engaged in hands-on learning.				$0.00
6	G2.B2.S1.A1	Teachers will assign and monitor at-home reading and silent independent reading in the classroom.				$0.00
7	G2.B3.S1.A1	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.				$0.00
8	G2.B3.S1.A2	Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.				$0.00
9	G2.B3.S2.A1	Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all subject areas				$0.00
10	G3.B1.S1.A1	Students in the lowest quartile will receive regularly scheduled intensive math in addition to the Math class and support services.				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0113 - Sarasota Academy Of The Arts	General Fund		$750.00
			Notes: I-Ready			
11	G3.B1.S1.A2	Middle school teachers in the core classes will pre-teach vocabulary and emphasize math strategies				$0.00
12	G4.B1.S1.A1	All students grades one through eight who have not shown mastery will use online digital math resources.				$0.00
13	G4.B1.S1.A2	Teachers will use daily activities to reinforce basic math skills.				$0.00
14	G4.B2.S1.A1	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 and engage in simulation games using math concepts.				$0.00
15	G5.B1.S1.A1	Assistant principal will provide award certificates and incentives for students				$500.00

Function	Object	Budget Focus	Funding Source	FTE	2018-19
		0113 - Sarasota Academy Of The Arts	Other		$500.00
		Notes: Business partner			
				Total:	**$1,250.00**

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B3.S2.A1 🔑 A390454	Teachers will incorporate Latin and Greek roots and stems into weekly lesson plans for all...	Kopacz, Jodi	8/21/2017	lesson plans, classroom observations, projects incorporating vocabulary words using the roots and stems.	5/24/2018 weekly
G2.B3.S2.MA1 🔑 M426977	Student improvement on the vocabulary strand of the i-Ready	Korwin, Cheryl	8/21/2018	Analysis of i-Ready diagnostic assessment, particularly the vocabulary subset	8/21/2018 one-time
G1.B3.S1.MA5 🔑 M426967	Teacher records and student journals will be examined; planning support will be provided.	Deree, Kristen	10/1/2018	Records of student participation and response to experiences will be examined.	12/14/2018 weekly
G2.MA2 🔑 M426980	i-Ready standards mastery scores for middle school students	Kopacz, Jodi	9/28/2018	i-Ready summative assessment scores for Standards Mastery	5/23/2019 quarterly
G3.MA1 🔑 M426984	i-Ready	Kopacz, Jodi	9/3/2018	Intervention Screener Report depicting tier level and student distribution across tiers	5/23/2019 monthly
G3.MA2 🔑 M426985	i-Ready scores for 6th through 8th grades	Kopacz, Jodi	9/3/2018	Individual student scores on monthly assessments	5/23/2019 monthly
G3.B1.S1.MA1 🔑 M426981	Teachers will monitor the individual and class reports embedded in the i-Ready program and provide...	Kopacz, Jodi	9/3/2018	Intervention tier reports embedded in program	5/23/2019 biweekly
G3.B1.S1.MA1 🔑 M426982	Data from core subject teachers	Korwin, Cheryl	9/3/2018	Teachers will share results of scores on classroom tests, i-Ready, and benchmark tests.	5/23/2019 biweekly
G3.B1.S1.MA1 🔑 M426983	ESE Liaison and ESOL Liaison will review progress of the students and share with core teachers.	Pascuzzi, Jerome	9/3/2018	Data from special programs, reading programs, and i-Ready reports.	5/23/2019 biweekly
G3.B1.S1.A2 🔑 A390456	Middle school teachers in the core classes will pre-teach vocabulary and emphasize math strategies	Pascuzzi, Jerome	8/13/2018	Teacher-made tests, benchmark tests	5/23/2019 daily
G1.MA1 🔑 M426972	Scores on teacher-made tests, observations and results of district benchmark tests	Korwin, Cheryl	11/5/2018	The data from classroom tests and benchmark tests will be analyzed on a regular basis.	5/24/2019 quarterly
G2.MA1 🔑 M426979	i-Ready monthly mini-assessments for K through 8 students	Kopacz, Jodi	9/28/2018	i-Ready Intervention Screening Report	5/24/2019 monthly
G4.MA1 🔑 M426992	Monitor student growth and progress towards individual goals.	Korwin, Cheryl	9/3/2018	Student growth charts	5/24/2019 monthly
G5.MA1 🔑 M426995	Increased rate of attendance.	Korwin, Cheryl	8/13/2018	Increase in number of students with 95% attendance rate.	5/24/2019 monthly
G1.B1.S1.MA1 🔑 M426962	Teachers will use teacher-made and district benchmark assessments to determine whether strategies...	Korwin, Cheryl	10/1/2018	Scores from assessments will be analyzed and compared to show whether progress has been made or not.	5/24/2019 monthly
G1.B1.S1.MA1 🔑 M426963	The Leadership Team will monitor lesson plans and observe how teachers are incorporating...	Korwin, Cheryl	10/1/2018	The Leadership Team will review anecdotal notes after classroom observations along with regular conversations with teachers and students.	5/24/2019 weekly
G1.B1.S1.A1 🔑 A390446	Teachers will deliberately instruct students in the interpretation of maps, charts, graphs, and...	Korwin, Cheryl	10/1/2018	Classroom assignments and assessments, FSA scores	5/24/2019 daily
G1.B2.S1.MA1 🔑 M426964	Classroom walk-throughs; analysis of assessments	Korwin, Cheryl	8/20/2018	Assessment date - pre- and post-test scores	5/24/2019 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M426965	Teacher lesson plans will be reviewed and discussed with science teachers.	Korwin, Cheryl	8/20/2018	Digital copes of lesson plans; anecdotal memoranda examining relation to actual classroom activity	5/24/2019 weekly
G1.B2.S1.A1 A390447	Science teachers will pre-teach science vocabulary when introducing new concepts.	Patten, James	10/1/2018	Classroom tests,SSA 5 and 8	5/24/2019 daily
G1.B3.S1.MA1 M426966	Student interest will be tracked through informal surveys	Kopacz, Jodi	9/3/2018	Summaries and charts of student responses will be kept and reviewed.	5/24/2019 monthly
G1.B3.S1.MA6 M426968	Regular analysis of student grades	Korwin, Cheryl	10/1/2018	Assessment results and anecdotal evidence	5/24/2019 monthly
G1.B3.S1.MA1 M426969	An administrator will meet regularly to review the plan for and progress of the students as they...	Korwin, Cheryl	8/13/2018	Lesson plans, direct observations, student conferences	5/24/2019 weekly
G1.B3.S1.MA3 M426970	Teacher long-range plans will be reviewed.	Korwin, Cheryl	8/13/2018	Copies of lesson plans, information relating to planned field trips with correlation to Florida Standards.	5/24/2019 quarterly
G1.B3.S1.MA4 M426971	Teacher lesson plans will be reviewed with classroom visits as follow-up	Korwin, Cheryl	8/13/2018	Copies of lesson plans and records of student/teacher conferences.	5/24/2019 weekly
G1.B3.S1.A1 A390448	Elementary students will participate in science fair.	Deree, Kristen	9/3/2018	Anecdotal evidence will be collected and shared with classroom teachers. Formative assessments within the classroom will be used by core teachers to determine if their is transfer from outside activities to engagement in and understanding of science concepts.	5/24/2019 weekly
G1.B3.S1.A2 A390449	Teachers will incorporate science-related field trips into lessons.	Kolowith, Jeffrey	10/2/2018	Anecdotal evidence from teachers and students	5/24/2019 quarterly
G1.B3.S1.A3 A390450	Lessons will reflect at least 40% of student time engaged in hands-on learning.	Korwin, Cheryl	8/13/2018	Lesson plans checked for description of direct experiences; classroom teachers monitored.	5/24/2019 weekly
G2.B2.S1.MA1 M426973	Classroom teachers will monitor growth progression scores and standards mastery on i-Ready.	Kopacz, Jodi	8/20/2018	Student Growth data.	5/24/2019 monthly
G2.B2.S1.MA1 M426974	Literacy team will review the evidence submitted.	McDonald, Mikayla	8/13/2018	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. The teacher 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 the teacher for a different "project". Additionally, SAA incorporates a Connections Event which is student led where they can create a dance, song, poetry, or other forms of creative expression to perform school-wide. For intensive reading, elementary students 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	5/24/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				document how many pages they read, how long they read for and must have their parent sign it.	
G2.B2.S1.A1 🔑 A390451	Teachers will assign and monitor at-home reading and silent independent reading in the classroom.	McDonald, Mikayla	8/13/2018	Literacy team will review teacher records of student reading submitted by parents.	5/24/2019 daily
G2.B3.S1.MA1 🔑 M426975	Vocabulary component of i-Ready and reading tests will be monitored, data assessed, and shared with...	Korwin, Cheryl	10/1/2018	Student data relating to vocabulary and reading comprehension .	5/24/2019 biweekly
G2.B3.S1.MA1 🔑 M426976	Teacher lesson plans, classroom displays, and student work will be monitored.	Korwin, Cheryl	9/3/2018	Records of teacher observations and review of lesson plans will be kept.	5/24/2019 weekly
G2.B3.S1.A1 🔑 A390452	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital...	Kopacz, Jodi	10/1/2018	Lesson plans, observations within classrooms, conversations with students	5/24/2019 weekly
G2.B3.S1.A2 🔑 A390453	Students will generate a "dictionary" of general and academic vocabulary, including a word of the...	Korwin, Cheryl	10/1/2018	Lesson plans, observations within classrooms, examination of student interactive notebooks.	5/24/2019 weekly
G3.B1.S1.A1 🔑 A390455	Students in the lowest quartile will receive regularly scheduled intensive math in addition to the...	Pascuzzi, Jerome	8/13/2018	Teacher generated assessments, i-Ready scores, FSA scores	5/24/2019 daily
G4.B1.S1.MA1 🔑 M426986	Review of teacher-made tests, i-Ready reports, and benchmark test scores with classroom teachers at...	Korwin, Cheryl	9/3/2018	Data from testing implements.	5/24/2019 monthly
G4.B1.S1.MA1 🔑 M426987	Administrators will review lesson plans and conduct classroom walk-throughs.	Korwin, Cheryl	9/3/2018	Teacher lesson plans, Google Classroom sites	5/24/2019 weekly
G4.B1.S1.A1 🔑 A390457	All students grades one through eight who have not shown mastery will use online digital math...	Thomason, Brett	9/3/2018	Periodic embedded report on student progress.	5/24/2019 weekly
G4.B1.S1.A2 🔑 A390458	Teachers will use daily activities to reinforce basic math skills.	Pascuzzi, Jerome	9/3/2018	Lesson plans, classroom observatons, data chats	5/24/2019 daily
G4.B2.S1.MA1 🔑 M426988	Review with students their understanding of releveancy of math to real-world projects.	Pascuzzi, Jerome	1/9/2018	Profit/loss sheets and project reports	5/24/2019 monthly
G4.B2.S1.MA4 🔑 M426989	The teacher will dialogue with students to ascertain if they have determined the value of math in...	Pascuzzi, Jerome	10/1/2018	Charts, time-lines, and student surveys.	5/24/2019 quarterly
G4.B2.S1.MA1 🔑 M426990	The teacher will review collected data with the students.	Pascuzzi, Jerome	10/1/2018	Inventories and profit/loss statements	5/24/2019 weekly
G4.B2.S1.MA3 🔑 M426991	The teacher will make observations of student engagement and use of math facts in completing...	Pascuzzi, Jerome	10/1/2018	Student surveys, reflections, and conferences	5/24/2019 monthly
G4.B2.S1.A1 🔑 A390459	With staff guidance, students will measure, design and construct a walkway/path using pavers and...	Pascuzzi, Jerome	11/5/2018	Student-generated design plans detailing exact measurements, estimate of needed materials and labor, photos taken prior to, during , and post construction.	5/24/2019 one-time
G5.B1.S1.MA1 🔑 M426993	Attendance will be compared to achievement to determine correlation.	Korwin, Cheryl	8/13/2018	Attendance reports and report cards.	5/24/2019 quarterly
G5.B1.S1.MA1 🔑 M426994	Student attendance will be monitored.	Korwin, Cheryl	8/13/2018	SIS reports of attendance.	5/24/2019 monthly
G5.B1.S1.A1 🔑 A390460	Assistant principal will provide award certificates and incentives for students	Kopacz, Jodi	8/13/2018	Sarasota County School District Student Information System (SIS) Attendance log	5/24/2019 quarterly
G2.B3.S2.MA1 🔑 M426978	Weekly walk-throughs, conversations with teachers and students	Kopacz, Jodi	8/21/2018	Review of digital data collected during walk-throughs	5/24/2019 biweekly