

Sarasota County Schools

# Sarasota Academy Of The Arts



2019-20 Schoolwide Improvement Plan

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# Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

www.sarasotaacademyofthearts.com/

## Demographics

Principal: Jodi Kopacz

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (65%) 2016-17: A (62%) 2015-16: B (56%) 2014-15: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

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

## School Board Approval

N/A

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

www.sarasotaacademyofthearts.com/

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

### School Board Approval

N/A

### SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

The mission of Sarasota 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!

#### 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.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Korwin, Cheryl	Principal	SAA is a combined school grades K-8 with an emphasis on the arts. The principal works towards the implementation of the mission and vision of the school through student and teacher observations, conferences, and feedback. Additionally, the principle works to ensure academic, social, emotional, and behavioral needs of the students are identified and resources are given to assist in implementing these needs.
Kolowith, Jeffrey	Teacher, K-12	Elementary teacher and Elementary Lead Teacher - ensures the elementary staff has the needed resources to provide for their students needs in collaboration with school administration and parents.
Pascuzzi, Jerome	Teacher, K-12	Middle School Teacher and Middle School Lead Teacher - ensures the middle school staff has the needed resources to provide for their students needs in collaboration with school administration and parents.
Thomason, Brett	Instructional Technology	Makes sure the school has the needed technology to ensure success through the use of Google Classroom, I-Ready, and school curriculum. Additionally, ensures technology is ready for state testing.
Kopacz, Jodi	Assistant Principal	Assists principal in all aspects of the school to include but not limited to academic, social, emotional, and behavioral student and faculty support. Ensures the school continues to run effectively in the absences of the principal.
Ownes, Sharon	Teacher, ESE	ESE Liaison - meets with all parents and the CARE team for the formation of all IEP's, EP's and 504's. Keeps staff up to date with accommodations and goals for all the above mentioned student subgroups.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	18	18	18	23	22	33	39	33	0	0	0	0	222
Attendance below 90 percent	1	3	0	2	4	1	2	11	6	0	0	0	0	30
One or more suspensions	0	0	1	1	0	0	0	2	3	0	0	0	0	7
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	1	4	8	9	10	0	0	0	0	32

The number of students with two or more early warning indicators:



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	2	1	5	6	4	0	0	0	0	19

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1	

**FTE units allocated to school (total number of teacher units)**

17

**Date this data was collected or last updated**

Thursday 9/19/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
Students with two or more indicators															

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	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 with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	67%	61%	61%	69%	57%
ELA Learning Gains	59%	60%	59%	60%	62%	57%
ELA Lowest 25th Percentile	39%	52%	54%	53%	58%	51%
Math Achievement	73%	70%	62%	72%	68%	58%
Math Learning Gains	59%	65%	59%	76%	64%	56%
Math Lowest 25th Percentile	41%	55%	52%	69%	57%	50%
Science Achievement	61%	63%	56%	41%	58%	53%
Social Studies Achievement	93%	88%	78%	0%	85%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	18 (0)	18 (0)	18 (0)	18 (0)	23 (0)	22 (0)	33 (0)	39 (0)	33 (0)	222 (0)
Attendance below 90 percent	1 ( )	3 ( )	0 ( )	2 ( )	4 ( )	1 ( )	2 ( )	11 ( )	6 ( )	30 (0)
One or more suspensions	0 ( )	0 ( )	1 ( )	1 ( )	0 ( )	0 ( )	0 ( )	2 ( )	3 ( )	7 (0)
Course failure in ELA or Math	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
Level 1 on statewide assessment	0 ( )	0 ( )	0 ( )	0 ( )	1 ( )	4 ( )	8 ( )	9 ( )	10 ( )	32 (0)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	70%	13%	58%	25%
	2018	83%	68%	15%	57%	26%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	62%	67%	-5%	58%	4%
	2018	73%	67%	6%	56%	17%
Same Grade Comparison		-11%				
Cohort Comparison		-21%				
05	2019	64%	68%	-4%	56%	8%
	2018	64%	66%	-2%	55%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-9%				
06	2019	64%	63%	1%	54%	10%
	2018	53%	63%	-10%	52%	1%
Same Grade Comparison		11%				
Cohort Comparison		0%				
07	2019	69%	64%	5%	52%	17%
	2018	59%	62%	-3%	51%	8%
Same Grade Comparison		10%				
Cohort Comparison		16%				
08	2019	69%	66%	3%	56%	13%
	2018	64%	70%	-6%	58%	6%
Same Grade Comparison		5%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	100%	73%	27%	62%	38%
	2018	94%	72%	22%	62%	32%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	90%	72%	18%	64%	26%
	2018	73%	71%	2%	62%	11%
Same Grade Comparison		17%				
Cohort Comparison		-4%				
05	2019	55%	70%	-15%	60%	-5%
	2018	82%	72%	10%	61%	21%
Same Grade Comparison		-27%				
Cohort Comparison		-18%				
06	2019	47%	67%	-20%	55%	-8%
	2018	52%	66%	-14%	52%	0%
Same Grade Comparison		-5%				
Cohort Comparison		-35%				
07	2019	76%	73%	3%	54%	22%
	2018	73%	73%	0%	54%	19%
Same Grade Comparison		3%				
Cohort Comparison		24%				
08	2019	58%	65%	-7%	46%	12%
	2018	63%	63%	0%	45%	18%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	65%	-10%	53%	2%
	2018	68%	67%	1%	55%	13%
Same Grade Comparison		-13%				
Cohort Comparison						
08	2019	69%	62%	7%	48%	21%
	2018	64%	62%	2%	50%	14%
Same Grade Comparison		5%				
Cohort Comparison		1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	85%	8%	71%	22%
2018	82%	80%	2%	71%	11%
Compare		11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	73%	27%	61%	39%
2018	100%	77%	23%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	57%	-57%
2018	0%	71%	-71%	56%	-56%
Compare		0%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	48	43	27	36	29					
ELL	45	50		64	60						
HSP	47	56	46	53	52	33					
WHT	75	60	37	78	61	44	67	96	77		
FRL	52	47	27	65	53	42	40	82			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	35	23	37	58	56	29	64			
ELL	35	40		59	44						
HSP	44	44	46	62	34		50				
WHT	72	63	47	79	69	58	71	85	72		
FRL	58	54	46	70	57	55	58	87	61		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	48	47	42	66	62					
ELL	11	31		67	75						
HSP	41	48	45	75	78		46				
WHT	68	64	57	72	76	57	44		62		
FRL	52	62	50	67	75	72	33		42		

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Lowest Performance was the SWD students showing proficiency in the ELA achievement area was at 24% with growth at 48% and the lowest quartile at 43%. Contributing factors (specifically in middle school) are poor attendance, lack of a positive outlook an achievement ability, and minimal outside of school support. This does not appear to be a yearly trend.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year was the ELA lowest 25% quartile declining from 46% to 39% and Math declining from 53% to 41%. Contributing factors (specifically in middle school) are poor attendance, lack of a positive outlook an achievement ability, minimal outside of school support.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest component that had the greatest gap as compared to the state average was in ELA the lowest 25% quartile. State average was 54% and SAA was 39%. Similarly, ELA state average for the lowest quartile was 52% and SAA was 41%. Contributing factors (specifically in middle school) are poor attendance, lack of a positive outlook an achievement ability, minimal outside of school support.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Social Studies (civics) students showed the most growth from 83% to 93%. The teacher improved the use of technology, hands on projects, increased relate-able activities, and improved organizational skills including teaching students how to plan on a calendar.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

On EWS two potential areas of concerns would be attendance rates below 90% and Level 1's particularly in middle school.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. SWD Students
2. Lowest 25th Percentile
3. Academic Growth
4. Middle School Attendance
5. Middle School Motivation

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

**Title**

Lowest quartile students will make learning gains in English Language Arts

**Rationale**

The SIP leadership team met and reviewed the FSA ELA assessment data and determined that our lowest quartile was an area of needing improvement.

**State the measurable outcome the school plans to achieve**

By June 2020, lowest quartile students will make learning gains on the FSA from 39% to 43%.

**Person responsible for monitoring outcome**

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

**Evidence-based Strategy**

Combination of weekly use of I - Ready and intensive reading and writing strategies for all students in the lowest quartile.

**Rationale for Evidence-based Strategy**

I - Ready is an evidence based computer programs show to increase learning gains among all students including SWD students

**Action Step**

**Description**

1. Students will have additional access to the use of i-Ready during school dedicated times
2. Daily Intensive Reading for all students in middle school who are not proficient as measured on FSA ELA
3. Frequent Data Chats to monitor student results and reevaluate needs based on Florida Collections Unit Tests/Reading Wonders and I-ready Data
4. Monthly school wide writing prompts with an emphasis on Text Based Evidence
5. Weekly student driven periodical with high interest topics

**Person Responsible**

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)



#2	
<b>Title</b>	Lowest Quartile students will make learning gains in Mathematics
<b>Rationale</b>	The SIP leadership team met and reviewed the FSA Mathematics assessment data and determined that our lowest quartile was an area of needing improvement.
<b>State the measurable outcome the school plans to achieve</b>	By June 2020, lowest quartile students will make learning gains on the FSA from 41% to 45%.
<b>Person responsible for monitoring outcome</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>Use of Math based computer programs to include but not limited to i-Ready, Big Ideas Math, and Math Prodigy to improve interest and differentiate learning for students.</p> <p>I-Ready, Big Ideas, and Math Prodigy are all programs that have been shown to increase students learning, motivation, and close achievement gaps for all students.</p> <p>I-Ready link for evidence <a href="https://www2.curriculumassociates.com/products/i-ready-meets-essa-level3-evidence-based-req-brochure.aspx?utm_source=VanityURL_IRE-259916b&amp;utm_medium=WordofMouth_Multi-use&amp;utm_content=ESSARESEARCH&amp;utm_campaign=vanity">https://www2.curriculumassociates.com/products/i-ready-meets-essa-level3-evidence-based-req-brochure.aspx?utm_source=VanityURL_IRE-259916b&amp;utm_medium=WordofMouth_Multi-use&amp;utm_content=ESSARESEARCH&amp;utm_campaign=vanity</a></p> <p>Big Ideas link for evidence- <a href="https://ca.bigideasmath.com/features/response_to_intervention_ca.php">https://ca.bigideasmath.com/features/response_to_intervention_ca.php</a></p> <p>Math Prodigy link for Evidence - <a href="https://prodigygame.zendesk.com/hc/en-us/articles/115000616266-Is-Prodigy-research-based-">https://prodigygame.zendesk.com/hc/en-us/articles/115000616266-Is-Prodigy-research-based-</a></p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students will have additional access to the use of i-Ready during school dedicated times</li> <li>2. Small group assistance for students who are not proficient as measured on FSA Math</li> <li>3. Frequent Data Chats to monitor student results and reevaluate needs based on Go Math, Big Ideas Math and I-ready Data</li> <li>4. Collaboration between ESE and math teachers on a weekly basis</li> <li>5. Explicit teaching of math vocabulary and key words</li> </ol>
<b>Person Responsible</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)

<b>#3</b>	
<b>Title</b>	SWD students will gain proficiency in ELA
<b>Rationale</b>	The SIP leadership team met and reviewed the FSA ELA assessment data and determined that our SWD was an area of needing improvement.
<b>State the measurable outcome the school plans to achieve</b>	By June 2020, SWD students will increase proficiency on the FSA from 24% to 35%.
<b>Person responsible for monitoring outcome</b>	Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)
<b>Evidence-based Strategy</b>	Use of Wilson Language Training Program in cooperation with remedial classes and i-Ready. In collaboration with our business partner, SWD will have quarterly academic celebrations which will provide social emotional motivation for improved grades and a positive correlation between self esteem and academic growth.
<b>Rationale for Evidence-based Strategy</b>	The rationale for using the Wilson Language Training Program is that it provides students the ability to learn fluent decoding and encoding skills to the level of mastery. It is an intensive Tier 3 program for our students in grades 2-8 with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability. I-Ready will measure progress monitoring for the school year. Reinforcement strategies help students develop and maintain appropriate behaviors both in the classroom and in other school settings.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students will have additional access to the use of i-Ready during school dedicated times</li> <li>2. Use of Wilson Training Program for SWD who are not proficient as measured on FSA ELA</li> <li>3. Frequent Data Chats to monitor student results and reevaluate needs based on Florida Collections Unit Tests/Reading Wonders and I-ready Data</li> <li>4. Monthly school wide writing prompts with an emphasis on Text Based Evidence</li> <li>5. Weekly student driven periodical with high interest topics</li> <li>6. Assistant principal will review SWD grades quarterly to invite to the academic improvement celebration.</li> </ol>
<b>Person Responsible</b>	Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

#4	
<b>Title</b>	SWD students will gain proficiency in Mathematics
<b>Rationale</b>	The SIP leadership team met and reviewed the FSA Math assessment data and determined that our SWD was an area of needing improvement.
<b>State the measurable outcome the school plans to achieve</b>	By June 2020, SWD students will increase proficiency on the FSA from 27% to 35%.
<b>Person responsible for monitoring outcome</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Students will be taught and use specific strategies for problem solving similar to RIDE or TINS in addition to using individualized computer based programs such as I-Ready or Moby Max to determine areas of deficiencies. Students will be pretaught vocabulary and retaught vocabulary when needed. They will be given small group instruction in the regular classroom.
<b>Rationale for Evidence-based Strategy</b>	Citing references from the Council of Learning Disabilities for the use of Problem Solving Strategies, Individualized Computer Based Programs, and Explicit teaching and reteaching of vocabulary. - <a href="https://council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math_Disabilities_Support.pdf">https://council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math_Disabilities_Support.pdf</a>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Co-teach classes for middle school SWD students with an ESE teacher.</li> <li>2. Math teacher, ELA teacher and ESE teacher will collaborate weekly.</li> <li>3. Small group assistance for students who are not proficient as measured on FSA Math</li> <li>4. Frequent Data Chats to monitor student results and reevaluate needs based on Go Math, Moby Max, Big Ideas Math and I-ready Data</li> <li>5. Preteaching Vocabulary and greater emphasis on math facts</li> </ol>
<b>Person Responsible</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)

#5	
<b>Title</b>	Students attendance rate will increase
<b>Rationale</b>	Many of the middle school students have a high percentage of absenteeism. Overall, 14% of students have an overall attendance rate of less then 90%.
<b>State the measurable outcome the school plans to achieve</b>	By June of 2020, students with 90% attendance rate will increase from 86% to 90%.
<b>Person responsible for monitoring outcome</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Students will be taught HERO - Here, Everyday, Ready, On Time. Evidence shows that students who attend school on a regular basis tend to graduate and make better grades than those with high absentee rates.  Better attendance = better grades = higher success
<b>Rationale for Evidence-based Strategy</b>	<a href="https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/">https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/</a>  <a href="https://www2.ed.gov/datastory/chronicabsenteeism.html">https://www2.ed.gov/datastory/chronicabsenteeism.html</a>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Phone calls, texts, or emails sent to students who are absent</li> <li>2. Quarterly celebrations for students with perfect attendance, attendance above 90% or those whose attendance improves by 4% or more from quarter to quarter.</li> <li>3. Letters of recognition for high attendance sent home and letters of chronic attendance sent home</li> <li>4. Meetings with parents whose students are chronically absent - create plans to improve attendance</li> <li>5. School wide recognition through newsletter for those whose attendance improves or is above 90%</li> </ol>
<b>Person Responsible</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)

#6	
<b>Title</b>	Parental involvement rate will increase
<b>Rationale</b>	Parents who show that school is important through volunteering, attending performances, school events or celebrations have a greater chance of graduating and success.
<b>State the measurable outcome the school plans to achieve</b>	Parent involvement rate will increase by 5%.
<b>Person responsible for monitoring outcome</b>	Claudine Marsh (kmarsh@sarasotaacademyofthearts.com)
<b>Evidence-based Strategy</b>	Parents will be given more opportunities to be involved in school at a variety of times. Parents will be given multiple weeks/days to make plans and several reminders for events. Additionally, short term time commitment committees will be formed for parents who are unable to volunteer for long periods of time.
<b>Rationale for Evidence-based Strategy</b>	More parent involvement will show students that school attendance and effort is important. <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-3729.2007.00475.x">https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-3729.2007.00475.x</a> <a href="https://journals.sagepub.com/doi/abs/10.1111/j.0963-7214.2004.00298.x">https://journals.sagepub.com/doi/abs/10.1111/j.0963-7214.2004.00298.x</a>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create committees with shorter long term commitment to increase parent activity (middle school activities, elementary activities, room parents, ARTICON, Jog-a-thon, etc)</li> <li>2. Involve students in making plans for community events such as after school activities, Fall Festival (ARTICON), Award ceremonies, etc</li> <li>3. Create opportunities at various times (before school, during school, evening, and weekend) to give more parents the opportunity to volunteer and or attend events.</li> <li>4. Create Spirit Nights throughout the school year to build community</li> <li>5. Use 'sign up' software to send reminders to parents and give parents long term and short term opportunities.</li> </ol>
<b>Person Responsible</b>	Cheryl Korwin (cheryl.korwin@sarasotacountyschools.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Motivation among middle school students is a barrier. We will be meeting with middle school students throughout the year to adjust motivators based on student interests to provide incentives for struggling students, especially with regards to work effort. Additionally, we will have quarterly celebrations for students improving (for those below expected outcomes) or maintaining growth in academic areas as well as attendance.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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. 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 student written monthly newsletters, Facebook, "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.

#### **PFEP Link**

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

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

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 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 is used in grades kindergarten through 8th grade. Each grade level builds on the previous year's competencies. Furthermore, the program is a multi-tier system of support which provides student self-assessment, a Collaborative Learning Guide, Focus and Problem

Solving Strategies, and supporting materials for universal, targeted, and intensive strategies. This system moves from Tier 1- whole group to Tier 2- small group, and lastly Tier 3 which provides more intensive strategies for individualized one on one support. 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.

**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.

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.

**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.

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

N/A

## Part V: Budget



The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest quartile students will make learning gains in English Language Arts				\$0.00
2	III.A.	Areas of Focus: Lowest Quartile students will make learning gains in Mathematics				\$0.00
3	III.A.	Areas of Focus: SWD students will gain proficiency in ELA				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3440		0113 - Sarasota Academy Of The Arts	Other		\$500.00
4	III.A.	Areas of Focus: SWD students will gain proficiency in Mathematics				\$0.00
5	III.A.	Areas of Focus: Students attendance rate will increase				\$0.00
6	III.A.	Areas of Focus: Parental involvement rate will increase				\$0.00
Total:						\$500.00