

Sarasota County Schools

Sarasota Academy Of The Arts



2020-21 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: 7/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (64%) 2017-18: A (65%) 2016-17: A (62%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	36%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kopacz, Jodi	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. Dr. Kopacz was hired July, 2020 as Principal.
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.
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.

Demographic Information

Principal start date

Tuesday 7/14/2020, Jodi Kopacz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

17

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (64%) 2017-18: A (65%) 2016-17: A (62%) 2015-16: B (56%)
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SI Region	Central
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	14	15	18	19	21	22	17	33	39	0	0	0	0	198	
Attendance below 90 percent	0	2	2	1	2	1	2	7	2	0	0	0	0	19	
One or more suspensions	0	0	1	1	1	0	0	4	5	0	0	0	0	12	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	0	2	5	5	0	0	0	0	13	
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	3	7	6	0	0	0	0	18	

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	1	0	1	2	2	9	6	0	0	0	0	21

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	1	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Sunday 9/27/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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.

ELA Lowest 25th percentile showed the lowest performance, 46% school average in 2018 dropped to 39% in 2019. This is below the state averages: 52% in 2018 and 52% in 2019. SAA had 3 different teachers during the school year and this may have contributed to low student performance. Another, area, Grade 5 Math declined from 2018 and 2019, 82% during 2018 and 55% in 2019 however entering Grade 6 scores may improve for these students who are in Intensive Math, and receiving extra support. The same 5th grade class had a decline in Science 2018 at 68% and 2019 at 55%. The contributing factor was a new 5th grade teacher with no prior teacher experience.

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

Math Lowest 25th Percentile showed the greatest decline from the previous year. 41% SAA school average in 2019 while in 2018 it was 53%. In Mathematics, compared to the district, Grade 5 Math showed a -15% comparison to the district, SAA 55%, district 70%. Grade 6 also had a large discrepancy with district, SAA at 47% and the district at 67%, a -20% difference. This is a significant drop and can be contributed to three different teachers during the school year. We also see an influx of new students entering 6th and 7th grade which contributed to the decline.

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.

Math Achievement component had the greatest gap when compared to the state averages. SAA maintained a 73% school average in 2019, while the state's average was 62%. Furthermore in 2018, SAA math achievement was 75% while the state was 61%. Sarasota Academy of the Arts held tutoring days and after school support days to enrich math. Students also completed extra math support through Moby Max. the Math teacher prerecords all math lessons which will help with remediation and review.

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

Social Studies component showed the most improvement. SAA had a 93% average in 2019, compared to the state average of 78%. Furthermore, in 2018 SAA had an 83% average while the state's average was 77%. Another area of strength was Grade 3 Math which SAA data of 100% and district at 73% a 27% difference, and the state at 62% with a 38% percent difference. The 3rd grade teacher utilized RtI study groups and added additional study times outside class time. The school added a study group during lunch time and after school, and Data chats to progress monitor students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on the EWS data from part d, some areas of concern include Attendance Below 90% in particular with 7th grade at 11 students, and 8th at 6 students, which could have a contributing factor for Level 1 scores on statewide assessments with the same grade level which is high at 9 students, and 8th grade at 10 students.

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

1. Improve lowest Quartile ELA
2. Improve lowest Quartile Math
3. Attendance below 90%
4. Retention of teachers

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Based on the 2019 School Grade Components by Subgroups data, the following subgroup- Students with Disabilities (SWD) showed a decline in the Achievement of ELA dropping from 33 to 24. This is a substantial difference.

Measurable Outcome: Narrowing the ELA achievement gaps by a minimum of a four percentage point increase in the learning gains of the lowest quartile of ELA proficiency for SWD.

Person responsible for monitoring outcome: Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

Evidence-based Strategy: Students will engage in I Ready reading program to include computer based instruction with teacher support, as well as Beginning of the Year, Middle of the Year, and End of year Assessments designed to monitor student growth and progress towards achieving ELA goals.

Rationale for Evidence-based Strategy: Students have utilized I-Ready ELA content several ways: independently, teacher led small group instruction, Beginning, middle and end of year assessments that identifies trends in subgroup performance and targets specific learning deficits. Growth will be measured by analyzing the mid year 2019-2020 I-Ready data (no end of year data due to Covid-19), and 2020 Beginning of the year data for 2020.

Action Steps to Implement

Principal will have Monthly Rtl data meetings. Reviewing data for learning gains or decline.

Teachers will correlate standards with the Basic ELA Curriculum, including mapping, focus calendars, and pacing guides.

Through Rtl, teachers will provided appropriate classroom modifications, Intensive Reading classes, for struggling students.

Through Progress Monitoring, teachers and the principal, using teacher evaluation tools will be able to determine the effectiveness of the strategies being implemented each quarter.

Progress report sent home by the teacher every two weeks for progress monitoring, detailing assignment grades and/or missing work. The evaluation of this strategy will be through student grades, progress reports, I-Ready results, and the FSA.

Person Responsible Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Based on the 2019 Grade 5 2019 data reports -15% school district comparison and a -5% school-state comparison, same grade comparison -27%, and cohort comparison at -18%, The 6th Grade data for 2019 shows a -20% school district comparison and a -8% school-state comparison, with -5% same grade comparison and -35% cohort comparison. SWD students subgroup data dropped from 2018 at 37% to 27% in Math Achievement. and Math Learning Gains declined from 56% to 29%.

The White subgroup schoolwide will focus on Math Learning Gains, as 2018 at 69 and declined to 61, as well as

Measurable Outcome: Narrowing the Math achievement gaps by a minimum of a four percentage point increase in the learning gains for grade 5 and 6 students.

Person responsible for monitoring outcome:

Jerome Pascuzzi (jpascuzzi@sarasotaacademyofthearts.com)

Evidence-based Strategy:

Students will engage in Big Ideas Math and Clever programs, daily computer based instruction with teacher support, including video instructions of lessons, Clever Beginning of the Year, Middle of the Year and End of the Year assessments designed to monitor student growth and progress towards achieving Math goals, particularly in 5th and 6th grade.

Rationale for Evidence-based Strategy:

Growth will be measured by the 2019-2020 mid year data, and the Beginning of the year 2020 Clever data. The 6th grade will also measure growth based on their Math pre-assessment given by the math teacher.

Action Steps to Implement

Principal will have Math Monthly RtI data meetings. Reviewing data for learning gains or decline and work with the Math teacher for student progression and possible retention

Teachers will correlate standards with the Basic Math Curriculum, including curriculum mapping, focus calendars, and pacing guides, vertical meetings.

Through RtI, teachers will provided appropriate classroom modifications, Intensive Math classes, for struggling students.

Principal, Math teacher and ESE Liaison will make sure ESE accommodations and modifications are followed congruently

Through Progress Monitoring, teachers and the principal, using teacher evaluation tools will be able to determine the effectiveness of the strategies being implemented each quarter.

Progress report sent home by the teacher every two weeks for progress monitoring, detailing assignment grades and/or missing work. The evaluation of this strategy will be through student grades, progress reports, I-Ready-Clever results, FSA Math. and EOC Exams.

Person Responsible

Jerome Pascuzzi (jpascuzzi@sarasotaacademyofthearts.com)

#3. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Presenting a culture and environment which focuses on ready to learn, anywhere anytime will emphasize the importance of student attendance particularly in 7th and 8th grade. As a result of data for the number of students by grade level that exhibited this early warning sign we identified a need to create a more positive climate and culture for social emotional learning. Through the Responsive Classroom Approach, we create a caring, inclusive learning environment that encourages and supports all students to reach their fullest social, emotional, and academic potential which in turn will increase student attendance. Teachers will encourage monthly CARES discussions and model those attributes. Teachers will greet students at their doors providing students with a support to start the day. Teachers will social emotional learning by providing well designed instructional content and strategies for academics. School policies and procedures will be restorative, equitable and developmentally appropriate regarding attendance.

Measurable Outcome:

Grade 7 and 8 students had attendance below 90%: grade 7 at 11 students and grade 8 at 6 students, the goal is to reduce these numbers by 25%. We will monitor daily attendance, particularly in grades 7 and 8, and identify trends in tardies and absences to determine if other social emotional areas of need are necessary for support. Use of attendance tracker and monitoring through classroom walkthrough tools will provide feedback on social emotional instructional practices.

Person responsible for monitoring outcome:

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

Evidence-based Strategy:

Continue to build and establish a school culture for social emotional learning with adults and students. Instructional staff will engage in professional development of The Responsive Classroom, utilizing schoolwide books on the topic. Instructional staff will implement Responsive Classroom Approach in their 20-21 instructional sequence. Students will engage in Responsive Classroom activities, promoting CARES, while improving their attendance.

Rationale for Evidence-based Strategy:

With the implementation of Responsive Classroom which focuses on Social and Emotional lessons and strategies, we expect students and faculty to develop a deeper understanding, management of emotions, set and achieving goals and controlling impulses having a direct impact on improved attendance and improved behavior.

Action Steps to Implement

Administrative Office will call absent students parents for better communication
The Principal each quarter will give Attendance Certificates to encourage attending school.
The teachers will give those improved in their attendance, Positive Referrals, which promotes a positive school culture and promotes the CARES philosophy.
Teachers will send attendance progress reports to the parents every two weeks.
Each quarter the attendance data will be examined to see if these tools are encouraging students attendance.

Person Responsible

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

#4. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:	Teacher retention at SAA will be a focus. The new principal identified this area as Grade Level Data in 5th Grade and 6th Grade showed significant decreases from 2018-2019, in particular in the areas of MATH and ELA.
Measurable Outcome:	The two new teachers hired by the new principal will remain as instructional teachers at SAA for the completion of their 10 month contract.
Person responsible for monitoring outcome:	Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)
Evidence-based Strategy:	<p>The principal will create a positive and supportive management environment. to include an open door policy, make communication a priority, support teachers on disciplinary issues, and provide mentoring to all new employees. This strategy will retain teachers by 100%.</p> <p>Research from the National Association of Secondary School Principals shows that the single most important aspect of a school's culture is the leadership and management style of the principal. In a 2001 study, the Philadelphia Education Fund found that schools had lower teacher turnover when the principal:</p> <ul style="list-style-type: none"> Had an open-door office policy Met with new or incoming teachers Allowed latitude in decision-making Made communication a priority Supported teachers on disciplinary issues Created a respectful environment for all students and teachers
Rationale for Evidence-based Strategy:	<p>Furthermore, the principal will improve the work environment and will examine these questions each month:</p> <ul style="list-style-type: none"> The culture of a work environment may begin with leadership, but it also involves resources and flexibility. Are teachers assigned in the areas of their certifications and expertise? Are textbooks and computers plentiful enough for all who need them? Are classrooms and hallways clean, safe and in good repair? Can staffing and scheduling be adapted when needed, even in innovative ways like job sharing? All these attributes and more – from class size to whether classroom supplies are readily available – influence teacher retention.

Action Steps to Implement

The Principal will use an online program to find qualified certified teachers.

The Middle School team Leader or the Elementary team Leader will review all resumes and their areas and provide the top 3 to the principal. The principal will set up interviews and a team of teachers will interview the potential hire. The principal will contact individuals offering recommendations, research that certifications are complete and updated, and other pertinent information needed for a successful hire.

The teacher, once hired, will meet with the principal weekly to discuss areas of concern or needs.

The Team Leader will meet monthly with teacher for support.

The principal will provide support in areas of professional development through the district or online, and offer any course applicable during the 10 months under contract.

The principal will buy the needed resources (books, supplemental items) for the teachers to improve the classroom environment.

The Charter School Governing Board will approve salary increases (2.99% to 6%) to get as close to the district scale as possible, following Governor DeSantis's statute..

Person Responsible Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1.The Instructional Leadership Team will collaborate to create professional development opportunities for our staff so that we may reach optimum student achievement on the Florida State Assessment and other high stakes testing. Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices**
- 2.Continued Intensive Reading and Math courses for middle school students with the implementation of standards-aligned instruction resulting in an increase in Math and ELA scores and additional support for students in grades 5 and 6 in Math documented through Response to Intervention.**
- 3. Our school has scored below a 41%, a score of 35, in the area of Students with Disabilities and did not satisfy the ESSA requirement. Key areas for improvement in aligning instruction to state standards and increasing rigor and student engagement include the following (data collected from FSA scores) Increase student-centered learning opportunities, Challenge students with higher levels of rigor and autonomy for learning through intentional planning and differentiation. Expand opportunities for oral language and vocabulary development across all content areas. Build on the collaboration and sharing in Professional Learning Communities (PLCs) to include sharing strategies for differentiation and increase culturally responsive and relevant instruction to all instructional staff**
- 4. Support teachers during leadership meetings and monthly Data Chats on reviewing and analyzing student work and data based on item analysis and standards/ learning targets, so that instruction may be differentiated, as needed, to meet individual student needs.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to promote a positive school culture and an environment that is supportive and fulfilling, meeting the learning needs of all students, encouraging an understanding of roles and expectations in students' learning, as well as a commitment to value trust, respect and high expectations, SAA will utilize multiply forms of communication to keep in contact with parents. Students are expected to follow the Sarasota County Schools Student Code of Conduct. Teachers are expected to maintain high standards in regards to classroom discipline. Our civility policy requires an atmosphere of cordiality, courtesy, consideration and respect. To encourage and recognize positive model student behavior, students rewarded and recognized for striving to do their best, and for respecting other students and teachers. Student positive behaviors are recognized by receiving a Positive Behavior referral from the administrative team and it is given to the student in front of the class, along with a parent call home.

Furthermore, Furthermore we use the Fortify app in which anyone can report safety concerns. In addition Child Services does a schoolwide program regarding preventing substance abuse, bullying and online safety. Our sheriff is visible throughout the building and provide added supervision throughout the building. Data chats at the beginning of the school year provide teachers with background knowledge of individual students' strengths and weaknesses. Classroom teachers collaborate with the music and art teachers to create presentations for Hispanic Heritage, Holidays, and Black History.

The Leadership Team will provide information to parents through the district Blackboard, Mailchimp, Facebook, YouTube and school website. All teachers have a Google Classroom for each of their courses, each student has his/her account which also provides separate access to parents/guardians for full transparency. PTO and the School Advisory Committee are specific organizations associated with the school that help reach out to families. We had a Virtual Back to School night, teachers use of Zoom meetings, including ESE Liaison and ESOL Liaison for parent meetings when applicable.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0113 - Sarasota Academy Of The Arts			\$0.00
<i>Notes: No monies will be needed</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0113 - Sarasota Academy Of The Arts			\$0.00
<i>Notes: No monies will be needed</i>						
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0113 - Sarasota Academy Of The Arts			\$0.00
<i>Notes: No monies will be needed</i>						

4	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
Total:			\$0.00