

2013-2014 SCHOOL IMPROVEMENT PLAN

Sarasota Academy Of The Arts

4466 FRUITVILLE RD
Sarasota, FL 34232
941-377-2278

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 47%
Alternative/ESE Center No	Charter School Yes	Minority Rate 32%

School Grades History

2013-14 C	2012-13	2011-12	2010-11
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sarasota Academy Of The Arts

Principal

Cecilia Blankenship R

School Advisory Council chair

undetermined at this time

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cecilia R. Blankenship	Principal
Katie Graddy	Reading Specialist
Jeffrey Kolowith	Elementary Level Member
Stephanie LaRose	Middle School Member
Sharon Owens	ESE Liaison/Teacher
Matthew McHugh	Business Manager

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Governing Board approved the establishment of a SAC comprised of the principal, teachers representatives, parents, middle school students, and business partnership representatives.

Involvement of the SAC in the development of the SIP

Informal contributions as the formal SAC has not been established.

Activities of the SAC for the upcoming school year

These are being developed. First formal meeting of SAC will be in October. Projects will be determined at that meeting.

Projected use of school improvement funds, including the amount allocated to each project

Amount and use of funds will be determined at October meeting. No funds are available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

As a new school, the SAC is currently being formed and will hold its first formal meeting in October to establish bylaws, meeting dates, and goals for the year. Parents have been asked to indicate willingness to serve on the SAC and will be affirmed by October 7, 2013. Business partners and community members are being solicited. The Governing Board as a whole and the SAC subcommittee with parents/ business partners will approve the SIP in October.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Cecilia Blankenship R**

Principal

Years as Administrator: 20

Years at Current School: 1

Credentials

B.S.Biology/General Science; Florida Certification Middle School Science (5-9)

M.S. Curriculum and Instruction

Performance Record**Classroom Teachers****# of classroom teachers**

20

receiving effective rating or higher

0%

Highly Qualified Teachers

95%

certified in-field

19, 95%

ESOL endorsed

8, 40%

reading endorsed

1, 5%

with advanced degrees

7, 35%

National Board Certified

0, 0%

first-year teachers

4, 20%

with 1-5 years of experience

3, 15%

with 6-14 years of experience

8, 40%

with 15 or more years of experience

5, 25%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Resumes/applications were solicited through newspaper advertisements, on website, letters to Colleges of Education and through internet postings. An interview committee (School Principal, Charter Advisor, and Staff Member) was established in the spring before the school opened. Over 200 applications were paper-screened then approximately 50 applicants were interviewed face-to-face or by SKYPE for the positions.

It is hoped that as salaries rise and benefits are expanded and continued support is given, that the retention rate will be high.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

First year teachers are paired with an experienced teacher at the same level, who meets weekly with them to review what works and what doesn't, to share ideas, and to evaluate student progress. The Kindergarten teacher works with the experienced second grade teacher. The fourth and fifth grade social studies teacher meets regularly with the fourth and fifth grade Language Arts teacher and the fourth and fifth grade math/ science teacher. The middle school Spanish teacher meets with other middle school teachers and the experienced elementary school Spanish teacher. The music teacher mentors the physical education teacher. A designated period of time is built into teacher daily schedules for these meetings.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 to respond to student academic or behavioral needs. At tiers 2 and 3, teachers will provide differentiated instruction within the classroom or in learning support sessions. The exceptional education and reading specialists will provide support on a push-in or pull-out basis for any student needing intervention, not only those with IEPs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The SBLT functions as the MTSS team and also serves to develop the SIP. The principal serves as team leader. The grade level representatives report on the decisions/concerns of the grade level teams. The exceptional education liaison/teacher and reading specialist assist in assessment and keeping teachers current on student progress.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The principal conducts regular walk-throughs in classrooms to monitor tier 1 instruction. The leadership team reviews data from formative assessments and student progress on a regular basis and shares results with grade level teams.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Results of FAIR, math and science benchmark tests, reading tests, classroom tests and teacher observations, writing prompts, behavior contracts and checklists, and online checklists will be reviewed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

SAA was the recipient of the Charter School Start-up Grant for 2013-14. A significant amount of money is designated for professional development with MTSS/problem-solving instruction being planned. Online resources provided by the Department of Education are regularly used as part of monthly faculty

meetings. Parents will be informed of the MTSS process at an early PTO meeting. Parental input at tiers 2 and 3 is strongly encouraged.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

School-Based Leadership Team, SAC, and Director of the Arts

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cecilia Blankenship	Principal
Katie Graddy	Reading Resource Teacher
Sharon Owens	ESE Liaison/Teacher
Maureen Bassler	Language Arts Teacher
Stephanie LaRose	Language Arts Teacher
Donna Bruno	Third Grade Teacher

How the school-based LLT functions

The LLT will meet monthly to discuss student progress in reading, use of resources to enhance literacy, review progress of students in tiers 2 or 3 to support intervention, and review data relating to students with low FCAT reading scores.

Major initiatives of the LLT

To increase literacy across the school community; to ensure that all students are participating in daily independent reading activities at school and at home, to ensure that literacy activities are incorporated into all areas of the curriculum, to advise in expanding the literary resources throughout the school; to advise on professional development initiatives relative to literacy.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

According to the student/parent contract, all students are required to read a minimum of 20 minutes per night. This is verified through parent signatures in the student agenda books at the lower grades and by journaling at the middle school level. Students are expected to carry books to read with them at all times in the classrooms when assignments are completed.

Middle school students have 75 minutes of daily instruction in English language arts. Students needing extra support have 50 - 60 minutes of intensive reading with a reading specialist. All teachers monitor reading and incorporate both fiction and nonfiction into their daily lessons. Teachers at the middle school level ensure ELA standards are incorporated into daily lesson plans. Teachers in the enrichment areas also incorporate literacy in their plans and activities.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In establishing the charter for SAA, provision was made for mandatory parent participation through volunteer activities. Each family must contribute a minimum of 10 hours per year in volunteer activities. Possibilities for such activities were distributed at the beginning of the school year. Parents are contacted regularly when opportunities for involvement arise. Parents/family members are encouraged to participate in community building activities such as school-wide picnics, family activities, and field trips. Each student was given an agenda book at the beginning of the school year to log assignments and parent/ teacher communications. Parents are expected 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 have been informed that SAA will seek Golden School status as well as Five Star status.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To take the lowest 25% of student population and increase scores on Reading FCAT 2.0 by 10%.
- G2.** 85% of students will show improvement or maintain high achievement as measured by the FAIR from fall 2013 to spring 2014.
- G3.** 70% of students will show proficiency on Writing FCAT 2.0.
- G4.** SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts.
- G5.** For the lowest 25% of students who were administered Math FCAT 2.0 in Spring, 2013, growth of 10% will be shown as year over year FCAT scores.
- G6.** Student grades will improve quarterly as shown by an increase in the number of students on Principal's Honor Roll (3.75 and above).
- G7.**

Goals Detail

G1. To take the lowest 25% of student population and increase scores on Reading FCAT 2.0 by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- High number of students entering SAA without baseline assessment data or experience with Florida high-stakes testing

Plan to Monitor Progress Toward the Goal

FAIR for reading; classroom tests

Person or Persons Responsible

Instructional Leadership team

Target Dates or Schedule:

monthly

Evidence of Completion:

periodic data reviews by School Leadership team

G2. 85% of students will show improvement or maintain high achievement as measured by the FAIR from fall 2013 to spring 2014.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading specialist; Professional development in teaching reading strategies

Targeted Barriers to Achieving the Goal

- Number of students with previous FCAT data indicates 30% of middle school students are entering with scores of 1 or 2 on Reading FCAT 2.0 from 2013.

Plan to Monitor Progress Toward the Goal

Ongoing FAIR assessment

Person or Persons Responsible

SBLT; reading teachers

Target Dates or Schedule:

monthly monitoring

Evidence of Completion:

FAIR scores

G3. 70% of students will show proficiency on Writing FCAT 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- Advanced studies by fourth grade teacher in writing.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

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

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Students entering with no experience in the visual arts or music

Plan to Monitor Progress Toward the Goal

Student improvement and degree of enjoyment

Person or Persons Responsible

Director of the Arts (Julie McHugh)

Target Dates or Schedule:

fall, winter, spring evening performances; Spring Musical

Evidence of Completion:

Participation in performances in community and quarterly for parents

G5. For the lowest 25% of students who were administered Math FCAT 2.0 in Spring, 2013, growth of 10% will be shown as year over year FCAT scores.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Math materials; Online resources available to students

Targeted Barriers to Achieving the Goal

- Number of students with low FCAT scores entering from other schools.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Student grades will improve quarterly as shown by an increase in the number of students on Principal's Honor Roll (3.75 and above).

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- A community partner provides an incentive to students who attain Principal's Honor Roll award.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Number of students on Principal's Honor Roll

Person or Persons Responsible

Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increase in number of students

G7.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 85% of students will show improvement or maintain high achievement as measured by the FAIR from fall 2013 to spring 2014.

G2.B1 Number of students with previous FCAT data indicates 30% of middle school students are entering with scores of 1 or 2 on Reading FCAT 2.0 from 2013.

G2.B1.S1 Establish baseline data for all students as early in year as possible and provide interventions when applicable.

Action Step 1

Professional development in interpretation and use of data

Person or Persons Responsible

SBLT, classroom teachers

Target Dates or Schedule

periodically throughout the year

Evidence of Completion

Effective use of data to inform instruction

Facilitator:

Participants:

SAA faculty

Action Step 2

Review FAIR data and provide needed interventions

Person or Persons Responsible

RTI team; classroom teachers; reading specialist

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom assessments, Intermittant FAIR scores; Spring FAIR scores

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

walk-throughs; direct observation; review of data

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly in conjunction with MTSS meetings

Evidence of Completion

lesson plans; data from assessments

Plan to Monitor Effectiveness of G2.B1.S1

Data from FAIR

Person or Persons Responsible

RTI team; classroom teachers

Target Dates or Schedule

RTI meetings; FAIR assessments

Evidence of Completion

Classroom assessments; FAIR

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

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

G4.B1.S1 All students will have 30 minutes of music instruction in vocals, piano, or violin at the elementary level.

Action Step 1

Piano lab and violin instruction

Person or Persons Responsible

highly qualified instructor

Target Dates or Schedule

daily

Evidence of Completion

teacher observation

Action Step 2

Community service through performances and community partnerships

Person or Persons Responsible

highly qualified music teacher

Target Dates or Schedule

periodically through year

Evidence of Completion

teacher observation/parent response

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

interest surveys

Person or Persons Responsible

Director of the Arts

Target Dates or Schedule

quarterly

Evidence of Completion

teacher observation/ parent response/student attitude

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. For the lowest 25% of students who were administered Math FCAT 2.0 in Spring, 2013, growth of 10% will be shown as year over year FCAT scores.

G5.B1 Number of students with low FCAT scores entering from other schools.

G5.B1.S1 Assess student abilities to pinpoint where intervention is necessary.

Action Step 1

IXL program purchased to provide online practice for math skills at elementary level

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

Progress monitoring online

Action Step 2

Professional development in CCSS for math

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

throughout year

Evidence of Completion

certificates from Charter Support Unit

Facilitator:

charter Support Unit

Participants:

classroom teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. 85% of students will show improvement or maintain high achievement as measured by the FAIR from fall 2013 to spring 2014.

G2.B1 Number of students with previous FCAT data indicates 30% of middle school students are entering with scores of 1 or 2 on Reading FCAT 2.0 from 2013.

G2.B1.S1 Establish baseline data for all students as early in year as possible and provide interventions when applicable.

PD Opportunity 1

Professional development in interpretation and use of data

Facilitator

Participants

SAA faculty

Target Dates or Schedule

periodically throughout the year

Evidence of Completion

Effective use of data to inform instruction

G5. For the lowest 25% of students who were administered Math FCAT 2.0 in Spring, 2013, growth of 10% will be shown as year over year FCAT scores.

G5.B1 Number of students with low FCAT scores entering from other schools.

G5.B1.S1 Assess student abilities to pinpoint where intervention is necessary.

PD Opportunity 1

Professional development in CCSS for math

Facilitator

charter Support Unit

Participants

classroom teachers

Target Dates or Schedule

throughout year

Evidence of Completion

certificates from Charter Support Unit

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	85% of students will show improvement or maintain high achievement as measured by the FAIR from fall 2013 to spring 2014.	\$2,000
G4.	SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts.	\$21,500
G5.	For the lowest 25% of students who were administered Math FCAT 2.0 in Spring, 2013, growth of 10% will be shown as year over year FCAT scores.	\$1,000
Total		\$24,500

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Personnel	Evidence-Based Program	Professional Development	Other
Total	\$24,500	\$20,000	\$1,000	\$2,000	\$1,500
FTE	\$20,000	\$20,000			
Start-up Grant	\$1,000	\$3,000	\$2,000		
Fund-raising	\$1,500	\$1,500			
Charter Support Unit Grant	\$0	\$0			

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. 85% of students will show improvement or maintain high achievement as measured by the FAIR from fall 2013 to spring 2014.

G2.B1 Number of students with previous FCAT data indicates 30% of middle school students are entering with scores of 1 or 2 on Reading FCAT 2.0 from 2013.

G2.B1.S1 Establish baseline data for all students as early in year as possible and provide interventions when applicable.

Action Step 1

Professional development in interpretation and use of data

Resource Type

Professional Development

Resource

Professional Development Budget

Funding Source

Start-up Grant

Amount Needed

\$2,000

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

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

G4.B1.S1 All students will have 30 minutes of music instruction in vocals, piano, or violin at the elementary level.

Action Step 1

Piano lab and violin instruction

Resource Type

Personnel

Resource

Highly qualified instructors for vocal, piano, and violin

Funding Source

FTE

Amount Needed

\$20,000

Action Step 2

Community service through performances and community partnerships

Resource Type

Other

Resource

transportation/materials to share with community members

Funding Source

Fund-raising

Amount Needed

\$1,500

G5. For the lowest 25% of students who were administered Math FCAT 2.0 in Spring, 2013, growth of 10% will be shown as year over year FCAT scores.

G5.B1 Number of students with low FCAT scores entering from other schools.

G5.B1.S1 Assess student abilities to pinpoint where intervention is necessary.

Action Step 1

IXL program purchased to provide online practice for math skills at elementary level

Resource Type

Evidence-Based Program

Resource

Individualized online program to reinforce math skills

Funding Source

Start-up Grant

Amount Needed

\$1,000

Action Step 2

Professional development in CCSS for math

Resource Type

Professional Development

Resource

Funds to provide professional development in teaching/incorporating CCSS math standards

Funding Source

Charter Support Unit Grant

Amount Needed

\$0