Sarasota Academy Of The Arts

2021-22 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: 7/16/2020

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Sarasota County School Board.

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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 our children with high quality instruction for the educational success of all learners. 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	Position Title	Job Duties and Responsibilities
Kopacz, Jodi	Principal	* (1) Develop, implement and assess the academic program leading to student success. * (2) Develop and implement an annual School Improvement Plan. * (3) Coordinate program planning with District staff. * (4) Interview and select qualified employees to be recommended for employment. * (5) Monitor and conduct personnel evaluations and take appropriate action. * (6) Develop an annual assessment for inservice needs leading to faculty improvement. * (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement. * (8) Develop a positive teaching / learning environment leading to teacher and student success. * (9) Develop and implement a safe and orderly school plan. *(10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment. *(11) Promote a positive school image through appropriate communication and community involvement. *(12) Develop high expectations for teachers and students and promote this vision to the community. *(13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines. *(14) Establish a role model conducive to hard work, caring and consistency for the entire staff. *(15) Utilize managerial skills to design and organize activities to achieve goals. *(16) Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar. *(17) Facilitate the resolution of problems and tasks through problem-solving techniques. *(18) Utilize critical thinking skills in analyzing data and reaching conclusions. *(19) Possess an ability to anticipate problems and to react to them prior to conclusion. *(20) Direct the development of the master schedule. *(21) Manage and assign the administration of the school testing program. *(22) Establish job assignments for administrators, teachers and support staff personnel. *(23) Assist in developing short- and long-range facility needs. *(24) Coordinate the completion of plant safety and facility inspections. *(25) Coordinate the school transportation services as required. *(26) Establish procedures for student accounting and attendance procedures. *(27) Establish procedures for property inventory records. *(28) Establish a program leading to the secure closure of the school and proper school opening each day. *(29) Supervise the preparation of accurate and timely reports and records.

Name	Position Title	Job Duties and Responsibilities
		*(30) Assume responsibility for all official correspondence and news releases. *(31) Manage the ordering of textbooks, materials and equipment. *(32) Maintain visibility and accessibility on the school campus. *(33) Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law. *(34) Participate in District management meetings and other meetings appropriate for professional development. *(35) Maintain a close working relationship with District staff. (36) Perform other incidental tasks consistent with the goals and objectives of this position. *(37) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event.

Demographic Information

Principal start date
Thursday 7/16/2020, 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.*
7

Total number of teacher positions allocated to the school
18

Total number of students enrolled at the school
178

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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	17	18	19	18	20	17	28	33	0	0	0	0	188
Attendance below 90 percent	0	2	1	1	2	1	2	3	2	0	0	0	0	14
One or more suspensions	0	0	1	1	1	0	0	2	3	0	0	0	0	8
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 FSA ELA assessment	0	0	0	0	1	1	2	5	5	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	1	3	6	6	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	1	1	2	5	5	0	0	0	0	14

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	6	5	0	0	0	0	17

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	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 9/7/2021

2020-21 - 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	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 satrewide 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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	67%	61%	65%	68%	60%
ELA Learning Gains				59%	60%	59%	57%	60%	57%
ELA Lowest 25th Percentile				39%	52%	54%	46%	55%	52%
Math Achievement				73%	70%	62%	75%	70%	61%
Math Learning Gains				59%	65%	59%	60%	64%	58%
Math Lowest 25th Percentile				41%	55%	52%	53%	59%	52%
Science Achievement				61%	63%	56%	68%	66%	57%
Social Studies Achievement				93%	88%	78%	83%	84%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	83%	70%	13%	58%	25%
Cohort Comparison						
04	2021					
	2019	62%	67%	-5%	58%	4%
Cohort Comparison		-83%				
05	2021					
	2019	64%	68%	-4%	56%	8%
Cohort Comparison		-62%				
06	2021					
	2019	64%	63%	1%	54%	10%
Cohort Comparison		-64%				
07	2021					
	2019	69%	64%	5%	52%	17%
Cohort Comparison		-64%				
08	2021					
	2019	69%	66%	3%	56%	13%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	100%	73%	27%	62%	38%
Cohort Comparison						
04	2021					
	2019	90%	72%	18%	64%	26%
Cohort Comparison		-100%				
05	2021					
	2019	55%	70%	-15%	60%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-90%				
06	2021					
	2019	47%	67%	-20%	55%	-8%
Cohort Comparison		-55%				
07	2021					
	2019	76%	73%	3%	54%	22%
Cohort Comparison		-47%				
08	2021					
	2019	58%	65%	-7%	46%	12%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	65%	-10%	53%	2%
Cohort Comparison						
08	2021					
	2019	69%	62%	7%	48%	21%
Cohort Comparison		-55%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	85%	8%	71%	22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	73%	27%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

SAA used I-Ready Reading and Math: Fall, Winter and Spring for grades 1,2,3,4,5,6,7, and 8.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/81%	16/61%	16/64%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2/33%	2/31%	2/46%
	English Language Learners	3/17%	3/17%	3/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/67%	16/72%	16/78%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2/37%	2/31%	2/54%
	English Language Learners	3/16%	3/18%	3/28%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/59%	18/43%	18/47%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/2%	1/19%	1/20%
	English Language Learners	2/22%	2/14%	2/19%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/67%	18/53%	18/49%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/24%	1/8%	1/21%
	English Language Learners	2/19%	2/35%	2/37%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/63%	16/10%	15/67%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/11%	1/22%	1/21%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/50%	16/47%	15/48%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/25%	1/31%	1/33%
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/59%	14/48%	7/52%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4/27%	3/20%	2/25%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/51%	15/35%	11/21%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4/32%	4/18%	2/10%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/56%	15/49%	13/63%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	1/27%	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/48%	14/39%	15/40%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/42%	0	1/16%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/60%	15/46%	12/56%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2/17%	2/53%	1/7%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/38%	15/53%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2/13%	2/16%	0
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/58%	19/40%	20/47%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2/33%	2/1%	2/4%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/58%	22/48%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	2/10%	2/7%	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/60%	22/56%	23/39%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	3/81%	2/41%	5/31%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/59%	21/61%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	5/52%	3/64%	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	6	25		25	42						
ELL	31	40		46	50						
HSP	50	67		54	56						
WHT	62	63		61	48		55	86	27		
FRL	43	53	45	52	48		29				

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			

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	483
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	42
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	57
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	57
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Sarasota Academy of the Arts I-Ready English Language Arts progress monitoring data across all grade levels did not show significant growth for all students using the i-Ready Diagnostic National Norms Table for Reading based on 2020-2021 Fall, Winter and Spring Data points. Grade 1, 2, 4, 6, 7, and 8 showed a decline in Reading i-ready, while Grades 3 showed minimal growth based on national norms from 63% to 67%. Prior 2019 data showed that 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 that 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. School year 2020 decline could have contributed to Hybrid and Online learning which occurred all last year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 state assessment demonstrated that 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

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for i-ready scores to decline over the 2020-2021 school year was Covid-19 and SAA proving hybrid and remote learning modalities. Unfinished learning contributed greatly to these results. Additionally, it was difficult to maintain high levels of student engagement during the pandemic. In order to address this need for improvement, we will need to accelerate learning for all students and to provide extended learning opportunities to targeted students. This year, SAA does not provide hybrid and remote learning which will provide students will direct instruction, and teachers following Florida B.E.S.T.
The previous year had significant drop and can be contributed to three different teachers during the school year. This year, SAA has maintained 1 teacher. We also see an influx of new students entering 6th and 7th grade which contributed to the decline.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Data from 2019: 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. Current data: Social Studies 79% achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Data from 2019: 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. Current: Teachers implemented Reading A-Z Reading Program as a supplement, were students do not attend Spanish but receive additional supports during that time. Data chats with administration and teachers to consistently monitor students who are in need of intervention throughout the year.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning in Reading, we will be implementing several learning strategies. Most significantly, we will be implementing data-driven decision-making to help us identify students' needs, facilitate differentiated instruction, and provide a basis for selecting and prioritizing standards to be taught to the whole group, as well as the smaller flexible groups. Additionally, teachers will scaffold instruction by demonstrating a concept/ skill
("I do"), providing guided practice ('we do"), and finally allowing for independent practice ("you do"). Strategic vocabulary instruction will allow the students to build their knowledge and vocabulary across the disciplines in order to improve reading and concept comprehension. Moreover, small group instruction will have to be more targeted and strategic. Students will not take Spanish class daily, instead they will receive Interventions by the individual teacher who will provide supports using Reading A-Z program and Raz Kids. Middle School students will take Intensive Reading as additional support for ELA, and the teacher will use i-Ready as a tool to improve reading levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Various professional opportunities will be available to SAA teachers throughout the year, to include during Professional Development days provided by Sarasota County Schools. Professional Development at the school site will be offered based on our PD Needs as discussed at Monthly Faculty Meetings and implemented during Professional Days.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability of improvement in the future, we will offer intensive learning opportunities to students who are working below grade level. First, we will address the learning needs of Students with Disabilities and English Language Learners and provide instructional support during Spanish class, while maintaining communication through ongoing CARE meetings.

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. Current data shows the greatest decline was in Grade 4-ELA. with 4 of 17 students scoring a Level 2, and 7 of 17 students scoring a level 1 on ELA Reading.
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. Increase grade 4 ELA scores to show measurable growth based on performance levels on the FSA.
Monitoring:	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 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. SAA teachers will follow Florida B.E.S.T. curriculum for best practices.
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 Fall, Winter and Spring i-Ready data.

Action Steps to Implement

Principal will have Monthy RtI 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 RtI, 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. This years data indicated there was a 54% Math Learning Gains, while only 27% mathematics learning Gains of the Lowest 25%. Grade 4 contributed to the greatest decline in Math scores with a mean of 301, district respectively at 317 and State 309.
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, as well as Grade 4.
Monitoring:	Progress in this Area of Focus (Mathematics) will be monitored through data analysis and data chats. Specifically, student progress will be monitored by analyzing and interpreting performance on the i-Ready Diagnostics, Growth Monitoring, and Performance Matters assessments. The Leadership Team will conduct data chats quarterly with the teachers, discussing changes to instructional groups as more data becomes available. Teachers will hold data chats with their students. Classroom walkthroughs will be conducted by the Administrative Team to ensure that quality instruction is taking place.
Person responsible for monitoring outcome:	Jerome Pascuzzi (jpascuzzi@sarasotaacademyofthearts.com)
Evidence-based Strategy:	Within the Targeted Element of Mathematics, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students, including goal-setting, interventions, teacher placement, coursework, and differentiation. When applied to Mathematics, Data-Driven Decision-Making will ensure that instructional efforts target the actual mathematical needs of students, particularly in grades 5,6, and 4.
Rationale for Evidence-based Strategy:	After reviewing data, we determined that a downward trend in Mathematics was evident. In order to reverse this trend, we feel that we need to pinpoint exactly what the student needs are by carefully analyzing student data and using those data points to make instructional decisions conducive to enhanced learning across the curriculum.

Action Steps to Implement

After the students have completed the i-Ready AP1 Diagnostic, the Principal will hold data chats with teachers to discuss their students' levels. Based on the data available, teachers will develop their Tier 1 instructional groups, keeping in mind that these groups are fluid. As a result of the data chats, teachers will group students based on instructional needs.

Person Responsible	Jerome Pascuzzi (jpascuzzi@sarasotaacademyofthearts.com)

The Principal, Team Leaders and ESE Liaison will meet to review the AP1 Diagnostic results and revise intervention groups as needed. As a result of reviewing AP1 data, students will be targeted for appropriate intervention.

Person Responsible	Jerome Pascuzzi (jpascuzzi@sarasotaacademyofthearts.com)

Classroom walkthroughs will be conducted by the Administration to ensure that differentiation is taking place in the classroom and that students are tracking their progress on their Ongoing Progress Monitoring folders. As a result of the classroom walk-throughs, the Administrative Team will be able to ensure that differentiation is being conducted in a fluid and ongoing manner.

Person Responsible	Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

#3. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	In order to accelerate learning, teachers will need to acquire new techniques that allow them to meet the students where they are and to take them to higher levels. This year, SAA has a new reading series which follows the new Florida B.E.S.T standards. Teachers will need professional development to support them during the implementation. Furthermore, SAA has several new teachers who will need professional development learning opportunities addressing students of need and aligning appropriate interventions.
Measurable Outcome:	If we successfully implement Professional Learning, 80% of the instructional staff will complete a professional development session focusing on the students' academic performance, as documented on the Professional Development Management Plan system.
Monitoring:	This Area of Focus will be monitored through classroom walkthroughs and informal conversations. The Principal will conduct classroom walkthroughs to monitor the implementation of the strategies discussed in the professional learning activities. Additionally, a mid year survey will address the professional development offerings/needs which will be analyzed and used to improve future sessions offered at the school site. Student data related to the topics of the professional development courses will also be analyzed.
Person responsible for monitoring outcome:	Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)
Evidence-based Strategy:	Within the Targeted Element of Professional Learning, we will focus on the evidenced-based strategy of: Job-Embedded Professional Development. Job Embedded Professional Development refers to teacher learning that is grounded in day-to-day teaching practices and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school- or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.
Rationale for Evidence-based Strategy:	Job-Embedded Professional Development is a shared, ongoing process that is locally rooted and makes a direct connection between new learning and its application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work. As teachers engage with their colleagues to address instructional challenges that are relevant to them, the probability that the strategies that they are learning will be implemented increases significantly. Furthermore, high-quality Job-Embedded Professional Development is aligned with state standards for student academic achievement and school improvement goals.

Action Steps to Implement

During the first week of school, the Principal will disseminate will discuss a needs assessment to engage the staff's professional learning needs for the coming year. As a result of the PD needs assessment discussion, the teachers will be able to identify the professional development topics most relevant to them.

Person Responsible Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

The Principal and Team Leaders will analyze the results of the PD discussion and develop an Action Plan that identifies the needs of the instructional staff. This will guide teachers to PD opportunities within the district or outside of the school.

Person Responsible Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Discipline infractions at the school are minor and are addressed individually by the Principal. The use of Responsive Classroom and SAA Community Kindness Initiatives are emphasized throughout the year, with a focus on student recognition and incentives for students adhering to these values. Discipline data is monitored on an on-going basis by the Principal, Elementary and Middle School Team Leaders. 2019-2020 SAA Data reported .5 incidents per 100 students. when compared to all combination schools statewide, SAA falls into the low category. Ranking 81 out of 313 schools, ranking #1/6 combination schools in the county.

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.

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 seek to integrate social and emotional skills using the Responsive Classroom Approach and Community Kindness Key Terms into academic instruction throughout the day. We encourage mutual respect for individual differences among students and promote tolerance and inclusivity. Our goal is to create an environment where

everyone feels safe and comfortable sharing thoughts and ideas.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in promoting a positive culture and environment at the school are the Principal, Mental Health Therapist, and The Elementary and Middle School Team Leaders. The Principal's role is to monitor and oversee the school's initiatives and respond to stakeholder concerns by engaging in Data-Driven Decision-Making with School Team Leaders. The Principal monitors programs and ensures all information is shared with stakeholders in a timely manner. The Team Leaders analyze stakeholder data and plan relevant professional development opportunities to benefit all instructional personnel. Grade Level Leaders share information relevant to their grade level/ department. All stakeholders are responsible for making specific efforts to

connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,773.65
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3373		0113 - Sarasota Academy Of The Arts	Other		$1,773.65
			Notes: High Quality Reading Curriculum: Raz Kids, Reading A-Z and partial payment to I-Ready.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning				$0.00
					Total:	$1,773.65