

Sarasota County Schools

# Sarasota Academy Of The Arts



2022-23 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: 7/18/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (57%) 2018-19: A (64%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

N/A

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

www.sarasotaacademyofthearts.com/

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	62%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

### School Board Approval

N/A

### 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kopacz, Jodi	Principal	<ul style="list-style-type: none"> <li>* (1) Develop, implement and assess the academic program leading to student success.</li> <li>* (2) Develop and implement an annual School Improvement Plan.</li> <li>* (3) Coordinate program planning with District staff.</li> <li>* (4) Interview and select qualified employees to be recommended for employment.</li> <li>* (5) Monitor and conduct personnel evaluations and take appropriate action.</li> <li>* (6) Develop an annual assessment for inservice needs leading to faculty improvement.</li> <li>* (7) Provide leadership and vision to the School Improvement Process and changes leading to improvement.</li> <li>* (8) Develop a positive teaching / learning environment leading to teacher and student success.</li> <li>* (9) Develop and implement a safe and orderly school plan.</li> <li>* (10) Develop and implement a successful discipline plan promoting a safe teaching / learning environment.</li> <li>* (11) Promote a positive school image through appropriate communication and community involvement.</li> <li>* (12) Develop high expectations for teachers and students and promote this vision to the community.</li> <li>* (13) Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.</li> <li>* (14) Establish a role model conducive to hard work, caring and consistency for the entire staff.</li> <li>* (15) Utilize managerial skills to design and organize activities to achieve goals.</li> <li>* (16) Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar.</li> <li>* (17) Facilitate the resolution of problems and tasks through problem-solving techniques.</li> <li>* (18) Utilize critical thinking skills in analyzing data and reaching conclusions.</li> <li>* (19) Possess an ability to anticipate problems and to react to them prior to conclusion.</li> <li>* (20) Direct the development of the master schedule.</li> <li>* (21) Manage and assign the administration of the school testing program.</li> <li>* (22) Establish job assignments for administrators, teachers and support staff personnel.</li> <li>* (23) Assist in developing short- and long-range facility needs.</li> <li>* (24) Coordinate the completion of plant safety and facility inspections.</li> <li>* (25) Coordinate the school transportation services as required.</li> <li>* (26) Establish procedures for student accounting and attendance procedures.</li> <li>* (27) Establish procedures for property inventory records.</li> <li>* (28) Establish a program leading to the secure closure of the school and proper school opening each day.</li> <li>* (29) Supervise the preparation of accurate and timely reports and records.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>*(30) Assume responsibility for all official correspondence and news releases.</p> <p>*(31) Manage the ordering of textbooks, materials and equipment.</p> <p>*(32) Maintain visibility and accessibility on the school campus.</p> <p>*(33) Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law.</p> <p>*(34) Participate in District management meetings and other meetings appropriate for professional development.</p> <p>*(35) Maintain a close working relationship with District staff.</p> <p>(36) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*(37) Every Sarasota County Schools employee has emergency response responsibilities, though not every position will require routine assignments during an emergency event.</p>
Pascuzzi, Jerome	Teacher, K-12	Middle School Math Teacher and Team Leader for Middle School-ensures the middle school staff has the needed resources to provide for their students needs in collaboration with school administration and parents.

### Demographic Information

#### Principal start date

Monday 7/18/2022, Jodi Kopacz

**Number of teachers with a 2022 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.*

7

**Number of teachers with a 2022 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.*

1

**Total number of teacher positions allocated to the school**

17

**Total number of students enrolled at the school**

180

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

9

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

#### Demographic Data



## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	12	16	14	17	13	20	36	28	19	0	0	0	0	175
Attendance below 90 percent	0	1	2	3	2	3	11	15	7	0	0	0	0	44
One or more suspensions	0	0	0	0	0	2	5	5	2	0	0	0	0	14
Course failure in ELA	0	0	0	1	0	0	3	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	0	3	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	8	9	6	1	4	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	10	13	6	1	4	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	1	8	9	6	1	4	0	0	0	0	29

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	4	8	8	2	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Monday 9/12/2022

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	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	

**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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	69%	55%				68%	67%	61%
ELA Learning Gains	57%						59%	60%	59%
ELA Lowest 25th Percentile	38%						39%	52%	54%
Math Achievement	53%	37%	42%				73%	70%	62%
Math Learning Gains	58%						59%	65%	59%
Math Lowest 25th Percentile	50%						41%	55%	52%
Science Achievement	36%	69%	54%				61%	63%	56%
Social Studies Achievement	92%	66%	59%				93%	88%	78%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	83%	70%	13%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	58%	4%
Cohort Comparison		-83%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	68%	-4%	56%	8%
Cohort Comparison		-62%				
06	2022					
	2019	64%	63%	1%	54%	10%
Cohort Comparison		-64%				
07	2022					
	2019	69%	64%	5%	52%	17%
Cohort Comparison		-64%				
08	2022					
	2019	69%	66%	3%	56%	13%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	100%	73%	27%	62%	38%
Cohort Comparison		0%				
04	2022					
	2019	90%	72%	18%	64%	26%
Cohort Comparison		-100%				
05	2022					
	2019	55%	70%	-15%	60%	-5%
Cohort Comparison		-90%				
06	2022					
	2019	47%	67%	-20%	55%	-8%
Cohort Comparison		-55%				
07	2022					
	2019	76%	73%	3%	54%	22%
Cohort Comparison		-47%				
08	2022					
	2019	58%	65%	-7%	46%	12%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	65%	-10%	53%	2%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-55%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	69%	62%	7%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	85%	8%	71%	22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	57%	-57%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	27		14	27						
ELL	37	38	20	42	67						
HSP	54	42	25	51	68		9				
MUL	82			36							
WHT	71	67		55	52		44	93	60		
FRL	55	55	41	41	55	38	27	82			
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			

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	513
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
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	42
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	63
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Based on scores from 2022 as compared to 2021 scores several trends were noticeable: ELA Achievement increased from 59% to 64% , an increase of 5%, however ELA gains dropped from 64% to 57% achieving gains. Math achievement declined overall with a 8% decline, changing from 61% to 53%, an -8% difference. There were math gains from previous year, with a 4% increase, 54% to 58%, this also included gains with the Math lowest 25th percentile at 50%, previous 27%. Science declined from 51% to 36%, yet social studies increased from 79% to 92%.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022SY state assessments, the greatest need for improvement is in ELA subgroup SWD. Assessment data shows 71.4% of SWD achieved a level 1, A -24.9% difference compared to Sarasota District and -18.1% Statewide difference. Data components based off 2022 state Math assessments show 78,6% of SWD, respectively, Sarasota District achieved 34.3% better, and statewide scored 25.6% better.

#### 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 include the lack of face to face instruction/in person learning for many students due to the COVID 19 pandemic and students' illnesses. Teacher was a long term substitute which contributed to lack of classroom management and instruction. New actions to be taken are to have a renewed focus on the subgroups that need the greatest improvement. Increase the teacher pool to include qualified certified teachers with experience. Increase teacher training, and implementation of differentiated instruction using real time data.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?



Data components, based on 2022 state assessments that showed the Math Lowest 25th Percentile School grade component increased by 23% from 2021SY, a significant gain. The social studies achievement component increased by 13% from 2021SY.

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

Teachers were provided consistent actionable feedback. Student data was utilized to make strategic instructional decisions to meet the needs of students, including differentiated instruction, Response to Intervention, and push in with the certified ESE teacher in Math classes. The social studies component increased due to teacher preparedness in subject matter.

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

In order to accelerate learning, SAA will focus on differentiated and appropriate scaffolding of instruction in both small and whole groups. Small groups will remain fluid based on real time data (I ready, F.A.S.T., Florida BEST Math. SAA will utilize the Interventionist position that has been allocated to assist with the whole group, and small group Tiered Instruction. SAA will move to a new campus which will provide more space to increase student population, thus increasing our accelerated courses.

**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.**

Florida B.E.S.T. Math training, Differentiated Instruction within Tiers, Student Engagement Strategies, ESOL/ESE Liaison District Training, School Guidance Counselor District Training, Weekly PLC at the Elementary and Middle School Levels.

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

A new campus will be implemented this year to ensure sustainability of SAA and its programs. The new campus will provide for an increase in student enrollment, thus increasing accelerated learning programs, as 10 or more students are required for SAA to be recognized in these subgroups. SAA will continue its implementation of a dedicated math intervention time in the middle school daily schedule while elementary students will utilize math interventions during Spanish time. Support facilitation is being utilized with ESE students.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description****and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

On the most recent Florida Standards Assessment (FSA) Math 2022SY SAA SWD subgroup Data components based on the 2022 state Math assessments show 78.6% of SWD scored a level 1, respectively Sarasota District achieved 34.3% better, and statewide scored 25.6% better.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

As a result of standards based instruction taught in Math. The 2023SY SAA SWD subgroup will show an increase of at least 6 percentage points, from 14.3% to 20.3 percentage points.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

I-Ready Diagnostics, I Ready Growth, Monitoring results of FL B.E.S.T. daily assignments and classroom unit assessments, Mastery Assessments, Walkthroughs, District Benchmark assessments.

**Person responsible for monitoring outcome:**

Jerome Pascuzzi (jpascuzzi@sarasotaacademyofthearts.com)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Evidence based strategies will be used to implement this area of focus based on explicit, systematic Instruction, visual representation, schema instruction and metacognitive strategies. The ESE teacher will use High-Leverage Practices (HLPs) to assist with student learning and comprehension.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

High-leverage practices (HLPs) in special education are foundational practices shown to improve outcomes for students with disabilities. HLPs, which all special education teachers should implement, are divided into four areas: collaboration, assessment, social/emotional/behavioral practices, and instruction.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strengthen the common planning process, use the district K-8 Student Progression Plan and the Florida B.E.S.T. curriculum guide, grade level appropriate.

**Person Responsible**

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

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

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data shows 71.4% of SWD achieved a level 1, A -24.9% difference compared to Sarasota District and -18.1% Statewide difference. Students at SAA will receive grade level standards based instruction to improve student achievement. Student will be exposed to the intent and rigor of the new grade level standards, which will build on their current level of learning.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

As a result of standards based instruction taught in ELA, the 2023SY Progress Monitoring 3, will show an increase of 5 percentage points from Progress Monitoring 1, and data components related to FSA 2022SY scores.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

I ready Diagnostics, I Ready Growth, Mastery Assessments, Classroom walkthroughs, District standards assessments, District Progression Plan.

**Person responsible for monitoring outcome:**

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The instructional model will include: expanded learning time- teacher modeling reading and/or writing strategy, guided or independent student practice and reflection. Strategies for learning include product driven reading and writing instruction, pre reading and pre writing strategies, reciprocal teaching practices, text annotation and text based evidence questions, analyze and interpret strategies, and gradual release strategies.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Expanded learning time, in school time, to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure the 90 minute reading block for Elementary ELA contains statutory requirements-6 components of reading as noted in the Florida's Formula for Success. Classroom walkthroughs are conducted regularly and ELA feedback is provided, when needed adjustments are made in common planning/PLCs. Middle school students will have Intensive Reading support for one class period daily.

**Person Responsible** Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

**#3. Positive Culture and Environment specifically relating to Social and Emotional Learning**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Integrate and monitor resources and strategies that strengthen the culture for social and emotional learning to grow student academically, socially, and emotionally. Academic learning is enhanced when students have the opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: implementation of a school wide SEL curriculum, integrate aligning instructional and SEL strategies, deliberate school support for families.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>Data will be analyzed to include Early Warning Systems Indicator- SESIR, Progress Monitoring, Surveys, SWST and MTSS data. These components will provide strategies for specific student needs.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Evaluative instructional and leadership practice observational data, Qualitative data from students, staff and families.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Using distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school wide SEL curriculum based on Responsive Classroom, intentionally integrating aligned instructional strategies, and deliberate school supports for families. SAA will plan to implement professional learning to provide for training from our School Counselor, opportunities for safe practice, and examination of impact data. SAA will monitor and measure the impact of our implemented professional learning through analysis of the SIS data, needs assessments, classroom observations, school environment observations, and</p>

**implemented for this Area of Focus.**

surveys. We will modify the plan of action as indicated by data, student needs, staff needs and family needs.

**Rationale for Evidence-based****Strategy:****Explain the rationale for selecting this specific strategy.****Describe the resources/ criteria used for selecting this strategy.**

In order to achieve sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its SAA families. To strengthen a culture of social and emotional learning with families, staff and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, SAA will strengthen the integration of instructional strategies and deliberate school support necessary for collective organizational improvement and change.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement a school wide SEL curriculum:

Ensure a school team receives training on implementation of a school wide SEL curriculum provided by the School Counselor during pre planning, and professional development days. Deliberate School SEL

Supports for families: strengthen communication by creating and facilitating opportunities to welcome families and introduce key staff (back to school night, Open House, and other events) Commit to ongoing digital communication plan via website and email to inform students and families of how they can connect to the school events and resources. Build Community: School Counselor will provide families with resources where they can access resources and information to support students and school success.

Create a welcoming environment and host events where family culture and languages are recognized and respected in a Multicultural Night Event, and are linked to learning

**Person**

**Responsible** Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Not Applicable to Charter Schools

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Not Applicable to Charter Schools

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Not Applicable to Charter Schools

**Grades 3-5: Measureable Outcome(s)**

Not Applicable to Charter Schools

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not Applicable to Charter Schools

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not Applicable to Charter Schools

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not Applicable to Charter Schools

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

Not Applicable to Charter Schools



## **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### **Describe how the school addresses building a positive school culture and environment.**

Sarasota Academy of the Arts establishes a positive school culture and climate through the ongoing engagement of district wide professional learning on leveraging social and emotional learning, youth mental health training, as well as leadership modeling for student success. Through a distributive leadership model, SAA uses social and emotional learning to strengthen elementary and middle school team dynamics and collaboration in order to build academic expertise in all students. Through PLCs, ESE/ESOL Liaison meetings, SAA SWST meetings, and monthly faculty meetings across SAA, develops a common language through Responsive Classroom terminology which supports the culture of social and emotional learning and connects cognitive and cognitive strategies to support students' successes. The school leadership team will acknowledge and implement a positive culture and environment through school based and district wide opportunities focused on building capacity in families to support continuous school improvement and student success. SAA strategically utilizes staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Leadership and the administrative team, will provide the overall goals for the school year, as well as model positive relationships and attitudes, and monitor the culture and environment. Faculty and staff will implement positive behavior supports with students and celebrate successes. Families will participate in celebrations of positive student behaviors. Community members, when applicable, will support the school wide initiatives.