

Sarasota Academy Of The Arts



2014-15 School Improvement Plan

Sarasota Academy Of The Arts

4466 FRUITVILLE RD, Sarasota, FL 34232

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

Yes

Minority

32%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 with a safe, caring, family atmosphere. SAA recognizes and understands that a child's education is a responsibility shared by the school and family and that parents and caregivers of our children are an integral factor of SAA's ability to provide for the educational success of our children. We are committed to provide a variety of opportunities for parents to become involved themselves in their child's education. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Next Generation Sunshine State Standards, 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 may be successful throughout their lives.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the first six weeks of school, Back to School nights are held for all grades and parents are encouraged to come to school, follow their child's schedule, and meet the teachers. The school hosts a Spanish culture night with parents and students, involving Spanish music, food, and other cultural information.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students and their parents are presented with a handbook which outlines procedures and provides information needed to achieve at school.

Students are greeted by staff members as their parents drop them off in the morning. There is a cooperative agreement with the private pre-school which shares the campus to provide before- and after-care from 6:30 to 7:30 AM and from 4:30 to 6:00 PM. Sarasota Academy of the Arts teachers provide supervision before and after the regular school day until students are picked up or go to after-care. Parents can feel secure knowing their children are safely supervised from 6:30 AM to 6:00 PM.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The student/parent handbook clearly states behavior expectations at the school and consequences for misbehavior.

Kindergarten through third grade uses the Kickboard computer program to keep track of student behavior and report it to parents and the principal.

Behavior expectations are posted in every classroom.

All staff received behavior management training at the beginning of the school year.

The school participates in a Multi-Tier Student Support (MTSS) system, meeting regularly to discuss students with concerns and plan individualized interventions.

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

Students who were not successful, either academically and/or behaviorally, in the past are assigned mentor teachers to check in on them throughout the year.

Character Education is incorporated into social studies classes at all grade levels.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students are tracked daily for attendance including tardies and early dismissals. Student suspensions are entered into the SIS and school tracking program for behavior. Student achievement on benchmark tests, FAIR, and teacher made tests is tracked and shared with all teachers. The administration regularly checks the student achievement level in ESD.

Teachers are watchful for students who do not hand in assignments, do poorly on benchmark assessments, and/or have drastic changes in behavior. Parents are contacted either through email or phone when it appears that a student is having difficulty either academically or behaviorally.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	1	2	4	5	6	7	8	
Attendance below 90 percent	1	1	2	1	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	7	8	12	4	6	37

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students meeting attendance goals are rewarded monthly. Students not meeting goals have a postcard mailed to parents followed by a formal letter and, if necessary, a contract regarding attendance. Students who are absent for medical reasons for an extended period of time are provided assignments online and by teacher contact with extended time and support given to submit work on their return to school. Students at level 1 on statewide assessments are placed in remedial classes for intensive reading or math. Remediation programs are provided in the classroom and technology lab for level 1 and 2 students. Their progress is monitored by the MTSS team.

Students identified are assigned a teacher mentor who meets with the student on a regular basis to offer support.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

In establishing the charter for Sarasota Academy of the Arts, provision was made for mandatory parent participation through volunteer activities. Each family must contribute a minimum of 10 hours per year in volunteer activities. Possibilities for such activities were distributed at the beginning of the school year. Parents are contacted regularly when opportunities for involvement arise. Parents/family members are encouraged to participate in community building activities such as school-wide picnics, family activities, and field trips.

Each student was given an agenda book at the beginning of the school year to log assignments and parent/ teacher communications. Parents are expected to examine the agenda book daily and sign off that they have seen it. Parents are encouraged to communicate with teachers regularly through the agenda book, email, and/or teacher websites.

Parents receive information through weekly newsletters, programs such as "kickboard," "Remind.com," parent portal, and teacher websites. The parent volunteer coordinator keeps the website updated and informs parents of volunteer opportunities.

Parents have been informed that Sarasota Academy of the Arts will seek Golden School status as well as Five Star status again this year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Members of the school community have arranged partnerships with various restaurants in Sarasota. Parents with businesses are encouraged to become school business partners. The Business Manager is a member of the local Chamber of Commerce and various business organizations. The chorus students perform regularly in area nursing homes, assisted living facilities, retirement centers, and service organizations.

Fundraisers for the school are held at local restaurants, to provide a win-win opportunity for both the

school and the restaurants. Participation by staff and parents encourages community building and socialization, which positively impacts the students' attitude towards school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Blankenship, Cecilia	Principal
Kolowith, Jeffrey	Teacher, K-12
McHugh, Julie	Teacher, K-12
Owens, Sharon	Teacher, ESE
Pascuzzi, Jerome	Teacher, K-12
Swilley, Adam	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The SBLT functions as the MTSS team and also serves to develop the SIP. The principal serves as team leader. The other Leadership Team members include the Director of the Arts, the Athletics Director, Grade Level Heads, and the ESE Liaison. The team meets regularly to discuss school environment and academic progress and to implement programs that will improve the school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers at each academic division meet weekly during a common planning time to review student data and formulate plans for intervention. Student needs, identified by the classroom teacher, are brought to the grade level meeting then discussed. The Rtl team member from each group then meets with the whole Rtl team to respond to student academic or behavioral needs. At tiers 2 and 3, teachers will provide differentiated instruction within the classroom or in learning support sessions. The exceptional education and reading specialists will provide support on a push-in or pull-out basis for any student needing intervention, not only those with IEPs

Mrs. Blankenship, our principal, coordinates all purchases of instructional materials with teachers. She also develops the master schedule, with the help of some of the members of the Leadership Committee.

Mr. McHugh, our business manager, worked with Mrs. Blankenship to expand the campus by adding two classrooms, sidewalks, and canopies for walking areas.

Mrs. Bechtel, our school secretary, uses the Destiny computer system to keep the school materials inventoried.

Mrs. Marsh, our parent liaison, works with Mrs. McHugh, our director of the arts, to plan and carry out fundraising for the school.

Mrs. Bryan, our technology teacher, coordinates and inventories all library materials.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Joseph Solano	Business/Community
Cecilia Blankenship	Principal
Kathleen Bechtel	Education Support Employee
Sabrina Lugo	Parent
Leyanit Barron-Marino	Parent
Jeffrey Kolowith	Teacher
Sally Malatesta	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC examines the data from the FCAT scores and compares it to the 2013 goals. They discuss how best to work with the school to attain the new goals.

Development of this school improvement plan

The SAC discusses the goals they determine to be of importance and communicates this to the Principal who, with the Leadership Team, writes the SIP. The SAC then reviews the SIP at times throughout the year for progress toward goals. The SAC is particularly involved in the goal of improving attendance.

Preparation of the school's annual budget and plan

The SAC makes recommendations but the budget is formulated by the Business Manager and Principal and approved by the Governing Board.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Blankenship, Cecilia	Principal
Figel, Jenny	Teacher, K-12
Graddy, Katie	Teacher, K-12
Howard, Lauren	Teacher, K-12
LaRose, Stephanie	Teacher, K-12
Kolowith, Jeffrey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT works to increase literacy across the school community to ensure that all students are participating in daily independent reading activities at school and at home. The team plans programs to ensure that literacy activities are incorporated into all areas of the curriculum. It acts in an advisory capacity to expand the literary resources throughout the school and to advise on professional development initiatives relative to literacy. The LLT will oversee activities for literacy week.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The teachers in kindergarten through grade 3 met in the summer to identify and plan vertical curriculum alignment.

The master schedule allows time for teachers to meet and plan collaboratively. A lead teacher is identified at K-3, 4-5, and middle school levels to plan and carry out meetings on a regular basis. The physical setup of the school buildings allows both formal and informal collaboration of teachers and classes.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Resumes/applications were solicited through newspaper advertisements, on website, letters to Colleges of Education and through internet postings. An interview committee (School Principal, ESE Liaison, and two Staff Members) was established to review applications

Because most teachers returned, only three positions needed to be filled. The increase in salaries and benefits along with a positive and supportive teaching environment allowed for a high retention rate.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

During the summer of 2014, teachers in the elementary division met to review the Florida standards and map the curriculum to ensure core teachers and enrichment teachers are emphasizing literacy across the curriculum. All teachers participated in a course reviewing standards-based grading. Teachers complete lesson plans that reference the standards. Textbooks and resources are approved by the textbook adoption committee and teachers participate in professional development related to core instructional programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students who received a 1 on the FCAT 2014 tests in reading are enrolled in a daily Intensive Reading class taught by a certified reading teacher. Students who received a 1 on the FCAT 2014 tests in math are enrolled in a daily Intensive Math class taught by a certified math teacher. Students who receive ESE (special education) services and received less than a 3 on the FCAT in the spring receive specialized instruction in either reading and/or math.

FAIR test scores are immediately provided to academic teachers so they can differentiate instruction for students. Teachers have planning time that they use to work with individual students and/or small groups of students who scored below level on the FCAT and/or FAIR tests.

Benchmark tests throughout the school year provide additional information on student achievement. Middle school students who scored high on the FCAT and/or are identified as Gifted, meet with a teacher certified in gifted education on a regular basis, where activities involving higher level thinking skills are carried out.

In addition, students who had received grades lower than their potential during the 2013-2014 school year are assigned mentor teachers to meet with them on a regular basis during the school year.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

Fusion of the arts into the curriculum provides a research-supported avenue for increasing student success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Blankenship, Cecilia, cblankenship@sarasotaacademyofthearts.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Teachers meet regularly in K-3, 4-5, and 6-8 groups to coordinate curriculum, testing, special events, expectations, and standards from grade to grade through vertical planning. All eighth grade students take a course on career planning in their history class during the last quarter of the school year. 8th grade students with disabilities take a transition assessment and look into classes that they should take in high school to move toward careers in which they have interests and skills.

Students in grades kindergarten through third grade participate in a "Moving On Up" day in the spring where they have an opportunity to spend time in their next year's classroom.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** To increase scores on Reading FSA for the lowest quartile.
- G2.** There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0; subgroups with greater than 70% proficient on FCAT 2.0 will show a minimum of 2 percentage points increase.
- G3.** SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts.
- G4.** Math scores for the lowest quartile will improve by a minimum of 4 percentile points.
- G5.** Student attendance will increase incrementally month to month until 95% attendance is reached.
- G6.** There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0 Math; subgroups with greater than 70% proficient on FCAT 2.0 Math will show a minimum of 2 percentage points increase, with no subgroup lower than 35% proficient.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase scores on Reading FSA for the lowest quartile. 1a

G038376

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	84.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- High ESE/ESOL population

Plan to Monitor Progress Toward G1. 8

FAIR for reading; classroom tests

Person Responsible


Sharon Owens

Schedule

Evidence of Completion

periodic data reviews by School Leadership team

G2. There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0; subgroups with greater than 70% proficient on FCAT 2.0 will show a minimum of 2 percentage points increase. 1a

 G038377

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
AMO Reading - Hispanic	

Resources Available to Support the Goal 2

- Reading specialist; Professional development in teaching reading strategies; increased number of library books

Targeted Barriers to Achieving the Goal 3

- High number of students who do not read outside of classroom
- Low vocabulary knowledge

Plan to Monitor Progress Toward G2. 8

Ongoing FAIR assessment

Person Responsible

Sharon Owens

Schedule

Monthly, from 10/8/2014 to 5/15/2015

Evidence of Completion

FAIR scores

G3. SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts. 1a

G038379

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Student improvement and degree of enjoyment

Person Responsible

Schedule

Evidence of Completion

Participation in performances in community and quarterly for parents

G4. Math scores for the lowest quartile will improve by a minimum of 4 percentile points. 1a

G038380

Targets Supported 1b

Indicator	Annual Target
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Math Lowest 25% Gains	60.0
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Resources Available to Support the Goal 2

- Math materials; Online resources available to students; intensive math classes

Targeted Barriers to Achieving the Goal 3

- Significant gaps in mathematics from prior years so as to hinder further advancement.

Plan to Monitor Progress Toward G4. 8

Data will be collected from biweekly data files from Success Maker, classroom assignments, and benchmark tests

Person Responsible

Cecilia Blankenship

Schedule

Biweekly, from 10/31/2014 to 4/30/2015

Evidence of Completion

benchmark and FSA

G5. Student attendance will increase incrementally month to month until 95% attendance is reached. 1a

G038381

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

- A community partner provides an incentive to students who attain 95% attendance rate.

Targeted Barriers to Achieving the Goal 3

•

Plan to Monitor Progress Toward G5. 8

Increased rate of attendance.

Person Responsible

Cecilia Blankenship

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Increase in number of students with 95% attendance rate.

G6. There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0 Math; subgroups with greater than 70% proficient on FCAT 2.0 Math will show a minimum of 2 percentage points increase, with no subgroup lower than 35% proficient. 1a

 G038382

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0
AMO Math - SWD	

Resources Available to Support the Goal 2

- intensive math classes, SWD support, Success Maker digital program
- intensive math classes, SWD support, Success Maker digital program

Targeted Barriers to Achieving the Goal 3

- Significant gaps in math knowledge that hinders further advancement.

Plan to Monitor Progress Toward G6. 8

Benchmark tests, teacher-made tests

Person Responsible

Sharon Owens

Schedule

Quarterly, from 10/31/2014 to 5/15/2015

Evidence of Completion

Test results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. To increase scores on Reading FSA for the lowest quartile. **1**

 **G038376**

G1.B1 High ESE/ESOL population **2**

 **B092072**

G1.B1.S1 Selected digital resources will be used to instruct and monitor individual students. **4**

 **S137660**

Strategy Rationale

Individual attention will pinpoint areas of gaps.

Action Step 1 **5**

Selected students will receive individualized instruction through the Fast Forward Program.

Person Responsible

Sharon Owens

Schedule

Daily, from 8/25/2014 to 1/9/2015

Evidence of Completion

Individualized component score embedded in program and FAIR scores.

Action Step 2 5

Differentiate instruction within the regular classroom.

Person Responsible

Katie Graddy

Schedule

Daily, from 8/18/2014 to 5/15/2015

Evidence of Completion

Increased scores on FAIR and classroom assignments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data logs monitored by ESE/ESOL/Reading Specialists

Person Responsible

Sharon Owens

Schedule

Biweekly, from 10/6/2014 to 5/15/2015

Evidence of Completion

FAIR scores and benchmark test scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Regular formative and summative assessments will be administered

Person Responsible

Cecilia Blankenship

Schedule

Biweekly, from 10/7/2014 to 5/15/2015


Evidence of Completion

Teacher observations and assessments; FAIR scores; benchmark tests

G2. There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0; subgroups with greater than 70% proficient on FCAT 2.0 will show a minimum of 2 percentage points increase. 1

 G038377

G2.B2 High number of students who do not read outside of classroom 2

 B126318

G2.B2.S1 Parents will monitor and sign reading logs for 20-minute minimum nightly; teachers will incorporate individual reading time into classes. 4

 S138365

Strategy Rationale

Students who read more independently increase vocabulary and reading comprehension.

Action Step 1 5

Teachers will assign and monitor at-home reading and silent independent reading in the classroom.

Person Responsible

Katie Graddy

Schedule

Daily, from 9/1/2014 to 5/15/2015

Evidence of Completion

Literacy team will review teacher records of student reading submitted by parents.

Action Step 2 5

Teachers will use research-based methods to teach reading skills in all subject areas.

Person Responsible

Cecilia Blankenship

Schedule

Daily, from 10/7/2014 to 5/15/2015

Evidence of Completion

Review of lesson plans, classroom observations, postings on faculty wikispace.


Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

G2.B3 Low vocabulary knowledge 2

 B126320

G2.B3.S1 Increase student general and academic vocabulary by emphasis throughout the school. 4

 S138705

Strategy Rationale

If students are exposed to new vocabulary and have reinforcement, their reading comprehension will improve.

Action Step 1 5

Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.

Person Responsible

Katie Graddy

Schedule

Daily, from 8/18/2014 to 5/15/2015

Evidence of Completion

Lesson plans, observations within classrooms, conversations with students

Action Step 2 5

Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.

Person Responsible

Katie Graddy

Schedule

Daily, from 8/18/2014 to 5/15/2015

Evidence of Completion

Lesson plans, observations within classrooms, examination of student interactive notebooks.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teacher lesson plans, classroom displays, and student work will be monitored.

Person Responsible

Cecilia Blankenship

Schedule

Weekly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Records of teacher observations and review of lesson plans will be kept.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Vocabulary component of FAIR and reading tests will be monitored, data assessed, and shared with teachers.

Person Responsible

Sharon Owens


Schedule

Biweekly, from 10/8/2014 to 5/15/2015


Evidence of Completion

Student data relating to vocabulary and reading comprehension .


G3. SAA's charter shows its area of focus to be inclusion of the arts in all aspects of the curriculum. All students will participate in performances of the visual and performing arts. 1

 G038379

G3.B1 Students entering with no experience in the visual arts or music 2

 B092076

G3.B1.S1 All students will have 30 minutes of music instruction in vocals, piano, or violin at the elementary level. 4

 S102998

Strategy Rationale

Action Step 1 5

Piano lab and violin instruction

Person Responsible

Schedule

Evidence of Completion

teacher observation

Action Step 2 5

Community service through performances and community partnerships

Person Responsible

Schedule

Evidence of Completion

teacher observation/parent response

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

interest surveys

Person Responsible

Schedule

Evidence of Completion

teacher observation/ parent response/student attitude


Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Person Responsible


Schedule

Evidence of Completion


G4. Math scores for the lowest quartile will improve by a minimum of 4 percentile points. 1

 G038380

G4.B3 Significant gaps in mathematics from prior years so as to hinder further advancement. 2

 B126999

G4.B3.S1 Remediate by use of a prescriptive program that determines entry level and produces data to substantiate gains. 4

 S139062

Strategy Rationale

Differentiated instruction based on pre-testing allows individual needs to be met.

Action Step 1 5

Students' math competency levels will be determined by the program Success Maker and students will progress through recommended levels with teacher supervision.

Person Responsible

Jerome Pascuzzi

Schedule

Daily, from 9/1/2014 to 5/15/2015

Evidence of Completion

Embedded data charts

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Data tables from program will be compared to benchmark proficiency.

Person Responsible

Sharon Owens

Schedule

Biweekly, from 10/27/2014 to 4/30/2015

Evidence of Completion

Data tables from Success Maker and results of math benchmark assessmentss.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Data tables from program will be compared to benchmark proficiency.

Person Responsible

Sharon Owens

Schedule

Biweekly, from 10/27/2014 to 4/30/2015

Evidence of Completion

Data tables from Success Maker and results of math benchmark assessments.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Data analysis of benchmark tests

Person Responsible

Jerome Pascuzzi


Schedule

Biweekly, from 10/31/2014 to 4/30/2015


Evidence of Completion

Student scores from Success Maker, classroom tests, and benchmark tests


G5. Student attendance will increase incrementally month to month until 95% attendance is reached. 1

 G038381

G5.B1 2

 B092080

G5.B1.S1 Recognition and awards will be given to encourage attendance. 4

 S138745

Strategy Rationale

Students will work for an extrinsic reward.

Action Step 1 5

Collaboration with Community Business partners will provide award certificates and incentives for students

Person Responsible

Claudine Marsh

Schedule

Monthly, from 10/8/2014 to 5/15/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student attendance will be monitored.

Person Responsible

Cecilia Blankenship

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

SIS reports of attendance.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Attendance will be compared to achievement to determine correlation.

Person Responsible

Cecilia Blankenship

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Attendance reports and report cards.

G6. There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0 Math; subgroups with greater than 70% proficient on FCAT 2.0 Math will show a minimum of 2 percentage points increase, with no subgroup lower than 35% proficient. 1

 G038382

G6.B1 Significant gaps in math knowledge that hinders further advancement. 2

 B127315

G6.B1.S1 Intensive math classes with digital remediation and monitoring will be implemented. 4

 S139390

Strategy Rationale

Students who receive intensive math supplemental to the primary course work and are remediated and monitored through a digital program will show progress in mathematics.

Action Step 1 5

Students will be assessed through Success Maker then monitored through a teacher-directed intensive math course.

Person Responsible

Jerome Pascuzzi

Schedule

Daily, from 9/1/2014 to 5/22/2015

Evidence of Completion

Data charts from Success Maker, classroom tests, and benchmark tests./

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Data charts will be analyzed.

Person Responsible

Sharon Owens

Schedule

Biweekly, from 10/31/2014 to 5/15/2015

Evidence of Completion

Data charts from Success Maker, benchmarks

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Proficiency on FSA

Person Responsible

Cecilia Blankenship

Schedule

On 5/8/2015

Evidence of Completion

Benchmark test scores, FSA scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Piano lab and violin instruction		teacher observation	once	
G1.B1.S1.A1	Selected students will receive individualized instruction through the Fast Forward Program.	Owens, Sharon	8/25/2014	Individualized component score embedded in program and FAIR scores.	1/9/2015 daily
G2.B2.S1.A1	Teachers will assign and monitor at-home reading and silent independent reading in the classroom.	Graddy, Katie	9/1/2014	Literacy team will review teacher records of student reading submitted by parents.	5/15/2015 daily
G2.B3.S1.A1	Teachers will incorporate academic vocabulary into lesson plans through word walls and digital resources.	Graddy, Katie	8/18/2014	Lesson plans, observations within classrooms, conversations with students	5/15/2015 daily
G5.B1.S1.A1	Collaboration with Community Business partners will provide award certificates and incentives for students	Marsh, Claudine	10/8/2014		5/15/2015 monthly
G4.B3.S1.A1	Students' math competency levels will be determined by the program Success	Pascuzzi, Jerome	9/1/2014	Embedded data charts	5/15/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Maker and students will progress through recommended levels with teacher supervision.				
G6.B1.S1.A1	Students will be assessed through Success Maker then monitored through a teacher-directed intensive math course.	Pascuzzi, Jerome	9/1/2014	Data charts from Success Maker, classroom tests, and benchmark tests./	5/22/2015 daily
G3.B1.S1.A2	Community service through performances and community partnerships		teacher observation/ parent response	once	
G1.B1.S1.A2	Differentiate instruction within the regular classroom.	Graddy, Katie	8/18/2014	Increased scores on FAIR and classroom assignments.	5/15/2015 daily
G2.B2.S1.A2	Teachers will use research-based methods to teach reading skills in all subject areas.	Blankenship, Cecilia	10/7/2014	Review of lesson plans, classroom observations, postings on faculty wikispace.	5/15/2015 daily
G2.B3.S1.A2	Students will generate a "dictionary" of general and academic vocabulary, including a word of the week.	Graddy, Katie	8/18/2014	Lesson plans, observations within classrooms, examination of student interactive notebooks.	5/15/2015 daily
G1.MA1	FAIR for reading; classroom tests	Owens, Sharon	10/7/2014	periodic data reviews by School Leadership team	biweekly
G1.B1.S1.MA1	Regular formative and summative assessments will be administered	Blankenship, Cecilia	10/7/2014	Teacher observations and assessments; FAIR scores; benchmark tests	5/15/2015 biweekly
G1.B1.S1.MA1	Data logs monitored by ESE/ESOL/ Reading Specialists	Owens, Sharon	10/6/2014	FAIR scores and benchmark test scores	5/15/2015 biweekly
G2.MA1	Ongoing FAIR assessment	Owens, Sharon	10/8/2014	FAIR scores	5/15/2015 monthly
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B3.S1.MA1	Vocabulary component of FAIR and reading tests will be monitored, data assessed, and shared with teachers.	Owens, Sharon	10/8/2014	Student data relating to vocabulary and reading comprehension .	5/15/2015 biweekly
G2.B3.S1.MA1	Teacher lesson plans, classroom displays, and student work will be monitored.	Blankenship, Cecilia	8/18/2014	Records of teacher observations and review of lesson plans will be kept.	5/15/2015 weekly
G3.MA1	Student improvement and degree of enjoyment		Participation in performances in community and quarterly for parents	once	
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	interest surveys		teacher observation/ parent response/ student attitude	once	
G4.MA1	Data will be collected from biweekly data files from Success Maker, classroom assignments, and benchmark tests	Blankenship, Cecilia	10/31/2014	benchmark and FSA	4/30/2015 biweekly
G4.B3.S1.MA1	Data analysis of benchmark tests	Pascuzzi, Jerome	10/31/2014	Student scores from Success Maker, classroom tests, and benchmark tests	4/30/2015 biweekly
G4.B3.S1.MA1	Data tables from program will be compared to benchmark proficiency.	Owens, Sharon	10/27/2014	Data tables from Success Maker and results of math benchmark assessmentss.	4/30/2015 biweekly
G4.B3.S1.MA1	Data tables from program will be compared to benchmark proficiency.	Owens, Sharon	10/27/2014	Data tables from Success Maker and results of math benchmark assessments.	4/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	Increased rate of attendance.	Blankenship, Cecilia	9/30/2014	Increase in number of students with 95% attendance rate.	5/29/2015 monthly
G5.B1.S1.MA1	Attendance will be compared to achievement to determine correlation.	Blankenship, Cecilia	9/30/2014	Attendance reports and report cards.	5/29/2015 quarterly
G5.B1.S1.MA1	Student attendance will be monitored.	Blankenship, Cecilia	9/30/2014	SIS reports of attendance.	5/29/2015 monthly
G6.MA1	Benchmark tests, teacher-made tests	Owens, Sharon	10/31/2014	Test results	5/15/2015 quarterly
G6.B1.S1.MA1	Proficiency on FSA	Blankenship, Cecilia	3/16/2015	Benchmark test scores, FSA scores	5/8/2015 one-time
G6.B1.S1.MA1	Data charts will be analyzed.	Owens, Sharon	10/31/2014	Data charts from Success Maker, benchmarks	5/15/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase scores on Reading FSA for the lowest quartile.

G1.B1 High ESE/ESOL population

G1.B1.S1 Selected digital resources will be used to instruct and monitor individual students.

PD Opportunity 1

Differentiate instruction within the regular classroom.

Facilitator

Pamela Donehew, Reading Specialist

Participants

Middle School content area teachers

Schedule

Daily, from 8/18/2014 to 5/15/2015

G2. There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0; subgroups with greater than 70% proficient on FCAT 2.0 will show a minimum of 2 percentage points increase.

G2.B2 High number of students who do not read outside of classroom

G2.B2.S1 Parents will monitor and sign reading logs for 20-minute minimum nightly; teachers will incorporate individual reading time into classes.

PD Opportunity 1

Teachers will use research-based methods to teach reading skills in all subject areas.

Facilitator

Pamela Donehew

Participants

Middle school content area teachers

Schedule

Daily, from 10/7/2014 to 5/15/2015

G4. Math scores for the lowest quartile will improve by a minimum of 4 percentile points.

G4.B3 Significant gaps in mathematics from prior years so as to hinder further advancement.

G4.B3.S1 Remediate by use of a prescriptive program that determines entry level and produces data to substantiate gains.

PD Opportunity 1

Students' math competency levels will be determined by the program Success Maker and students will progress through recommended levels with teacher supervision.

Facilitator

Pearson facilitator

Participants

All math teachers

Schedule

Daily, from 9/1/2014 to 5/15/2015

G6. There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0 Math; subgroups with greater than 70% proficient on FCAT 2.0 Math will show a minimum of 2 percentage points increase, with no subgroup lower than 35% proficient.

G6.B1 Significant gaps in math knowledge that hinders further advancement.

G6.B1.S1 Intensive math classes with digital remediation and monitoring will be implemented.

PD Opportunity 1

Students will be assessed through Success Maker then monitored through a teacher-directed intensive math course.

Facilitator

Pearson

Participants

SAA math teachers (K-8)

Schedule

Daily, from 9/1/2014 to 5/22/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase scores on Reading FSA for the lowest quartile.

G1.B1 High ESE/ESOL population

G1.B1.S1 Selected digital resources will be used to instruct and monitor individual students.

PD Opportunity 1

Selected students will receive individualized instruction through the Fast Forward Program.

Facilitator

Participants

Schedule

Daily, from 8/25/2014 to 1/9/2015

Budget Rollup

Summary	
Description	Total
Goal 1: To increase scores on Reading FSA for the lowest quartile.	4,545
Goal 6: There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0 Math; subgroups with greater than 70% proficient on FCAT 2.0 Math will show a minimum of 2 percentage points increase, with no subgroup lower than 35% proficient.	9,325
Grand Total	13,870

Goal 1: To increase scores on Reading FSA for the lowest quartile.		
Description	Source	Total
B1.S1.A1	General Fund	2,500
B1.S1.A2 - CSP grant	Other	2,045
Total Goal 1		4,545

Goal 6: There will be a minimum of 4 percentage points increase on FSA for all student subgroups when less than 70% proficient on FCAT 2.0 Math; subgroups with greater than 70% proficient on FCAT 2.0 Math will show a minimum of 2 percentage points increase, with no subgroup lower than 35% proficient.		
Description	Source	Total
B1.S1.A1 - Digital Classroom Allocation	Other	2,884
B1.S1.A1 - CPS Grant	Other	1,900
B1.S1.A1	General Fund	4,541
Total Goal 6		9,325