

Sarasota County Schools

SARASOTA ACADEMY OF THE ARTS



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Jodi Kopacz

Position Title

Principal

Job Duties and Responsibilities

Wrote and developed the School Improvement Plan, Safety and Security Plan, School Accountability Report, and Schoolwide Master

Schedule for faculty and students

Developed and implemented a safe and orderly school plan, including monthly fire and lockdown drills

Monitor and conduct all PRIDE evaluations for Instructional Staff

Hiring of all faculty and staff, including all Onboarding, Payroll, and Interviewing.

Developed a school-wide discipline plan, including the SAA Incident Form, think sheets and using Sarasota Referrals and ISS input, including addressing in school and out of school suspensions

Creation of Positive Behavior Intervention Support System-Faculty/Staff and Student of the Month Awards, Teacher of The Year, Principal's Honor Roll Certificates and A-B Honor Roll Certificates for Students

FTE Transportation documentation and daily bus attendance recorder.

Organize and implement fundraising activities, including jog-a-thon, winter wonderland, and spirit weeks.

Administrator for Monthly Fire Drills and Lockdowns, including documentation, for Safety and Security Team

Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.

Manage the school's budget and allocated resources.

Develop high expectations for teachers and students and promote this vision to the community.

Manage and assign the administration of the school testing program.

Establish job assignments for administrators, teachers and support staff personnel.

Assist in developing short- and long-range facility needs.

Coordinate the school transportation services as required.

Establish procedures for student accounting and attendance procedures.

Establish procedures for property inventory records.

Establish a program leading to the secure closure of the school and proper school opening each day.

Supervise the preparation of accurate and timely reports and records-FTE, Accountability Report, Financial Audit, and Non Profit Tax Return

Manage the ordering of textbooks, materials and equipment in conjunction with

establishing a yearly budget for approval by the Governing Board
Maintain visibility and accessibility on the school campus and attendance in
afterschool performances and shows
Participate in District management meetings and other meetings appropriate for
professional development.

Leadership Team Member #2

Employee's Name

Shannon Davis

Position Title

Elementary Team Leader/2nd Grade Teacher

Job Duties and Responsibilities

Team Leader for Elementary Students: duties related to the implementation of Elementary School Program, SWST. Rtl and student discipline meetings. Meets regularly with the principal to review student academics and placement of needs.

Leadership Team Member #3

Employee's Name

Besty North Brown

Position Title

Middle School Team Leader/MS Spanish Teacher

Job Duties and Responsibilities

Team Leader for Middle School Teachers with duties related to the implementation of Middle School Program, SWST. Rtl and student discipline meetings. Meets regularly with the principal to review student academics and placement of needs.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Sarasota Academy of the Arts involved stakeholders input regarding the School Improvement Plan. SAA used a committee approach with representatives from various areas of the school including special education, Math, ELA, Administration, and Team Leaders. The Administrative Team engaged in collaborative sessions. The Team discussed and explored additional ideas for professional learning to improve instructional programs. Student data was gathered during our monthly SWST meetings with the School Counselor, ESE/ESOL Liaison, Administration, School Psychologist, and social worker to review academic concerns, social emotional needs, attendance and discipline data for all students. Parents and student input derived from analyzing parent and student surveys. Through our Community Open House, SAA received community and business input, as well as during monthly Board Meeting during Public comment. This input provided the guiding force for strategic planning at the school level focusing on student data and research-based strategies for school improvement and student achievement. With an overall focus on developing and providing a strong standards-based curriculum to the SAA students. In addition, the principal collaborates with district leadership regarding teaching and learning.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Sarasota Academy of the Arts will regularly monitor the School Improvement Plan for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap through several processes. These processes include daily administrative classroom walk-throughs focusing on professional standards. Further monitoring includes weekly Team Meetings at the Elementary Level and the Middle School Level to analyze student achievement of standards. This information will guide any revision of the School Improvement Plan. Furthermore, the Schoolwide Student Support Team (SWST) will meet monthly to review academic data, assessment scores, and social emotional

needs. The Literacy Coach will provide data to Team to address needs. The plan will be revised when data from semester grades are entered, and completion of Reading and Math PM1, PM2 and PM3 Assessment Data. Any adjustments to the School Improvement Plan may occur at the end of each quarter, if applicable, and during mid-year to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	46.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.7%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	0	0	0	1	0	1	3	3	8
One or more suspensions	0	0	0	0	1	0	1	3	3	8
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1	4	7	6	2	20
Level 1 on statewide Math assessment						8	10	4	2	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				1						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					3					3

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators						2	4	1	1	8

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year						1				1
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		5	2	5	5	3	7	14	13	54
One or more suspensions						1	1	3	3	8
Course failure in ELA					1			6	1	8
Course failure in Math			1							1
Level 1 on statewide ELA assessment				3			11	4	4	22
Level 1 on statewide Math assessment					5	3	11	1	1	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1		3	11						15

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				2	8	2	22	16	12	62

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	69	58	56	65	53	64	69	55
ELA Grade 3 Achievement **	69	72	59	25	65	56			
ELA Learning Gains	55	64	59				57		
ELA Learning Gains Lowest 25%	55	53	54				38		
Math Achievement *	53	71	59	67	68	55	53	37	42
Math Learning Gains	54	68	61				58		
Math Learning Gains Lowest 25%	59	55	56				50		
Science Achievement *	37	66	54	59	68	52	36	69	54
Social Studies Achievement *	74	86	72	80	81	68	92	66	59
Graduation Rate		95	71		91	74		63	50
Middle School Acceleration	50	80	71	31	77	70	65	45	51
College and Career Readiness		65	54		62	53		82	70
ELP Progress	44	56	59	48	43	55		79	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	636
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	51%	57%	54%		64%	65%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	44%	No		
Hispanic Students	52%	No		
White Students	55%	No		
Economically Disadvantaged Students	55%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	3	2
English Language Learners	48%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	45%	No		
White Students	59%	No		
Economically Disadvantaged Students	41%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	2	1
English Language Learners	41%	No		
Native American Students				
Asian Students				
Black/African American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	42%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	49%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	69%	55%	55%	53%	54%	59%	37%	74%	50%			44%
Students With Disabilities	45%		53%		35%	53%							
English Language Learners	30%		42%	40%	40%	37%							76%
Hispanic Students	40%		51%	50%	45%	49%	64%	31%					85%
White Students	59%	80%	53%		53%	53%		31%					
Economically Disadvantaged Students	49%		49%	50%	51%	53%	59%	37%					71%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%	25%			67%			59%	80%	31%			48%
Students With Disabilities	24%				29%								
English Language Learners	42%				63%								38%
Hispanic Students	46%				59%								30%
White Students	57%	40%			70%			65%	82%	40%			
Economically Disadvantaged Students	45%	0%			60%			50%					50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	64%		57%	38%	53%	58%	50%	36%	92%	65%			
Students With Disabilities	14%		27%		14%	27%							
English Language Learners	37%		38%	20%	42%	67%							
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	54%		42%	25%	51%	68%		9%					
Multiracial Students	82%				36%								
Pacific Islander Students													
White Students	71%		67%		55%	52%		44%	93%	60%			
Economically Disadvantaged Students	55%		55%	41%	41%	55%	38%	27%	82%				

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	68%	-1%	55%	12%
Ela	4	30%	62%	-32%	53%	-23%
Ela	5	29%	63%	-34%	55%	-26%
Ela	6	42%	64%	-22%	54%	-12%
Ela	7	71%	57%	14%	50%	21%
Ela	8	67%	60%	7%	51%	16%
Math	3	83%	71%	12%	60%	23%
Math	4	20%	67%	-47%	58%	-38%
Math	5	0%	64%	-64%	56%	-56%
Math	6	46%	65%	-19%	56%	-10%
Math	7	79%	70%	9%	47%	32%
Math	8	54%	51%	3%	54%	0%
Science	5	18%	67%	-49%	53%	-35%
Science	8	48%	55%	-7%	45%	3%
Civics		76%	81%	-5%	67%	9%
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data component for students with Disabilities showed the most improvement regarding ELA achievement. In 2022-2023 accountability components the student percentage for students with disabilities was 24% in ELA achievement. In the 2023-2024 accountability components the student percentage for students with disabilities was 45% in ELA achievement, an increase of 21%. SAA incorporated into several elementary classes the Orton-Gillingham approach to reading and decoding. All students at the elementary level received Response to Intervention if he/she scored a level one or 2 on state testing. Middle school students received Intensive Reading as a supplemental course to assist with reading interventions.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component for subgroup English Language Learners showed the lowest performance regarding Math achievement. In 2022-2023 accountability components the student percentage for English Language Learners was 63% for Math achievement, while 2023-2024 accountability components for English Language Learners was 40% for Math achievement. Negative trends included the middle school math teacher leaving mid-year as well as multiple 5th grade math teachers. This contributed to a lack of mathematical support and consistency in the math classrooms.

Greatest Decline

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

The data component for subgroup English Language Learners showed the greatest decline from the prior year in Math Achievement. In 2022-2023, 63% of English Language Learners showed Math Achievement while 2023-2024 accountability components for English Language Learners in Math Achievement was 40%, a decline of 23%. Factors include several math teachers throughout the school year, an increase of English Language Learners enrollment during the fourth quarter with no previous supports provided.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was 5th grade Math, with 0% of students score better than a 3, a -56% difference compared to the state. The factors that contributed to this gap were inconsistent instructional staff. There were 5 teachers in 2023-2024. This disruption caused a lack of consistency in learning and achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part 1, it shows 22 SAA students scored a level 1 on the Math assessment, particular focus for grades 5th and 6th, with 8 students and 10 students respectively scoring a level 1 on Math FAST.

Highest Priorities

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

Increase overall Math Achievement for all students

Increase math achievement for English Language Learners

Increase science achievement for 5th and 8th grade students

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math Achievement for all students will be an Area of Focus for SAA. In 2023-2024, 53% of all students showed math achievement, while in 2022-2023 the percentage was higher at 67%, and 2021-2022 the percentage was 53%, the same. The data was identified by looking particularly at grades 4 (-47% compared to District; -38% compared to State), and 5th grade (-64% compared to District, -56% compared to State).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SAA will increase Math scores for all students by 5%. Current data: 53% of students showed math achievement as opposed to 67% achievement from the previous year. SAA outcome for 2024-2025 will be 58% or more showing math achievement. This will include grades 4 and grade 5, in which there was a significant difference from District and State comparisons (4th--47% District, -38% State) and 5th (-64% District, -56% State).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

SAA will monitor for the desired outcomes by conducting weekly classroom observations during Math, adding an addition Intensive Math class at the Middle School Level, incorporating required RtI small groups at the elementary level; Principal providing teachers with actionable feedback, conducting data discussions with teachers concerning progress monitoring data monthly, and implementing Aleks Math program during intensive math and RtI for supplemental support.

Person responsible for monitoring outcome

Jodi Kopacz

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intervention groups: Middle School Intensive Math schedules will be created before the students begin their first day of school based on the most current assessment scores. Further data will include Clever, and Aleks. Data will be reviewed each quarter during Team Meetings and intervention groups will be modified as needed based on student achievement.

Rationale:

Aleks is an artificially intelligent learning and assessment system which will determine each students' precise knowledge in math providing an assessment of readiness for students. Small group intervention groups address the needs of struggling learners with a 1:1 approach.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Any student who scored a 1 or 2 in FAST Math will be placed in Response to Intervention for Math at the Elementary Level, and middle school students will be placed in Intensive Math. Two Intensive Math courses are offered this year to facilitate this action plan. Within this framework students will use the Aleks program as an intervention tool

Person Monitoring:

Jodi Kopacz

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will monitor this action plan by reviewing quarterly math grades and PM1, PM2, and PM3 scores. Instructional facilitators will analyze data in Aleks to facilitate interventions throughout the year until PM3 testing.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SAA will increase Science proficiency for students in Grades 5 and 8, as identifies as a crucial need with only 18% of 5th graders passing, compared to 67% District/53% state; 8th grade passing-48% compared to 55% District/45% state. As 5th graders have advanced to middle school for the 2024-2025 school year, further science academic support will be needed for students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Sarasota Academy of the Arts will increase its science percentage proficiency by 5%, emphasis on grades 5 and 8.

Pre and post formative and summative classroom assessments

District Benchmark Assessment used for each Science Unit

Student data notebooks and interactive notebooks

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur the first 8 weeks of the quarter, and each 4 quarters of the school year. Middle School Science Teacher and 5th grade Science teacher will monitor weekly student assignments, including notebook checks for understanding of science content and an increase in achievement on formative/ summative classroom assessments and District Benchmark Units which will compare achievement outcomes with their peers. Through ongoing monitoring science scores should be positively impacted.

Person responsible for monitoring outcome

Shannon Davis

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Evidenced based interventions begin implemented to achieve measurable science outcomes will include: State approved Science Curriculum Benchmark data for units Lesson plans identifying standards for learning and outcomes PLC discussions of student performance in science per 6 weeks. Utilize a more hands on approach to science. Emphasis Science Vocabulary.

Rationale:

Teachers will complete lesson plans Sunday night. Principal will review to ensure standards are being

implemented within the classroom and hands on activities are occurring with fruition. After each Unit, the teacher will analyze the achievement of the Benchmarks presented and reteach or continue to the next unit with fidelity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teacher lesson plans will be created using standards in science and applied in the classroom Each Unit will consist of Benchmark assessments at the District level to collect data for student understanding and reteaching as applicable Quarterly progress reports and quarter grades submitted to parents

Person Monitoring:

Shannon Davis

By When/Frequency:

Weekly review of lesson plans, Quarterly review of grades

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

There should be an increase in student academics related to science when standards are presented and taught to the students with fidelity. The principal will review lesson plans and will meet with Team leader and science teacher to discuss implementation as needed for accuracy. The team leader will review benchmark assessments and monitor scores for improvement. By the end of the school year, there should be a positive impact on science state testing scores.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher retention was identified as a crucial need from the prior year's data at the elementary level, particularly 5th grade, and at the middle school level- math. Last year, 4 teachers were hired throughout the year for 5th grade which resulted in student scores in ELA, Math and Science on state testing to be significantly lower than the District and State. The middle school Math courses also had two teachers which moderately suggested a decline in 6th grade math scores.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

5th Grade data from prior year:

ELA: 29% SAA students passed, 63% District, 55% State

Outcome: Students will successfully score a 3 or better matching the State percentage.

Math: 0% SAA student passed, 64% District, 56% State

Outcome: Students will successfully score a 3 or better matching the State average percentage or better.

Science: 18% students passed, 67% District, 53% State

Outcome: Students will successfully score a passing grade on the science assessment, matching or scoring above the State at 53%.

6th Grade: Math 46% of SAA students passed, 65% District and 56% state

Outcome: Students will successfully score a passing grade or better matching the percentage of the State at 56%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teacher retention is maintained through initiatives created by SAA. Creating a school based strong community culture for teaching and learning. Site based mentoring, with Team Leaders, focuses on helping new teachers and teachers new to SAA to find the highest level of success through partnering with other elementary and/or middle school staff members. Monthly staff meeting led by the principal, Team meetings by the Team Leader, PLC and Professional Development at the District level will assist in the monitoring of improved student achievement and the retention of qualified teachers.

Person responsible for monitoring outcome

Jodi Kopacz

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Evidence-based interventions being implemented include: Individual Professional Development Plans will be created to focus on areas of improvement based on the SIP. Lesson Plans will be reviewed by the principal. Teachers will use Planbookedu to create standardized lesson plans which will identify interventions. Site Based mentoring through partnership with elementary or middle school team leader for collaboration and implementation of lesson plans. Principal walk throughs to support the

teacher and maintaining deliberate practices in the classroom

Rationale:

Individual Professional Development Plans serve as a roadmap to help teachers achieve short- and long-term goals as related to professional improvement, and student academic growth. Weekly lesson plans provide guided instruction, summative and formative assessments, as related to specific standards and that these standards are met. Site based mentoring focuses on helping new teachers and teachers new to the school to find the highest level of success through partnering with trained teachers within the field.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

IPDPs will be created the first month of school utilizing the School Improvement Plan as an avenue to meet goals Lesson plans will be inputted weekly in planbookedu addressing standards for student learning, as well as mentoring through gradual release throughout the school year.

Person Monitoring:

Jodi Kopacz

By When/Frequency:

weekly until the end of the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The principal will have a professional development meeting regarding IPDPs and review of the School Improvement Plan goals. The Team leaders will meet respectively with their groups to assist with completion of the IPDPs. Further meetings will address any questions or concerns at their monthly meetings. Planbookedu will be utilize each week to monitor whether standards are taught to students, and that the new teacher is familiar with curriculum.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

N/A

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

N/A

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

N/A

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

N/A

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

N/A

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00