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# Athenian Academy Of Technology And The Arts

3118 SEVEN SPRINGS BLVD, New Port Richey, FL 34655

<https://www.aaota.org/>

## 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)

A school can be identified as CSI in any of the following four ways:

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### Provide the school's mission statement.

Our purpose is to provide the best educational experience.

Mission: We develop creative and innovative leaders by inspiring a love for learning through student engagement all day, every day.

#### Provide the school's vision statement.

Vision: We will be one of Florida's leading, innovative schools by blending cooperative learning and technology to transform student learning through student engagement.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Markowitz, Evan	Principal	Leadership
Dudley, Danielle	Assistant Principal	Leadership
Vaughn, Mary	Teacher, K-12	Team Leader. Coach, and Teacher
Birdwell, Susanna	Teacher, K-12	Team Leader. Coach, and Teacher
Rivera, Jannette	Teacher, K-12	Coaching Leader. Coach, and Teacher

#### 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. (ESSA 1114(b)(2))

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

The school leadership team, teachers, and the SAC work together to review data, the needs assessment, planning for improvement, and family events. The school improvement plan is reviewed at the July Board meeting with goals for the new school year.

**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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data, including attendance and other early warning indicators and tier 1, 2, and 3 academic data will be monitored weekly and/or monthly. In addition, progress monitoring data will be monitored during the 3 windows. Attendance and academic data will be shared with the Board monthly. SIP goals will be monitored throughout the year and reviewed following the release of the results in June. The team will then meet again in July to create new goals for improvement.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	42%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	73%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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 days	21	15	14	8	12	10	2	6	2	90
One or more suspensions	0	1	0	0	0	6	2	1	2	12
Course failure in English Language Arts (ELA)	0	0	3	0	1	0	1	0	0	5
Course failure in Math	0	0	0	2	0	0	2	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	2	2	5	0	6	17
Level 1 on statewide Math assessment	0	0	0	0	3	3	1	0	11	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	12	7	9	9	7	11	4	12	81

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	3	3	4	3	3	4	4	0	1	25

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	4	1	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) As Initially 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 days	2	14	19	9	12	8	4	3	3	74
One or more suspensions	0	2	4	1	3	1	1	0	1	13
Course failure in ELA	0	0	0	0	0	0	0	3	1	4
Course failure in Math	0	0	0	0	0	0	0	3	2	5
Level 1 on statewide ELA assessment	0	0	0	0	4	2	5	0	6	17
Level 1 on statewide Math assessment	0	0	0	0	4	3	6	0	1	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	1	1	3	2	3	0	1	11

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	2	1	0	1	1	1	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**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 days	2	14	19	9	12	8	4	3	3	74
One or more suspensions	0	2	4	1	3	1	1	0	1	13
Course failure in ELA	0	0	0	0	0	0	0	3	1	4
Course failure in Math	0	0	0	0	0	0	0	3	2	5
Level 1 on statewide ELA assessment	0	0	0	0	4	2	5	0	6	17
Level 1 on statewide Math assessment	0	0	0	0	4	3	6	0	1	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**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	0	0	1	1	3	2	3	0	1	11

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	2	1	0	1	1	1	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

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.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	73	58	53	69	60	55	63		
ELA Learning Gains				52			55		
ELA Lowest 25th Percentile				48			32		
Math Achievement*	69	62	55	74	40	42	68		
Math Learning Gains				69			76		
Math Lowest 25th Percentile				67			68		
Science Achievement*	68	59	52	53	60	54	67		
Social Studies Achievement*	94	79	68	100	60	59	100		
Middle School Acceleration	40	64	70		49	51	0		
Graduation Rate		80	74		50	50			
College and Career Acceleration		55	53		76	70			
ELP Progress		53	55		67	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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

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%
SWD	41			
ELL				
AMI				
ASN				
BLK	50			
HSP	59			
MUL	88			
PAC				
WHT	80			
FRL	67			

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%
SWD	36	Yes	3	
ELL				
AMI				
ASN				
BLK	58			
HSP	60			

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%
MUL				
PAC				
WHT	61			
FRL	59			

**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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	73			69			68	94	40			
SWD	27			55							2	
ELL												
AMI												
ASN												
BLK	70			30							2	
HSP	59			66			63	85	25		6	
MUL	92			83							2	
PAC												
WHT	80			74			75	100	64		6	
FRL	71			65			62	91	36		6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	69	52	48	74	69	67	53	100				
SWD	22	25		39	58							
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	57	50		64	60							
HSP	58	49	64	74	68	73	36					
MUL												
PAC												
WHT	76	52	25	76	70	75	53					
FRL	65	53	50	70	67	68	42					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	63	55	32	68	76	68	67	100	0			
SWD	14			43								
ELL												
AMI												
ASN												
BLK	50	70		75	80							
HSP	53	44		60	64		55					
MUL												
PAC												
WHT	68	55	36	72	79	58	67					
FRL	58	59	33	66	81	76	71	100				

**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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	83%	51%	32%	54%	29%
07	2023 - Spring	78%	48%	30%	47%	31%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	60%	46%	14%	47%	13%
04	2023 - Spring	78%	55%	23%	58%	20%
06	2023 - Spring	52%	46%	6%	47%	5%
03	2023 - Spring	79%	48%	31%	50%	29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	83%	54%	29%	54%	29%
07	2023 - Spring	94%	48%	46%	48%	46%
03	2023 - Spring	88%	50%	38%	59%	29%
04	2023 - Spring	83%	54%	29%	61%	22%
05	2023 - Spring	65%	52%	13%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	73%	46%	27%	44%	29%
05	2023 - Spring	63%	49%	14%	51%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	50%	0%	50%	0%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	70%	24%	66%	28%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

Algebra at 50% proficiency was our lowest performing area during the 2022 - 2023 school year. This was our math teacher's first year teaching Algebra. We anticipate our 8th graders performing significantly better in Algebra during the 2023 - 2024 school year.

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

Algebra at 50% proficiency had the greatest decline this year from 7th grade to 8th grade. This was our math teacher's first year teaching Algebra. We anticipate our 8th graders performing significantly better in Algebra during the 2023 - 2024 school year.

**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.**

Algebra at 50% proficiency had the greatest gap when compared to the state average of 55%. In all other areas, we outperformed the state.

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

5th grade science at 63% proficiency was our most improved area. We were the only Title I school to score 62% or above in 5th grade science. New actions included fidelity in teaching and reviewing 3rd, 4th, and 5th grade science standards utilizing Kagan Cooperative Learning.

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

We are concerned about the high number of absences, especially in kindergarten. We will be more proactive in communicating with families before absences become an issue.

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

Goal 1: Our #1 goal next year is to not only be the #1 performing title I school in Pasco County but also the overall #1 performing school.

Goal 2: Improve Algebra proficiency from 50% to at least 70% proficiency.

Goal 3: Continue to increase 5th grade science proficiency, this year to 70% proficiency.

Goal 4: Improve 5th grade math proficiency to at least 70% proficiency

Goal 5: Maintain at least 70% proficiency in all other grades and subjects.

**Area of Focus**

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

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student Engagement through Cooperative Learning is Athenian Academy's #1 initiative to improve instruction, close achievement gaps, improve attendance, and reduce problem behaviors. Since launching this initiative, Athenian Academy has improved from a "D" to an "A".

**Measurable Outcome:**

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

During the 2022 - 2023 school year, 72% of our students in grades 3 - 8 met standards on the FAST ELA Assessment and 82% of our students in grades 3 - 8 met standards on the FAST Math Assessment. Our goal is to maintain ELA proficiency above 70% during the 2023 - 2024 school year and maintain Math proficiency above 80%. There were no learning gains this year because of a new test and standards. It is our goal to achieve ELA learning gains and ELA lowest 25% learning gains and Math learning gains and Math lowest 25% of at least 62% proficiency.

**Monitoring:**

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

Athenian Academy utilizes the state's progress monitoring 3 times a year to monitor student growth throughout the school year. In addition to this data, we will also utilize assessment data throughout the year to monitor student performance data and plan for instruction to close identified gaps.

**Person responsible for monitoring outcome:**

Evan Markowitz (evan.markowitz@aaota.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Leadership Team collaborates with the team to ensure each student is engaged all day, every day. The Leadership Team models and reinforces cooperative learning in ongoing PLCs, cooperative meetings, and SAM Clubs throughout the year. In addition, the Leadership Team coaches each team member twice a month in the classroom to ensure the fidelity of the school's student engagement initiative. All team members participate in Kagan Cooperative Learning Professional Development. 100% of the team attended the Kagan Summer Academy over the summer. The team is also going through week 3 of the Advanced Cooperating Learning Workshop, with Day 4 taking place this year. Finally, a nationally certified Kagan Coach will coach each team member 3 times during the 2023 - 2024 school year.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The research on cooperative learning demonstrates that this instructional approach improves student learning and closes achievement gaps. Since launching this initiative, Athenian Academy has improved from a "D", to an "A". During the 2022 - 2023 school year, Athenian Academy maintained its certified Kagan Model School status and maintained another "A". In many grades and subject areas, we had the highest proficiency in Pasco.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teams will attend workshops at the Kagan Summer Academy.
2. The team will attend week 3, Day 4 of Kagan Advanced Cooperative Learning.
3. Each team member will be coached twice a month.
4. Grade level teams will meet weekly for PLCs
5. Cooperative Meetings and SAM Clubs will take place monthly.
6. Monitor student performance data weekly.

**Person Responsible:** Evan Markowitz (evan.markowitz@aaota.org)

**By When:** Implementation begins July 10 and will continue through May 24, 2024.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the first time in our school's history, we achieved above 62% proficiency in 5th grade science. We had a decline in 8th grade science from 85% proficiency to 73%; however, we were still 4th highest in Pasco. Our goal is to improve to at least 70% in 5th grade science and achieve at least 80% proficiency in 8th grade science this year.

**Measurable Outcome:**

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

For the 2023 - 2024 school year, Athenian Academy plans to improve to at least 70% proficiency in 5th grade science and at least 80% proficiency in 8th grade science.

**Monitoring:**

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

Athenian Academy utilizes assessment data throughout the year to monitor student performance data and plan for instruction to close identified gaps.

**Person responsible for monitoring outcome:**

Danielle Dudley (danielle.dudley@aaota.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

3rd, 4th, and 5th grade science standards will be taught and reviewed through out the year. In addition 6th, 7th, and 8th grade science standards will be taught and reviewed throughout the year. We will continue to incorporate Kagan Cooperative Learning in our lessons and use student performance data to drive instruction. The Leadership Team will collaborate with the team to ensure each student is engaged all day, every day. The Leadership Team will model and reinforce cooperative learning in ongoing PLCs and cooperative meetings throughout the year and in SAM Clubs. In addition, the Leadership Team will coach each team member twice a month in the classroom to ensure the fidelity of the school's student engagement initiative. All team members will participate in Kagan Cooperative Learning Professional Development. Finally, we will continue to utilize Progress monitoring data from our weekly assessments drive instruction in the classroom.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The research on cooperative learning demonstrates that this instructional approach improves student learning and closes achievement gaps. Since launching this initiative, Athenian Academy has improved from a "D" to an "A".

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The team attended the Kagan Summer Academy for professional development
2. The team will attend Kagan's Week 3, Day 4 of Advanced Cooperative Learning.
3. Each team member will be coached twice a month.
4. Grade level teams will meet weekly for PLCs.
5. Cooperative Meetings and SAM Clubs will take place monthly.
6. Monitor student performance data dashboards via progress monitoring and assessments throughout the year to drive instruction in the classroom.

**Person Responsible:** Danielle Dudley (danielle.dudley@aaota.org)

**By When:** Implementation begins July 10 and will continue through May 24, 2024.

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Since launching the data driven instruction initiative, Athenian Academy has improved from a "D" to an "A". It is the school's goal to maintain an "A". We are continuing to expand our student performance dashboards to provide subgroup and attendance data, as well as a deeper dive into standards. The team continues to provide input to improve student data dashboards.

**Measurable Outcome:**

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

Through the school's data driven instruction initiative, 72% of our students in grades 3 - 8 met standards on the FAST ELA Assessment and 82% of our students in grades 3 - 8 met standards on the FAST Math Assessment. Our goal is to push ELA proficiency to at least 80% proficiency and maintain Math proficiency of at least 80% this year.

**Monitoring:**

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

Athenian Academy utilizes the state's progress monitoring 3 times a year to monitor student growth throughout the school year. In addition to this data, we will also utilize assessment data dashboards throughout the year to monitor student performance data and plan for instruction to close identified gaps. This data will be analyzed during weekly PLCs.

**Person responsible for monitoring outcome:**

Evan Markowitz (evan.markowitz@aaota.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide teachers with purposeful professional learning communities (PLCs), which are led by the leadership team. During these meetings, the team will unpack standards, refer to pacing guides, monitor student attendance, and analyze student performance data to ensure best instructional practices, increase student mastery, and close the achievement gap.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Since launching the data driven instruction initiative, Athenian Academy has improved from a "D" to an "A". It is our goal this year to maintain a school grade of an "A" through the utilization of our data driven instruction initiative. In addition, we are continuing to expand our student performance dashboards to provide subgroup and attendance data, as well as a deeper dive into standards.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Add additional data to student performance dashboards, including subgroup data and attendance.
2. Participate in professional learning communities.
3. Monitor and analyze student performance data to drive instruction.
4. Utilize the school's reteach and enrich program.
5. Monitor student outcomes throughout the year with via progress monitoring and assessment data dashboards.
6. Share grade level performance data and outcomes with the school's governing board at each monthly meeting.

**Person Responsible:** Evan Markowitz (evan.markowitz@aaota.org)

**By When:** Implementation begins August 14 and will continue through May 24, 2024.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**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. (ESSA 1114(b)(4))**

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

The 2023 - 2024 school improvement plan is located in our Title I binder, located in the office and also on our website. We share goals with families during Meet The Teacher, Open House, and during Board Meetings. <https://www.aaota.org/wp-content/uploads/2023/07/Title-I.pdf>

**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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Athenian Academy's Family Engagement Plan is shared during Meet the Teacher and Open House. It is also located in our Title I binder in the office. <https://www.aaota.org/wp-content/uploads/2023/07/Title-I.pdf>

Our purpose is to provide the best educational experience. Athenian Academy values the support and involvement of all stakeholders. We provide special events throughout the year to show appreciate for our team. In addition, the team is currently conducting a book study on The Energy Bus by Jon Gordon. We are proactively working on communication, to build on an inclusive culture and school environment. Communication occurs via Schoology, Remind, social media, school website, emails, letters from administration and classroom teachers, and the school calendar. Athenian Academy offers Curriculum Nights and Technology Breakout sessions, which are utilized to provide families with support in utilizing Remind and Schoology as well helping families better understand the new Florida B.E.S.T. Standards (Florida Benchmarks for Excellent Student Thinking) and the school's curriculum. Athenian Academy will provide a warm, welcoming environment for families through the following events during the 2022 – 2023 school year:

Movie Nights  
Family Spirit Nights  
Award Ceremonies  
Registration Nights  
Meet the Teacher  
Open House  
Curriculum Nights  
Technology Breakout Sessions  
Fundraisers: The Hoot Scoot, Fall Festival, and Worlds Finest Chocolate Fundraiser  
Reading Under the Stars with Santa, Elves, and the Grinch  
Family Sweetheart Dance  
Fine Arts Showcases featuring Arts Program  
Disney Broadway Production  
Walt Disney World Performance

Board:

Athenian Academy's Board is comprised of members from the community who are lawyers, educators, banking managers, and parents of students. Our Board meets once a month and these meetings are open to the public, so all of our community stakeholders may actively work with the Board to support our school community.

Team:

We provide purposeful professional development for our team with an emphasis on student engagement. In addition, we also provide purposeful PLCs, SAM Clubs/Cooperative Meetings, and coaching to our staff to reinforce the school's student engagement initiative, as well as other school processes, data monitoring, etc. Finally, the team regularly participates in team building activities outside of school to maintain a close knit family atmosphere.

Families:

Families are required to complete a total of 20 service hours each school year. Parents have the opportunity to attend monthly Board Meetings. In addition, we provide the following opportunities for our families: Field trips, assisting in the cafeteria, fundraisers/school events, the PBIS school store, dances, seasonal events, making copies, volunteering in the classroom, and book fairs.

**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 III of the SIP. (ESSA 1114(b)(7)ii)**

Athenian Academy of Technology and the Arts is a Kagan Model School, with student engagement via cooperative learning being a primary initiative of the school. In addition, Athenian Academy operates on an extended school day schedule for its students. Athenian Academy also provides accelerated math, with high school Algebra for 8th grade students. Finally, Athenian Academy provides after school tutoring opportunities at no cost to its students and enrichment after school for our students, including: Performing arts program, LEGO engineering club, sports program, art, shining starts, happy feet, and coding.

Athenian Academy's Family Engagement Plan is shared during Meet the Teacher and Open House. It is also located in our Title I binder in the office. <https://www.aaota.org/wp-content/uploads/2023/07/Title-I.pdf>

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Reading Under the Stars with Santa, Elves, and the Grinch  
Family Sweetheart Dance  
Fine Arts Showcases featuring Arts Program  
Disney Broadway Production  
Walt Disney World Performance

**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). (ESSA 1114(b)(5))**

N/A.