

Sarasota County Schools

Sarasota Academy Of The Arts School



2023-24

Schoolwide Improvement Plan (SIP)

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Sarasota Academy Of The Arts

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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.

The mission of Sarasota Academy of the Arts (SAA) is to provide a motivating, challenging, and creative learning climate within a safe, caring, family atmosphere. SAA recognizes and understands that a child's education is a responsibility shared by the school and family and that parents and caregivers of our children are an integral factor of SAA's ability to provide our children with high quality instruction for the educational success of all learners. SAA will provide students interested in visual and performing arts with rigorous academic skills in line with the Florida Standards and a strong infusion of the arts. SAA believes that the opportunity to experience the arts on a continual basis promotes and enhances academic success by building self-esteem, memorization skills and confidence. Our goal is to prepare our students to become well-rounded, confident, academically prepared adults who are able to reach their full potential as caring, confident and responsible citizens. As we partner as a team, we will see our children reach and attain their full potential!

Provide the school's vision statement.

Sarasota Academy of the Arts is committed to the fact that every child that walks through our door has the potential to be successful. Our children will learn through participating in the performing arts, visual arts, character development, community interaction, and a strong academic curriculum in a small family-oriented school setting. Our children will develop the skills to be able to present themselves with confidence throughout their lives.

We will instill in our students an appreciation of the arts that they in turn will pass on to their children. SAA will nurture and celebrate the unique characteristics of each child and offer each the opportunity to grow in knowledge, self-worth, and self-confidence so that they can be successful throughout their lives.

School Leadership Team, 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
Kopacz, Jodi	Principal	<p>Wrote and developed the School Improvement Plan, School Continuity Plan, Safety and Security Plan, School Accountability Report, and Schoolwide Master Schedule for faculty and students</p> <p>Ongoing developer of Social Media, including Website, newsletters, and Facebook</p> <p>Developed and implemented a safe and orderly school plan, including monthly fire and lockdown drills</p> <p>Wrote and completed reimbursement of all grants, including ESSER Grants, in excess of 1 million dollars.</p> <p>Monitor and conduct all PRIDE evaluations for Instructional Staff</p> <p>Hiring of all faculty and staff, including all Onboarding, Payroll, and Interviewing.</p> <p>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</p> <p>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</p> <p>FTE Transportation documentation and daily bus attendance recorder.</p> <p>Organize and implement fundraising activities, including jog-a-thon, winter wonderland, and spirit weeks.</p> <p>Administrator for Monthly Fire Drills and Lockdowns, including documentation, for Safety and Security Team</p> <p>Attend all ESE, 504, Gift, ESOL and transitional meetings with Liaison, teacher, and parent.</p> <p>Test Administrator for all state testing</p> <p>Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.</p> <p>Manage the school's budget and allocated resources.</p> <p>Develop high expectations for teachers and students and promote this vision to the community.</p> <p>Manage and assign the administration of the school testing program.</p> <p>Establish job assignments for administrators, teachers and support staff personnel.</p> <p>Assist in developing short- and long-range facility needs.</p> <p>Coordinate the school transportation services as required.</p> <p>Establish procedures for student accounting and attendance procedures.</p> <p>Establish procedures for property inventory records.</p> <p>Establish a program leading to the secure closure of the school and proper school opening each day.</p> <p>Supervise the preparation of accurate and timely reports and records-FTE, Accountability Report, Financial Audit, and Non Profit Tax Return</p> <p>Manage the ordering of textbooks, materials and equipment in conjunction with establishing a yearly budget for approval by the Governing Board</p> <p>Maintain visibility and accessibility on the school campus and attendance in afterschool performances and shows</p> <p>Participate in District management meetings and other meetings appropriate for professional development.</p> <p>Maintain a close working relationship with District staff.</p> <p>Facilitated finding a new campus to include financial approval of a loan in excess</p>

Name	Position Title	Job Duties and Responsibilities
		of 1.2 million, working extensively with the Architectural firm for the development of the school setting, Construction Company and all permitting through the City and County Government, and partnering with another 501 C 3 to facilitate the move.
Pascuzzi, Jerome	Other	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.
Davis, Shannon	Other	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.

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.

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'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))

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 include 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 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.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	62%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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	0	5	2	5	5	3	7	14	13	54	
One or more suspensions	0	0	0	0	0	1	1	3	3	8	
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	6	1	8	
Course failure in Math	0	0	1	0	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	3	0	0	11	4	4	22	
Level 1 on statewide Math assessment	0	0	0	0	5	3	11	1	1	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	3	11	0	0	0	0	0	15	

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	0	0	0	2	8	2	22	16	12	62

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	0	0	0	0	0	0	0	0	0	
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	0	1	2	3	2	3	11	15	7	44	
One or more suspensions	0	0	0	0	0	2	5	5	2	14	
Course failure in ELA	0	0	0	1	0	0	3	0	0	4	
Course failure in Math	0	0	0	1	0	0	3	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	1	8	9	6	1	4	29	
Level 1 on statewide Math assessment	0	0	0	1	10	13	6	1	4	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	8	9	6	1	4	29	

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	0	0	1	4	8	8	2	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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	0	1	2	3	2	3	11	15	7	44	
One or more suspensions	0	0	0	0	0	2	5	5	2	14	
Course failure in ELA	0	0	0	1	0	0	3	0	0	4	
Course failure in Math	0	0	0	1	0	0	3	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	1	8	9	6	1	4	29	
Level 1 on statewide Math assessment	0	0	0	1	10	13	6	1	4	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	8	9	6	1	4	29	

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	0	0	1	4	8	8	2	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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*	56	65	53	64	69	55	59		
ELA Learning Gains				57			64		
ELA Lowest 25th Percentile				38			50		
Math Achievement*	67	68	55	53	37	42	61		
Math Learning Gains				58			54		
Math Lowest 25th Percentile				50			27		
Science Achievement*	59	68	52	36	69	54	51		
Social Studies Achievement*	80	81	68	92	66	59	79		
Middle School Acceleration	31	77	70	65	45	51	38		
Graduation Rate		91	74		63	50			
College and Career Acceleration		62	53		82	70			
ELP Progress	38	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.

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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57

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	513
Total Components for the Federal Index	9
Percent Tested	99
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	27	Yes	3	2
ELL	48			
AMI				
ASN				
BLK				
HSP	45			
MUL				
PAC				
WHT	59			
FRL	41			

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	21	Yes	2	1
ELL	41			
AMI				
ASN				
BLK				
HSP	42			

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	59			
PAC				
WHT	63			
FRL	49			

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	56			67			59	80	31			38
SWD	24			29							2	
ELL	42			63							3	38
AMI												
ASN												
BLK												
HSP	46			59							3	30
MUL												
PAC												
WHT	57			70			65	82	40		6	
FRL	45			60			50				5	50

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	64	57	38	53	58	50	36	92	65			
SWD	14	27		14	27							
ELL	37	38	20	42	67							
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												
HSP	54	42	25	51	68		9					
MUL	82			36								
PAC												
WHT	71	67		55	52		44	93	60			
FRL	55	55	41	41	55	38	27	82				

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	59	64	50	61	54	27	51	79	38			
SWD	6	25		25	42							
ELL	31	40		46	50							
AMI												
ASN												
BLK												
HSP	50	67		54	56							
MUL												
PAC												
WHT	62	63		61	48		55	86	27			
FRL	43	53	45	52	48		29					

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	33%	67%	-34%	54%	-21%
07	2023 - Spring	69%	55%	14%	47%	22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	74%	55%	19%	47%	27%
04	2023 - Spring	69%	67%	2%	58%	11%
06	2023 - Spring	67%	54%	13%	47%	20%
03	2023 - Spring	33%	61%	-28%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	61%	9%	54%	16%
07	2023 - Spring	81%	67%	14%	48%	33%
03	2023 - Spring	72%	70%	2%	59%	13%
04	2023 - Spring	54%	70%	-16%	61%	-7%
08	2023 - Spring	86%	54%	32%	55%	31%
05	2023 - Spring	39%	66%	-27%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	53%	55%	-2%	44%	9%
05	2023 - Spring	47%	67%	-20%	51%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	79%	-5%	66%	8%

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.

The data component that showed the lowest performance in the 2021-22SY was the Hispanic subgroup in science achievement at 9%. Contributing factors include multiple science teachers which decreased science curriculum fluency. SAA has had a consistent science teacher following the 2021-2022SY which should improve student achievement.

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

The data component that showed the greatest decline from the prior year was SWD Math Learning Gains, from 42% to 27%. Some contributing factors include a new math curriculum and the covid epidemic limiting student engagement for teacher direct instruction.

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 science with a gap of 19.1%. Contributing factors include multiple science teachers which decreased science curriculum fluency. SAA has had a consistent science teacher following the 2021-2022SY which should improve student achievement. Current trend shows the science teacher will be returning which will provide further consistency in the science program.

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

The data component that showed the most improvement is our Middle School Acceleration with an increase of 27%, from 38% to 65%. SAA used scaffolding strategies , modified guided reading, built upon knowledge and vocabulary of content area, and collaborative team meetings.

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

After reflecting on the EWS data from part 1, attendance greater than 10% and students scoring a level one on ELA.

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

The highest priorities for the school improvement in the upcoming school year are: SWD subgroup in the area of increasing Math Learning Gains , student wide increase in Math Achievement, and Hispanic subgroup increasing ELA Learning Gains.

Area of Focus

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

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

Include a rationale that explains how it was identified as a 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.

According to the 2022 Accountability components by subgroup data, the area that will require the most improvement is Math Achievement which has decreased: 73% 2019, 61% 2021-2022 and 53% overall proficiency with an emphasis on SWD Math Achievement declined: 27% 2019, 25% 2021, and 14% 2022.

Measurable Outcome:

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

The plan is to improve overall achievement by 5% in Math from 53% to 58% and SWD 14% to 19%.

Monitoring:

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

The ESE Liaison will ensure teachers know their SWDs' IEP goals and accommodations to intentionally plan standard-based lessons to meet their needs. A planning meeting agenda and notes will serve as documentation. Classroom walkthroughs particularly during Math and Intensive Math instruction will be conducted for effective instructional strategy implementation, and student assessment data will be monitored for student progress and instructional decisions/adjustments.

Person responsible for monitoring outcome:

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

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 will observe general education and ESE teachers' standard based collaborative planning meetings embedding scaffolds and student accommodations, observe lessons and review student work and assessments and provide teachers with actionable feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When general education teachers and ESE resource teachers work together to identify student needs, and plan and implement support toward the ESE student's IEP goals it can improve student outcomes.

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.

Teachers and Team Leader members will attend professional development in the area of Mathematics for maximizing the use of intervention and enrichment materials during Elementary small group Math RtI and during Intensive Math instructional time. As well as an overview training for teachers to develop an understanding of students' IEPs and their specific accommodations.

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

By When: Teachers & Team Leaders will attend professional development during Pre-Planning week & Professional Development days during the year. Monitoring: Sarasota County's Professional Development System and Curriculum Textbook Company's attendance certificates.

Conduct monthly ESE meetings to review Access Points and academic data for math to make instructional decisions. Teachers will conduct/document data chats with students after each iReady Math Diagnostic Assessments and PM1, PM2, and PM3.

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

By When: Preplanning week and then monthly for the school year.

#2. Instructional Practice specifically relating to ELA**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.

According to the 2022 accountability components by subgroup student data, the area that will require improvement is Reading Learning Gains with an emphasis on ELLs: 2019 50%, 2021 40%, and 2022 38%

Measurable Outcome:

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

The plan is to improve ELA Reading learning gains for ELLs by 5%, from 38% to 43%.

Monitoring:

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

SAA will monitor for the desired outcomes by conducting weekly classroom observations during ELA, Intensive Reading, and RtI small groups; provide teachers with actionable feedback, conduct data discussions with teachers concerning progress monitoring data monthly. ESOL Liaison will ensure teachers know their ELL students and any applicable services and programs needed for academic success.

Person responsible for monitoring outcome:

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

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.)

Intervention groups Middle School Intensive Reading schedules will be created before the students begin their first day of school based on the most current assessment scores. Further data will include I-Ready reading scores for those students who may not have taken the Florida assessments. Data will be reviewed each quarter during Team Meetings and intervention groups will be modified as needed based on student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When general education teachers and ESOL Liaison work together to identify student needs, plan and implement support, whether small group or the Intensive instructional model, the ELLs ELA achievement should increase.

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.

The ESOL Liaison will provide professional development overview training for teachers to develop an understanding of ELLs and their specific supports.

Person Responsible: Shannon Davis (sdavis@sarasotaacademyofthearts.com)

By When: Monthly ESOL meetings to review academic data for ELA to make instructional decisions. Teachers will conduct/document data chats with students after each iReady Diagnostic Assessment.

#3. Positive Culture and Environment specifically relating to Early Warning System**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.

2022 accountability data shows student attendance as an early warning sign for student achievement which may effect a positive culture and environment.

Measurable Outcome:

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

Decrease the number of students absent 10% or more from school by 5%

Monitoring:

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

Instructional staff will be required to take daily attendance for each period at the middle school level and once for the elementary level. The attendance clerk will contact any instructional staff at the end of the day to complete their attendance. The attendance clerk will call each family to submit an attendance note to be documented in the school data system and attendance codes will be applied. 5 day attendance letters will be disseminated, students will be added to SWST Team. School social worker will visit home when applicable.

Person responsible for monitoring outcome:

Jodi Kopacz (jkopacz@sarasotaacademyofthearts.com)

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.)

Schoolwide Support Systems for Attendance will assist with problem solving to determine the most common reasons/barriers our students miss school We review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If "unexcused" is the most frequently used code the SWST Team will develop processes to find out WHY student are missing school. District created attendance letters that include graphs comparing the absences of peers will be sent home to ensure families are aware of the importance of attendance and engage them in attendance related activities. An attendance incentive program will be introduced which includes disseminating attendance certificates to students per quarter.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A defined system of support allows all stakeholders to know how to intervene and support students and families.

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.

Instructional staff will be required to take daily attendance for each period at the middle school level and once for the elementary level.

The attendance clerk will contact any instructional staff at the end of the day to complete their attendance. The attendance clerk will call each family to submit an attendance note to be documented in the school data system and attendance codes will be applied.

5 day attendance letters will be disseminated,

students will be added to SWST Team. School social worker will visit home when applicable.

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

By When: Attendance is taken daily. Documentation of calls and emails documented in defined school data system daily. Letters every 5th absence. Quarterly dissemination of certificates.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Sarasota Academy of the Arts reviewed the school improvement funding allocations and ensures there are allocated resources based on our need as a ATSI school. The 2023-2024 annual budget was reviewed by itemizing each budget line with the accountant and the Principal to ensure funds were allocated as needed for student improvement in the Areas of Focus of the School Improvement Plan. Teacher salaries were based on FTE, TSIA, and appropriate student coding of services. The budget was presented by the Principal to the the Sarasota Academy of the Arts Governing Board and approved in its June meeting. The Principal will present the monthly budget, including variances, to the SAA Governing Board which will identify any funding needs or concerns as related to school improvement funding allocations like consumables, tactile devices, and salaries. SAA has allocated money to a full-time ESE teacher to assist 1:1 in the classroom in the areas of Reading and Math. SAA has also added another section of Intensive Reading. Neither of these items required an increase in funding. SAA used its general funds to purchase additional resources in math beyond the textbook with 3 consumable workbooks (general practice and assessment review). ELA also received workbooks to assist with interventions. Attendance certificates will be created internally without having to purchase certificates.