

Manatee County Public Schools

Visible Men Academy



2020-21 Schoolwide Improvement Plan

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Visible Men Academy

921 63RD AVE E, Bradenton, FL 34203

<http://www.vmacademy.org>

Demographics

Principal: Janjay Gehndyu

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: A (65%) 2016-17: C (49%) 2015-16: F (26%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Visible Men Academy

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<http://www.vmacademy.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	82%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	C

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of VMA is to provide boys with outstanding academic, character, and social education in a nurturing school environment.

Provide the school's vision statement.

The VMA vision is to lead boys toward a realization of their innate strong character – boys who are family oriented, community conscious, and globally aware. Through a firm foundation of intellectual and academic diligence, VMA students are equipped to meet and exceed the expectations of challenging middle and high school environments and are eager and determined to pursue college education. Through the rigorous modeling experience of the Visible Men Success Curriculum, VMA students gain vast exposure to future personal and career possibilities. These combine to cultivate within VMA students an unyielding sense of control over their futures – a critical orientation for lifelong success, personal fulfillment, and family and community contribution.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Mickens, Tiffany	Principal	<p>Oversee design and implementation of academic program</p> <p>Develop, implement, and lead school-wide student performance data system to include collection, integration, analysis and response</p> <p>Perform routine observation and evaluation - formal and informal - of teaching team</p> <p>Interface with school ESE Coordinator to ensure academic performance data incorporated in</p> <p>Response to Intervention (RTI) documentation and development and execution of Individualized Education Plans (IEP)</p> <p>Interface with school Registrar to ensure compliance with School District regarding academic-related areas</p> <p>Explore relevant professional development opportunities for VMA teaching team and recommend pursuits based on identified strengths and areas in need of improvement</p> <p>Ensure all academic program initiatives and delivery methods are aligned with VMA Vision, Mission, and Purpose</p> <p>Serve as School Testing Coordinator</p> <p>Oversee school logistics to ensure orderly flow of school day</p> <p>Provide student support as necessary</p>

Demographic Information

Principal start date

Monday 7/1/2019, Janjay Gehndyu

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
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SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	12	13	17	13	17	0	0	0	0	0	0	0	83
Attendance below 90 percent	0	0	1	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	8	5	4	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	7	4	3	0	0	0	0	0	0	0	14
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	13	11	19	18	17	22	0	0	0	0	0	0	0	100
Attendance below 90 percent	1	4	1	5	2	6	0	0	0	0	0	0	0	19
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	5	3	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	52%	57%	38%	50%	55%
ELA Learning Gains	53%	57%	58%	69%	56%	57%
ELA Lowest 25th Percentile	0%	55%	53%	0%	53%	52%
Math Achievement	54%	63%	63%	46%	55%	61%
Math Learning Gains	68%	68%	62%	75%	59%	61%
Math Lowest 25th Percentile	60%	53%	51%	0%	47%	51%
Science Achievement	47%	48%	53%	17%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	51%	-27%	58%	-34%
	2018	38%	49%	-11%	57%	-19%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	32%	56%	-24%	58%	-26%
	2018	44%	51%	-7%	56%	-12%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				
05	2019	59%	52%	7%	56%	3%
	2018	64%	52%	12%	55%	9%
Same Grade Comparison		-5%				
Cohort Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	60%	-25%	62%	-27%
	2018	54%	56%	-2%	62%	-8%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2019	47%	65%	-18%	64%	-17%
	2018	69%	61%	8%	62%	7%
Same Grade Comparison		-22%				
Cohort Comparison		-7%				
05	2019	71%	60%	11%	60%	11%
	2018	45%	58%	-13%	61%	-16%
Same Grade Comparison		26%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	48%	-1%	53%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	27%	49%	-22%	55%	-28%
Same Grade Comparison		20%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10			20	50						
ELL	35	58		71	69						
BLK	20	41		40	65						
HSP	45	53		68	75						
FRL	39	48		49	66	60	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	50			76	90						
BLK	50	83		53	58						
HSP	50	73		83	92						
FRL	46	76		63	73						
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	56	73		67	73						
BLK	39	75		39	83						
HSP	38	57		52	57						
FRL	30	64		39	73						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	14
Total Points Earned for the Federal Index	336

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA showed the lowest performance. This is consistently our lowest-performing data component each year. One thing that has contributed to this is the lack of consistency across grade levels in reading instruction. This consistency is in what curriculum was being used, the level of rigor, and in the instruction of students who may be struggling with concepts.

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

We saw the greatest decline in our Math scores. In our first year, we had a large learning gains year. However, the instruction was not increased to challenge students on a higher level. What a student knows and is able to do at a Level 1, is not the same for a student at a Level 3. Our instruction needed to be rigorous and reach students on a higher level.

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 greatest gap compared to the state average was ELA. One thing that has contributed to this is the lack of consistency across grade levels in reading instruction. This consistency is in what curriculum was being used, the level of rigor, and in the instruction of students who may be struggling with concepts.

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

We saw the most improvement in Science. The first action we took was purchasing a school-wide Science curriculum. We also increased the amount of instructional time in this subject across all grade levels. It was important to us that students were getting quality Science instruction starting in Kindergarten and that those skills were built upon as students matriculated each year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is the number of students who were Level 1. We have 17, which is a large number of students that are not proficient. A potential area of concern is attendance. As the year progresses, we tend to see a decline in our average daily attendance.

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

1. Having more data chats with lead teachers AND the school. We need to consistently look at data together and make instructional decisions from there. There is a need for the entire staff (support team, enrichment teachers) to understand the data and find ways to positively impact student achievement.
2. Ensuring that time is built into the schedule for collaboration amongst teachers. Time together is valuable to collaborate and plan.
3. Alignment across grade levels in all subject areas. in particular, the structure of classrooms and the curriculum used.
4. Setting goals for students each quarter. We need to set attainable, yet rigorous, goals for students each quarter and then plan instruction accordingly so that students can achieve those goals to show growth and proficiency.
5. School culture-improvement in student behavior and the use of a universal tracking system for student behavior

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Small group instruction is our area of focus. To ensure that small group instruction is effective it will require that teachers meet in professional learning communities and that our instruction is standards-aligned. As a Title 1 school, our data consistently shows the learning gaps that our students have. This is the area of focus because it will allow us to give students the differentiated instruction they need on their level to see academic growth and achievement.

Measurable Outcome: Students in K-3 will pass at least 1 STEP level each data round. STEP is our Reading assessment.
Students in K-5 will show at least 20 points of growth on iReady each data round in Math and Reading.

Person responsible for monitoring outcome: Tiffany Mickens (tmickens@vmacademy.org)

Evidence-based Strategy: The evidenced-based strategy we will implement is to model comprehension through prediction, questioning, summarizing, and clarifying. Teachers will use this strategy in their small group instruction with a variety of text. This will be used primarily in reading and in math real-world problems.

Rationale for Evidence-based Strategy: This specific strategy was chosen because it focuses on critical thinking and getting students to think at a deeper/higher level. This strategy was chosen based on evidence from the Learning Disabilities Association. We know that many students struggle academically and strategies used for those who are ELL or have a learning disability can work well for all.

Action Steps to Implement

Gather baseline data from all students

Person Responsible Tiffany Mickens (tmickens@vmacademy.org)

Engage in data chats and professional learning communities. Use this time to make decisions on instructional next steps, engage in professional development on best practices and collaboratively plan

Person Responsible Tiffany Mickens (tmickens@vmacademy.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will address the remaining schoolwide improvement priorities by meeting with lead teachers on a weekly basis to look at data, engage in professional development, and create targeted small group lessons. In addition, MTSS meetings will continue to take place where the student support team will look at students identified as part of the RTI system to see if they are meeting their goals and determine the next steps for these students to continue to show growth.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

VMA employs the use of SHINE Teams. These SHINE Teams are a variety of teams that take on various initiatives regarding the schoolhouse. These initiatives include recruitment, hiring, enrichment opportunities, etc. These teams include various members of the schoolhouse staff and are our way of promoting shared decision making. They ensure that all members of our school team are included and able to contribute positively to our team and school community.

We take a 2Generational approach at our school and focus on the whole family. We provide a variety of ways for our parents to be involved in the school. We rely heavily on our Parent Advisory Council of parents to help lead parental involvement, disseminate important information, and get parent input.

Lastly, VMA has a large community base of volunteers, donors, and board members who come into the school to help students and bring awareness to our program through the use of community partnerships in the Sarasota/Bradenton area.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	500-Materials and Supplies	2161 - Visible Men Academy	General Fund		\$1,000.00
			<i>Notes: StoryWorks and Learning A-to-Z: our two main resources for Reading instruction.</i>			
	6000	300-Purchased Services	2161 - Visible Men Academy	General Fund		\$4,000.00
			<i>Notes: Cost of STEP trainer to provide individual Reading Coaching to teachers and provides support to the principal to make school-wide literacy decisions.</i>			
Total:						\$5,000.00