

Manatee County Public Schools

Visible Men Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	19
V. Reading Achievement Initiative for Scholastic Excellence	20
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	25

Visible Men Academy

921 63RD AVE E, Bradenton, FL 34203

<http://www.vmacademy.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.

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, 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
Gehndyu, Janjay	Principal	Dr. Gehndyu will develop a standardized curriculum assessing the teachers on the methods used to deliver that curriculum. Dr. Gehndyu will monitor student achievement and encourage parent involvement.
Velasco , Diego	Dean	Mr. Velasco will monitor student attendance, in addition, to creating a culture and environment where all students can learn with a focus on positive behaviors.
Gehndyu , Jackie	ELL Compliance Specialist	Mrs. Gehndyu will evaluate and monitor the progress of students who are ELL's. She will also coach teachers in the RTI process and provide support in the tier I and tier II process for teachers and provide explicit intervention for tier III students.

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.

Input for the SIP plan was taken from teachers, parents and board members. The common answer for improving our school was through a science curriculum.

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))

The SIP plan will be monitored on a monthly basis with the leadership team to review data and ensure targets are being met or in progress of being met. If the team decides changes need to made, data from local and state progress monitoring metrics will be used to make that decision.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: B 2018-19: B 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	1	1	0	1	0	0	0	0	0	3	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	3	3	4	0	0	0	10	
Level 1 on statewide Math assessment	0	0	0	3	1	2	0	0	0	6	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	1	4	0	0	0	8	
	0	0	0	0	0	0	0	0	0		

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	1	0	0	0	0	3

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	1	1	2	4	3	1	0	0	0	12	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	12	8	1	0	0	0	21	
Course failure in Math	0	0	0	8	3	2	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	12	9	1	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	14	4	0	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	4	1	0	0	0	12	

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	2	2	0	0	0	0	4

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	1	1	2	4	3	1	0	0	0	12	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	12	8	1	0	0	0	21	
Course failure in Math	0	0	0	8	3	2	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	12	9	1	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	14	4	0	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	4	1	0	0	0	12	

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	2	2	0	0	0	0	4

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	37	51	53	18	55	56	18		
ELA Learning Gains				48			36		
ELA Lowest 25th Percentile									
Math Achievement*	57	62	59	27	50	50	28		
Math Learning Gains				42			20		
Math Lowest 25th Percentile									
Science Achievement*		51	54	20	65	59	7		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	67			40		

** 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)	CSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	4

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	6
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				
ELL	64			
AMI				
ASN				
BLK				
HSP	51			
MUL				
PAC				
WHT				
FRL	57			

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				
ELL	67			
AMI				
ASN				
BLK	0	Yes	1	1
HSP	45			
MUL				
PAC				
WHT				
FRL	38	Yes	1	

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	37			57								64
SWD												
ELL											1	64
AMI												
ASN												
BLK												
HSP	24			59							3	70
MUL												
PAC												
WHT												
FRL	42			58							3	70

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	18	48		27	42		20					67
SWD												
ELL												67
AMI												
ASN												
BLK	0											
HSP	25	43		45	43							70
MUL												
PAC												
WHT												
FRL	19	43		26	40							60

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	18	36		28	20		7					40
SWD												
ELL	27			36								40
AMI												
ASN												
BLK	0			7								
HSP	21			33								
MUL												
PAC												
WHT												
FRL	19	38		30	21		8					

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	*	53%	*	54%	*
04	2023 - Spring	55%	54%	1%	58%	-3%
03	2023 - Spring	23%	47%	-24%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	62%	-16%	59%	-13%
04	2023 - Spring	73%	64%	9%	61%	12%
05	2023 - Spring	*	61%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	49%	*	51%	*

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 science component showed the lowest performance. Contributing factors to last years performance was a lack of science books, no progress monitoring (pre or post test), and pacing guides.

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

The science component showed the greatest decline from the prior year. Factors contributing to the decline include a lack of scientific knowledge in prior grades K-4.

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 science component showed the greatest gap compared to state reasons addressed above.

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

The math component showed the most improvement. Our school approached rigor differently than prior years. Students were challenged in using manipulative to show their answers. In addition, teachers collaborated with the physical education department to make math concepts more engaging and reinforce learning from the classroom.

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

One potential concern is students who miss continued days of school regressing in reading. In order for science to improve students must be able to read and comprehend the material they are interacting with.

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

1. Reading
2. Math
3. Science
4. Culture

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.

VMA has a variety of school based groups that contribute to creating a positive school culture and environment. The school's leadership team sets the tone by being positive, active staff members that problem solve and lead by example. We have sub committees that provide focused work in defined areas as they relate to our vision and mission of the school.

The yearly calendar includes dates for quarterly grade level teacher planning and collaboration; monthly school-wide professional development sessions, monthly grade level data meetings, and weekly grade level

planning and collaboration meetings, During each of these meetings, administration and the school's instructional coach are present to reinforce the school's focus areas and to be of support.

There are 2 new instructional staff members this school year. Each of these VMA staff members were provided a day with the school's principal to learn about the culture and climate of the school and the school's procedures.

A positive culture and environment for students is addressed in several ways. First, VMA utilizes its own Character Development SHINE curriculum. This curriculum possess 10 keys to success, each one being presented on a monthly basis. "Every Day Counts" keeps the theme of the month at the center of what we do.

Measurable Outcome:

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

VMA will track teacher and student attendance throughout the school year. The goal is to have 95% percent attendance each day.

Monitoring:

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

Attendance will be monitored through our attendance tracking system "FOCUS".

Person responsible for monitoring outcome:

Janjay Gehndyu (janjay.gehndyu@vmacademy.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.)

We will encourage parents to notify the school when their child misses' school, whether it is planned or not. This allows the school to hold everyone accountable for making sure the students' academic needs are met. The more parents are involved with their students education, the more success their students have in school academically.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The attendance clerk will use daily, weekly, and monthly quarterly reports. The rationale for having our attendance clerk monitor these patterns is so the phone call can be made home and/or the administration team deployed to make home visits.

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.

Action Steps will include daily, weekly, and monthly monitoring of attendance. If students are absent excessively a call will be made home. If the attendance issues continue two of the admin staff will make a visit home.

Person Responsible: Janjay Gehndyu (janjay.gehndyu@vmacademy.org)

By When: This will be an ongoing task.

#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.

Standards aligned instruction:

VMA identified critical need areas using the STAR testing system K-2 in August and Cambium PM assessment to screen all students in grades 3-5.

This data assisted in determining instructional reading levels, flexible grouping, whole group, small group and individual interventions as needed for our students.

According to the PM assessments 60% of our students are 1 grade level below. With a focus on standards aligned instruction in reading, our students will be able to enhance their vocabulary development and comprehension.

To improve student learning teachers will follow the curriculum road maps carefully and make minor adjustments when needed.

In addition, VMA will hire a full-time reading coach to help with flexible reading groups, and small group instruction.

Measurable Outcome:

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

Learning gains for students in the lowest quartile for ELA will be a minimum of 60% of students making gains according to District Benchmark Assessments and the 2022 FSA.

Monitoring: Students in the lowest quartile will be monitored as part of MTSS on a bi-weekly basis. Grade level teams will meet monthly to discuss the data and adjust as needed.

VMA will use the STAR and Cambium tools for progress monitoring

Monitoring:

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

Students in the lowest quartile will be monitored as part of bi-weekly meetings. Grade level teams will meet bi-weekly to discuss the data and adjust as needed. VMA will use the Read 180, STAR and Cambium tools for progress monitoring throughout the school year.

In addition, admin will use walkthrough data, state progress monitoring assessments and formative assessments to rapidly respond to students' needs.

Person responsible for monitoring outcome:

Jackie Gehndyu (jgehndyu@vmacademy.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.)

VMA will implement a specific intervention/remediation time for each grade level. Leadership will progress monitor these specific students to ensure they are making gains.

Teachers will be coached how to scaffold lessons, to provide a structure to help students retain information taught throughout different times of the year.

In addition, classroom teachers will introduce students to a variety of authors, illustrators and types of texts to entice them to become readers. They will also teach students the reading skills that are frequently

utilized and teach systematically and explicitly how to become good readers and writers.

Guided Reading Block -- During the 90 minute Literacy Block, students rotate through stations. Two stations are led by teachers, focused on phonics, decoding, vocabulary, and comprehension instruction and the other on interventions as needed. There are also stations with various authentic reading tasks to be completed when not working with a teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research states that teachers need to know and understand the direction of the school and how they are a relevant participant in the success. Admin staff will model effective lessons, analyze data, provide professional development, and explicit feedback associated with benchmark planning.

During intervention/remediation blocks and the 90-minute literacy block, teachers will implement the Marzano strategy and curriculum training from our weekly PLCS and common planning. This will allow us to spiral the curriculum for our students to make those connections of vocabulary development and comprehension related back to our FSA student data.

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. All students in kindergarten through 3rd grade are grouped by instructional levels and specific needs for differentiated literacy instruction. These groupings are flexible based on progress monitoring.
2. Classroom Teacher will provide interventions on targeted skills, determined by STAR or Cambium assessments, Wilson's Foundations or CAPIT programs. The teacher will use supplemental materials that support the skills that the students are missing according to Florida State Standards.
3. Reading Coaches Ms. Lang and Mrs. Gehndyu will provide literacy-based instruction in small groups, determined by benchmark and progress monitoring results. The Reading Coaches will use Marzano research-based literacy interventions, Read 180 and Science of reading. These interventions will not occur during core academic time.

Person Responsible: Janjay Gehndyu (gehndyuj@manateeschools.net)

By When: This will be established by the first six weeks of school.

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)).

The process for funding allocations will consist of stakeholder input and area of greatest need. As stated before, reading will be a cornerstone for the K-5th grade classes.

We will also collaborate with stakeholders during the annual parent Title I meeting and review the Title I budget, staff allocations and resources to address our diverse range of needs. Interventions and activities included in the SIP include:

Early Warning Systems Interventions for reading
Differentiated, scaffolded, and specialized instruction
MTSS A/B process.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Area of support for K-2 will primarily focus on the following:

VMA will use the guided reading structure specifically to teach reading. Using the science of reading, students will be leveled by Lexile for guided reading groups. Fluency- 33% of the African American students & 26% of Latino students were below grade level for accuracy automaticity and appropriate prosody or expression.

Phonics and Word Analysis 33% of the African American students and 43% of Latino students were below grade level for Decoding vowel teams (oo, ea, ou), two syllable words with long and short vowels and silent letter combinations (knight, comb, island, ghost).

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional Practice specifically relating to Reading/ELA. Many of the components used to address the needs of our students included providing the appropriate grade level material that would challenge them on how to think about the material they were reading. Our goal is to provide a blended learning environment addressing the needs in ELA and other core content areas. As a result, the gap between learning and proficiency is significantly decreased. VMA will utilize elements from the Wit & Wisdom curriculum including level readers for guided reading groups.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

To improve student learning teachers will follow the curriculum road maps carefully and make minor adjustments when needed.

Learning gains for students in the lowest quartile for ELA will be a minimum of 40% of students making gains according to School Benchmark Assessments and the 2022 STAR progress monitoring

Grades 3-5 Measurable Outcomes

To improve student learning teachers will follow the curriculum road maps carefully and make minor adjustments when needed.

Learning gains for students in the lowest quartile for ELA will be a minimum of 40% of students making gains according to School Benchmark Assessments and the 2023 Cambium progress monitoring tools.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students in the lowest quartile will be monitored as part of bi-weekly meeting. Grade level teams will meet bi- weekly to discuss the data and adjust as needed. VMA will use the Read 180, STAR and Cambium tools for progress monitoring throughout the school year.

In addition, admin will use walkthrough data, state progress monitoring assessments and formative assessments to rapidly respond to students' needs. This will allow teachers and admin staff to coordinate together to make appropriate changes when necessary.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Velasco , Diego , dvelasco@vmacademy.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Yes, the following our interventions align with the B.E.S.T ELA standards. Teachers will be coached how to scaffold lessons, to provide a structure to help students retain information taught throughout various times of the year.

In addition, classroom teachers will introduce students to a variety of authors, illustrators, and types of texts to entice them to become readers. They will also teach students the reading skills that are frequently utilized and teach systematically and explicitly how to become good readers and writers.

Guided Reading Block -- During the 90-minute Literacy Block, students rotate through stations.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Stations are led by teachers, focused on phonics, decoding, vocabulary, and comprehension instruction and the other on interventions as needed. There are also stations with various authentic reading tasks to be completed when not working with a teacher.

Research states that teachers need to know and understand the direction of the school and how they are a relevant participant in the success. Admin staff will model effective lessons, analyze data, provide professional development, and explicit feedback associated with benchmark planning.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership:</p> <p>(Specific) Leadership will provide training sessions for staff once a month throughout the year on how to meet the needs of diverse learners. Leadership will measure results of summative assessments by teacher monthly to track student progress.</p> <p>(Achievable) Leadership will observe at least 50% of instructional staff are using literacy techniques such as simile and metaphor techniques in writing/ imagery.</p> <p>(Relevant) Leadership will create dialogue with instructional staff about strategies (i.e., Kagan, Marzano). The goal is to be able to increase teacher capacity.</p> <p>(Time) Leadership will perform weekly classroom walk-throughs and observe teachers for at least 10 minutes.</p>	<p>Gehndyu, Janjay, janjay.gehndyu@vmacademy.org</p>
<p>Literacy Coaching:</p> <p>(Specific) Literacy coaching will consist of dialogue between teachers and leadership about strategic and techniques to make learning more meaningful and engaging for our diverse learners.</p> <p>(Measurable) Teachers will use results from progress monitoring to create at least 2 engaging lesson per week that are data oriented for student learning.</p> <p>(Achievable) 50% of instructional staff will be observed using teaching strategies used to accomplish achievement of state level standards.</p> <p>(Relevant) Kagan strategies will be used to increase teacher capacity through a series of formative assessments. Teachers will be observed providing exit tickets to students before transitions. Teachers will also be instructed to use white boards as another method of formative assessments to quickly analyze student knowledge before a summative assessment.</p> <p>(Time) Teachers will use these methods throughout the school year and discuss at our monthly meetings.</p>	<p>Velasco , Diego , dvelasco@vmacademy.org</p>
<p>Assessments:</p> <p>(Specific) Teachers will teach with the end in mind. Teachers will observe and follow the benchmarks to ensure all students are meeting state standards assessment.</p> <p>Assessment tracking will happen weekly. Teachers will be required to track student achievement. The goal is to have 60% of students on grade level using assessments in the Wit & Wisdom curriculum. Assessments will focus on vocabulary development, key ideas and other areas identified by progress monitoring reports.</p> <p>(Achievable) There will be a keen focus on subgroups for example our African American students who were below 32% achievement. This group will provide extra support through mentorship, before school and after school tutoring opportunities specifically for them.</p> <p>(Relevant) Before school and after school opportunities will be combined with community partners and high school tutors.</p> <p>(Time) Students will be assessed on a weekly basis.</p>	<p>Gehndyu, Janjay, janjay.gehndyu@vmacademy.org</p>

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 SIP plan will be disseminated through multiple means. 1st the SIP will be posted on the school website. Next the SIP will be provided to all parents attending Open House on August 7th during our annual Title I meeting.

<https://vmacademy.org/information/>

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))

VMA plans on building positive relationships with our parents through family literacy nights and Saturday Success. These monthly gatherings allow us an opportunity to speaking with parents about their child's progress in school and encourage attendance at other school events such as parent conferences, honor roll, and other assemblies throughout the year.

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))

We will strengthen our program through AVID so that are students are provided WICOR activities. Students will enhance their educational experience by writing, inquiring, collaborating, organizing their work/thoughts, and reading new text and materials throughout the year.

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

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Visible Men Academy has partnered with Samaritan Counseling and other youth serving organizations to enhance it's VMA character development curriculum. Our curriculum focuses on teaching students

how to ask for help in crisis situations, deter bullying, and the foundational pieces of what a role model represents.

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

N/a

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

We focus on positive behavior with our students. We reward students for positive behaviors for listening, following directions and group determined outcomes by the staff. Our tiered approach begins with conversations and examples, next parental involvement is key, and in the unfortunate circumstance a punitive judgement is made when no progress is made with the priors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are provided opportunities to attend online training throughout the school year. In addition, we take a professional development seminar (AVID) in Orlando every year so our teachers can use data to drive instruction and the activities that occur in the classroom.

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

We perform a kindergarten bootcamp for our incoming students. They spend a week with their new teacher as they can learn the processes and day to day activities that happen in a school. This week of summer camp makes the transition to kindergarten much smoother for all stakeholders.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA					\$27,935.79
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	6400	394	2161 - Visible Men Academy	UniSIG	1.0	\$27,935.79	
			Notes: Reading Coach to be used to support ELA instruction including enhancing vocabulary development and comprehension, etc.				
Total:						\$27,935.79	

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No