

Manatee County Public Schools

Manatee School Of Arts/ Sciences



2017-18 School Improvement Plan

Manatee School Of Arts/Sciences

3700 32ND ST W, Bradenton, FL 34205

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	No	77%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Manatee School Of Arts/Sciences

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

We believe through the arts and sciences our school will create an atmosphere in which all students will be intrinsically motivated. Low child to teacher ratio, family contracts and community interaction facilitates the students' ability to construct their own knowledge. We maintain high expectations for all students to grow academically, physically, emotionally, and socially in order to continue their growth as citizens and their love of Manatee County.

b. Provide the school's vision statement

Our vision is to provide a clear and shared focus on student education with students, families, staff and administration. MSAS will maintain an atmosphere of high expectations, so students will grow to be leaders academically, socially, and emotionally in their communities. Staff members will effectively collaborate in order to provide an environment of learning that will foster internal motivation on the part of the students in order to strive for success. School leadership will provide a workplace culture which fosters respect, collaboration, and professional development. MSAS will maintain an environment where staff and students feel safe and secure; an environment conducive to learning and family involvement to produce student academic and personal growth as citizens of Manatee County.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Manatee School of Arts & Sciences is a high-poverty school, with 76% of the students receiving free or reduced lunch. As a small charter school we are able to learn about our students' cultures and build relationships through interactive conversations and designated times for staff to interact with family and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Manatee School of Arts and Sciences values an educational environment that is emotionally and physically safe, intrinsically motivating, secure, clean, and positive. MSAS values a work and learning environment which is based on responsibility, collaboration, respect, and pride. MSAS values meaningful parent involvement in order to maximize student potential. MSAS values timely, effective, and honest communication throughout the organization and with students, parents, and the community. MSAS values a staff which is held to the highest standards, both professionally and ethically. MSAS is very proud of our social/emotional environment based programs and GECKOS principles. We utilize incentives for students who exhibit our GECKOS principles (Great Geckos, Enjoy everyday, Cooperate with others, Keep hands to self, On task behavior, Stay safe), both in the classroom and community. We feel it is important to teach our students these principles, because it gives them a sense of responsibility and ownership over the type of behavior they choose to exhibit. MSAS implements the "Essential 55" by Ron Clark as the internal classroom discipline policy. Our staff services all types of students in kindergarten to 6th grade and we pride ourselves in being able to teach varied learning styles while supplementing the basic education with speech and language, occupational therapy, and specific learning disabilities instruction as well as tutoring to provide intensive remediation for students with needs.

Additionally, the school creates an environment where students feel safe and respected before, during and after school by:

- * greeting parents and students during morning arrival and afternoon dismissal.
- * having the campus secured throughout the day.
- * establishing and monitoring expectations that are explicit, practiced, and enforced using the "Essential 55" model.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Manatee School of Arts and Sciences implements the "Essential 55" by Ron Clark as the internal classroom discipline policy. MSAS is very proud of our social/emotional environment based programs and GECKOS principles. We utilize incentives for students who exhibit our GECKOS principles (Great Geckos, Enjoy everyday, Cooperate with others, Keep hands to self, On task behavior, Stay safe), both in the classroom and community. We feel it is important to teach our students these principles, because it gives them a sense of responsibility and ownership over the type of behavior they choose to exhibit.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Manatee School of Arts and Sciences is very proud of our social/emotional environment based programs and GECKOS principles. We utilize incentives for students who exhibit our GECKOS principles (Great Geckos, Enjoy everyday, Cooperate with others, Keep hands to self, On task behavior, Stay safe), both in the classroom and community. We feel it is important to teach our students these principles, because it gives them a sense of responsibility and ownership over the type of behavior they choose to exhibit. MSAS staff members are trained to guide students in appropriate interactions with others. These interactions are modeled and practiced, and in some cases mentoring and/or counseling is provided to meet the social-emotional needs of all our students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

To ensure the academic success of all MSAS students, teachers and staff progress monitor using the following indicators:

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (monitored on a weekly basis)
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * Score of Level 1 or 2 on the statewide, standardized assessments in English Language Arts or mathematics
- * K - iready scores on emerging K level on Spring Diagnostic (End of Year View)
- * 1st Grade - iready scores on early 1st or lower level on Spring Diagnostic (End of Year View)
- * 2nd Grade - iready scores on early 1st or lower level on Spring Diagnostic (End of Year View)
- * 3rd Grade - Retained in Grade 3

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	5	2	4	1	6	5	4	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	17	8	12	11	29	21	7	0	0	0	0	0	0	105

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	2	3	2	5	5	3	0	0	0	0	0	0	24

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Multiple opportunities exist for success including:

Academic:

- * communication with parents
- * small group instruction
- * ongoing progress monitoring through MTSS/Rtl
- * all students at every grade level will participate in using the IReady program
- * remediation in ELA and Math for all students 3rd thru 6th grade who scored a Level 1 or 2 on the statewide, standardized assessments in English Language Arts or Mathematics.

Attendance:

- * Conferencing with student and parent
- * Tracking Attendance and Attendance Awards for students with good attendance.
- * Weekly check-in and attendance monitoring for students with an attendance rate of 90% and less.
- * Weekly class competitions for best attendance.
- * Quarterly class awards given to the class with best attendance.

Behavioral:

- * Parent/teacher conferences.
- * School wide GECKOS theme.
- * Classroom behavioral management plan
- * Small group mentoring sessions.
- * Individual mentoring sessions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/436760>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

For the 2017-18 our Home/School Liaison is also working with local businesses to secure gift certificates for our students that are used as rewards for achievement. Building partnerships within the community positively impacts schools and businesses involved. Through successful partnerships and a mutual exchange of resources, students learning is enhanced and community involvement is increased. MSAS has secured a handful business partners to support student learning and student achievement. These partnerships include local food establishments and fun centers. Many of these businesses reach out to our school to provide gift certificates for our students that are used as rewards for achievement. MSAS will continue to seek partnerships to support the academic, physical, and social needs of the students.

Our business partners include:

- Culver's
- Kona Ice
- Subway
- Smugglers Cove

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Ramsey, Richard	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school based leadership team will employ a continuous improvement process identified in the School Improvement Plan. Input will be gathered in group meetings with teachers, staff, SAC, service providers, board members, parents, and community base. The MSAS Leadership Team consists of: Principal - Instructional leader, oversees entire school organization (including curriculum, scheduling, supports staff, and teachers). Supports all day to day operations.

Registrar - Oversees and supports all scheduling.

Intruactional Coach - Delivers professional development to staff.

Lead Teacher - To assist the leadership team with making school based decisions that will impact the student achievement, while meeting the needs of the teachers and parents.

Home/School Liaison - Monitors attendance and tardies to ensure student have the opportunity make academic gains by attending school on a regular basis. Communicates with the parents to ensure

they understand the importance of regular attendance and to discuss resources available in the community. Also meets with students to reinforce school procedures and expectations as well as motivating students to learn and to reach their full potential.

Other professional task that are associated with the leadership team are as follows:

- *Lead staff meetings and professional learning training
- *Lead or are involved in the Intensive Support Team (MTSS)
- *Data meetings
- *Administration completes evaluations and walkthroughs
- *Serve as instructional leaders in the school and advise staff
- *Provides support for students and parents in all aspects of the school environment to promote positive academic achievement and school relationships
- * Financial team lead meetings
- * Strategic Planning meetings

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The priority of Title I funds is determined using a Zero-Based budgeting structure. We begin by first identifying the personnel that are needed to support the students. All staff members have an opportunity to participate in the Title I funds process by brainstorming all instructional/ curricular materials that are needed. This list is then organized by groups and prioritized. Besides the personnel, a significant amount of money was set aside for classroom technology (laptop cart, computers, BrainPOP, etc.). The principal is responsibility for the inventory of items.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Richard Ramsay	Principal
Linda Brand	Education Support Employee
Geena Gregory	Teacher
Dao Tran	Teacher
Sara Heuer	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. *Evaluation of last year's school improvement plan*

MSAS was not required to create a School Improvement Plan for the 2016-17 school year.

b. Development of this school improvement plan

Pursuant to s. 1002.33(16)(a), F.S., charter schools are exempt from the requirement to form a School Advisory Council; however, the MSAS Leadership Team will meet several times throughout the year to discuss school improvement projects, school growth, and strategic ways to enhance the MSAS school community.

c. Preparation of the school's annual budget and plan

For the 2017-18 school year, MSAS has allocated \$25,140 in Title 1 funds for parent support. \$21,674 will be used to for the salary and benefits for the hiring of a Home/School Liaison to help with excessive attendance issues and parent communication. The remaining \$3,466 will be for materials and supplies to improve parental involvement at MSAS.

MSAS has not received the amount for the School Improvement Plan funding in the 2017-2018 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

MSAS did not receive School Improvement Funds or Title I Funds from the Manatee County School District in the 2016-17 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ramsey, Richard	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

In addition to the Principal, LLT members include the following:

- Geena Gregory - Gifted Teacher
- Morgan Lane - Testing Coordinator
- Tristyn Tavoloara - Reading Teacher

- * Book study for teacher professional development needs
- * Book Fair
- * Common planning periods for the reading teachers
- * i-Ready data
- * Wonders weekly and unit assessments
- * Book Buddies

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration is not only highly encouraged, but also an expectation at MSAS. Teachers at MSAS are teamed by subject area. Teachers within the same discipline have a common planning period. This built-in collaborative time ensures that teachers are able to best meet the needs of the students they serve by allowing for constant communication between subject-area teachers. In addition, all staff members participate in professional learning communities bi-weekly, in which professional development is provided, collaborative planning is addressed, and data is reviewed. Grade level teachers meet monthly to address vertical planning issues.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Each new teacher is assigned a senior teacher who will help guide and support their first year at MSAS. Bi-weekly meetings are held to keep all teachers informed and to help the new staff members transition to the school. New teachers also participate in professional development/team building meetings with their peers. School administration is responsible for hiring highly qualified staff members. Hiring is based on prior performance, knowledge of instructional and behavioral practices, current instructional trends, and the use of best practices.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Principal, Registrar, and other senior staff members mentor new staff using data to adjust instruction and provide support. Teachers support one another on a continual basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

MSAS uses district adopted curriculum materials for core instruction and adjust the curriculum and pacing to meet the needs of MSAS. Through the Curriculum Maps and Planning Guides, teachers are able to plan their core instruction and may choose additional resources aligned with the FSA. Lesson plans reflect standards and best practices.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All MSAS teachers are knowledgeable and engaged in discussions that are an in-depth examination of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction. Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains. They strategically differentiate instruction using high yield impact strategies that intensify learning and increase student achievement.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 16,110

MSAS maintains its own Extended Day Program which includes 1.5 hours daily for morning care and 3 hours daily for aftercare. The EDP includes open lab time for i-Ready lesson for all students in attendance.

Strategy Rationale

The EDP includes open lab time for i-Ready lesson for all students in attendance. There is time embedded in both morning care and aftercare for enrichment of learning standards through i-ready lessons.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ramsey, Richard, richard.ramsay@msas-fl.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Learning gains data from students attending the EDP will be compared to against learning gains data of peers who did not attend the EDP.

Strategy: After School Program

Minutes added to school year: 32,220

MSAS maintains its own Extended Day Program which includes 1.5 hours daily for morning care and 3 hours daily for aftercare. The EDP includes open lab time for i-Ready lesson for all students in attendance.

Strategy Rationale

The EDP includes open lab time for i-Ready lesson for all students in attendance. There is time embedded in both morning care and aftercare for enrichment of learning standards through i-ready lessons.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ramsey, Richard, richard.ramsay@msas-fl.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Learning gains data from students attending the EDP will be compared to against learning gains data of peers who did not attend the EDP.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To ensure effective Student Recruitment and Enrollment goals are met, MSAS provides the following:

- * hosts tours for prospective student throughout the year
- * distributes Flyers in target neighborhoods
- * sends mailings to target zip codes
- * posts flyers in small business locations
- * places advertisements on MSAS Facebook Page

Once a new student is accepted, families come to the MSAS campus and meet with the Principal and Registrar who provide entrance information: code of conduct, teacher contact information, school calendar, uniform ordering information, and additional entrance information to help guide and assure smooth transition. The MSAS Registrar receives incoming CUM folders. The Principal reviews charts upon admission to ensure our team has relevant academic and social background information, ESE Services information, and health records. The MSAS Registrar prepares the outgoing students CUM folder for transfer to new school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the level of parental communication and involvement in school activities.
- G2.** To reduce percent of students with ten or more absences to 10% or less of the student population.
- G3.** By the end of the 2017-18 school year we will increase student achievement score on the statewide assessments in ELA, Math, and Science by increasing student engagement in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the level of parental communication and involvement in school activities. 1a

G092045

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent/school communication.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Agendas
- Weekly Newsletter
- ClassDOJO

Plan to Monitor Progress Toward G1. 8

Parent feedback forms and ClassDOJO communication logs.

Person Responsible

Richard Ramsey

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Parent feedback forms and ClassDOJO communication logs.

G2. To reduce percent of students with ten or more absences to 10% or less of the student population. 1a

G092026

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	20.0

Targeted Barriers to Achieving the Goal 3

- Students are absent, tardy or are dismissed early from school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Home/School Liaison
- Communication written, verbal and electronic with parents.

Plan to Monitor Progress Toward G2. 8

Daily attendance & monthly comparison of attendance rate.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance reports

G3. By the end of the 2017-18 school year we will increase student achievement score on the statewide assessments in ELA, Math, and Science by increasing student engagement in all content areas. 1a

G091728

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	39.0
FSA Mathematics Achievement	45.0
Math Gains	53.0
Math Lowest 25% Gains	60.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- High levels of absenteeism are creating low student engagement.
- Low levels of student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer-based lessons for growth in reading and math in iReady.
- Remediation in Math for grades 4-6
- Remediation in Reading for grades 3-6
- Curriculum Materials (Reading Wonders, GoMath, and Science Fusion lessons and grade level texts)
- Top Score Writing program in grades 3-6
- 225 minutes weekly in Science class
- Classroom libraries
- School-wide Positive Behavior System program
- Reading professional development
- Book Study - Choice Words: How Our Language Affects Children's Learning
- Full time Home/School Liaison focused on student attendance
-

Plan to Monitor Progress Toward G3. 8

Formative and summative assessment data, semi-monthly i-Ready reports, Fall/Winter/Spring i-Ready diagnostic assessment results, behavior tracking forms, number of student referrals, FOCUS quarterly grades.

Person Responsible

Richard Ramsey

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

We will look to the evidence to identify increases in students formative and summative assessment data, semi-monthly i-Ready reports, Fall/Winter/Spring iready diagnostic assessment results, FOCUS quarterly grades. We will also look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals.

Plan to Monitor Progress Toward G3. 8

FOCUS attendance records, tardies, excused/unexcused absences, student grades.

Person Responsible

Richard Ramsey

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

We will collect attendance records daily. Student absences will be reviewed and high-risk students will be identified. Contact will be made by the Home/School Liaison with the family and the student(s) attendance will be monitored, tracked and graphed. Additionally we will look to the evidence to identify increases in students formative and summative assessment data, semi-monthly i-Ready reports, Fall/Winter/Spring iready diagnostic assessment results, FOCUS quarterly grades. We will also look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals for the identified student(s).

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the level of parental communication and involvement in school activities. **1**

 G092045

G1.B1 Lack of parent/school communication. **2**

 B246475

G1.B1.S1 Use of agendas, weekly newsletters, ClassDOJO, Family Nights, and Showcases to support the school's goals. **4**

 S259815

Strategy Rationale

Parents who have the resources and understand their level of involvement has a direct correlation to student achievement. Additionally, parents will participate at a higher level.

Action Step 1 **5**

Parents will be provided with resources to increase communication and involvement that will positively impact student achievement.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Samples of student agendas, samples of ClassDOJO communications, samples of weekly newsletter, copys of parent surveys, and sign-in sheets and feedback forms for Family Nights and Showcases.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly school newsletter.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Copies of MSAS newsletters.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Parent Involvement activities (Family Fun Nights, Showcases, etc.)

Person Responsible

Richard Ramsey

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Sign in sheets and parent feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increase in student achievement.

Person Responsible

Richard Ramsey

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iReady reading and math data for K-6, quarterly grade reports for K-6

G2. To reduce percent of students with ten or more absences to 10% or less of the student population. 1

G092026

G2.B1 Students are absent, tardy or are dismissed early from school. 2

B246428

G2.B1.S1 Daily parent call home for absent students. 4

S259746

Strategy Rationale

Inform parents of school attendance policy and determine why student is not at school.

Action Step 1 5

Call home and follow up with parent/guardian on attendance.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance, tardiness, early Dismissal Data and parent communication documentation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitoring daily attendance.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance Report and Home/School Liaison Report.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Daily Attendance Report

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Receive daily from Home/School Liaison attendance report and monthly comparison tracking attendance data.

G3. By the end of the 2017-18 school year we will increase student achievement score on the statewide assessments in ELA, Math, and Science by increasing student engagement in all content areas. 1

G091728

G3.B1 High levels of absenteeism are creating low student engagement. 2

B245545

G3.B1.S1 Utilizing the Home/School Liaison to track student attendance and provide interventions and assistance for parents in need. 4

S259328

Strategy Rationale

Student absences create achievement gaps which reduce student engagement in classroom settings. By communicating the importance of attendance and providing aide and support to families student absenteeism will decrease helping to reduce achievement gaps thereby increasing student engagement.

Action Step 1 5

Track student attendance to determine at risk students with levels of absences.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance records, tardies, excused/unexcused absences, student grades.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

FOCUS attendance records, tardies, excused/unexcused absences, student grades

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance records, tardies, excused/unexcused absences, student grades.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Track student attendance to determine at risk students with high levels of absences.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

FOCUS attendance records, tardies, excused/unexcused absences, student grades.

G3.B2 Low levels of student engagement. 2

B245585

G3.B2.S1 Remediation for students who scored Level 1 or Level 2 on their respective 2016-17 FSA Exams...every other day for 4th-6th grade students in Math and two times weekly for 3rd-6th grade students scoring a Level 1 and one time weekly for 3rd-6th grade students scoring a Level 2 in ELA. 4

S259431

Strategy Rationale

To reinforce foundational reading and math skills for students using a variety of materials which will prepare students for mastering the Florida State Standards in reading and math.

Action Step 1 5

Increase student engagement through the use of hands-on inquiry based science and math lessons.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans, student artifacts/work, formative and summative assessment data.

Action Step 2 5

Remediation for students who scored Level 1 or Level 2 on 2016-17 FSA Math Exams...every other day for 4th-6th grade students in Math.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance logs of students attending remediation.

Action Step 3 5

Remediation two times weekly for 3rd-6th grade students scoring a Level 1 on 2016-17 FSA ELA Exams.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 9/12/2017 to 3/22/2018

Evidence of Completion

Attendance logs of students attending remediation.

Action Step 4 5

Remediation one time weekly for 3rd-6th grade students scoring a Level 2 on 2016-17 FSA ELA Exams.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 9/12/2017 to 3/22/2018

Evidence of Completion

Attendance logs of students attending remediation.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom walkthroughs by school Principal.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans, student artifacts/work, formative and summative assessment data, observational data by administrator.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom walkthroughs by school Principal.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance logs of students attending remediation.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom walkthroughs by Principal.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans, student artifacts/work, formative and summative assessment data, observational data by administrator.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom walkthroughs by Principal.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance logs of students attending remediation.

G3.B2.S2 Incorporating a school-wide Positive Behavior System (PBS) program to increase student motivation. 4

 S259472

Strategy Rationale

Using the PBS program to increase student motivation will also increase student engagement as students become motivated to meet high student achievement standards.

Action Step 1 5

Establish a school wide Positive Behavior System program.

Person Responsible

Richard Ramsey

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Track student participation numbers for PBS mini-events, graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. DoJo points earned by students.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Establish a school wide Positive Behavior System program.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Track student participation numbers for PBS mini-events, graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. ClassDoJo points earned by students.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Establish a school wide Positive Behavior System program

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Track student participation numbers for PBS mini-events, graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. ClassDoJo points earned by students.

G3.B2.S3 Implement IReady computer program with fidelity. 4

 S259711

Strategy Rationale

i-Ready's adaptive Diagnostic pinpoints students' needs down to the sub-skill level. i-Ready provides data-driven insights and support for successful implementation of the new standards. iReady is proven to predict student performance on state assessments.

Action Step 1 5

Implement IReady computer program with fidelity.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iReady reports will be used to determine if students are using the program the required minutes during the week.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Implement IReady computer program with fidelity. Student time on task in the program will be monitored to insure students maximize the use of the program.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iReady reports will be used to determine if students are using the program the required minutes during the week.

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Implement iReady computer program with fidelity. Student time on task in the program will be monitored to insure students maximize the use of the program.

Person Responsible

Richard Ramsey

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion



iReady reports will be used to determine if students are using the program the required minutes during the week and if students are making adequate progress.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B2.S1.A4 A341323	Remediation one time weekly for 3rd-6th grade students scoring a Level 2 on 2016-17 FSA ELA Exams.	Ramsey, Richard	9/12/2017	Attendance logs of students attending remediation.	3/22/2018 weekly
G3.B2.S1.A3 A341321	Remediation two times weekly for 3rd-6th grade students scoring a Level 1 on 2016-17 FSA ELA Exams.	Ramsey, Richard	9/12/2017	Attendance logs of students attending remediation.	3/22/2018 weekly
G1.MA1 M362482	Parent feedback forms and ClassDOJO communication logs.	Ramsey, Richard	8/10/2017	Parent feedback forms and ClassDOJO communication logs.	5/31/2018 quarterly
G3.MA2 M362061	FOCUS attendance records, tardies, excused/unexcused absences, student grades.	Ramsey, Richard	8/10/2017	We will collect attendance records daily. Student absences will be reviewed and high-risk students will be identified. Contact will be made by the Home/School Liaison with the family and the student(s) attendance will be monitored, tracked and graphed. Additionally we will look to the evidence to identify increases in students formative and summative assessment data, semi-monthly i-Ready reports, Fall/Winter/Spring iready diagnostic assessment results, FOCUS quarterly grades. We will also look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals for the identified student(s).	5/31/2018 quarterly
G3.B1.S1.MA1 M361393	Track student attendance to determine at risk students with high levels of absences.	Ramsey, Richard	8/10/2017	FOCUS attendance records, tardies, excused/unexcused absences, student grades.	5/31/2018 daily
G3.B1.S1.MA1 M361390	FOCUS attendance records, tardies, excused/unexcused absences, student grades	Ramsey, Richard	8/10/2017	FOCUS attendance records, tardies, excused/unexcused absences, student grades.	5/31/2018 daily
G3.B1.S1.A1 A341226	Track student attendance to determine at risk students with levels of absences.	Ramsey, Richard	8/10/2017	FOCUS attendance records, tardies, excused/unexcused absences, student grades.	5/31/2018 daily
G3.B2.S1.MA1 M361492	Classroom walkthroughs by Principal.	Ramsey, Richard	8/10/2017	Teacher lesson plans, student artifacts/work, formative and summative assessment data, observational data by administrator.	5/31/2018 weekly
G3.B2.S1.MA4 M361493	Classroom walkthroughs by Principal.	Ramsey, Richard	8/10/2017	Attendance logs of students attending remediation.	5/31/2018 weekly
G3.B2.S1.MA1 M361488	Classroom walkthroughs by school Principal.	Ramsey, Richard	8/10/2017	Teacher lesson plans, student artifacts/work, formative and summative assessment data, observational data by administrator.	5/31/2018 weekly
G3.B2.S1.MA4 M361535	Classroom walkthroughs by school Principal.	Ramsey, Richard	8/10/2017	Attendance logs of students attending remediation.	5/31/2018 weekly
G3.B2.S1.A1 A341313	Increase student engagement through the use of hands-on inquiry based science and math lessons.	Ramsey, Richard	8/10/2017	Teacher lesson plans, student artifacts/work, formative and summative assessment data.	5/31/2018 daily
G3.B2.S1.A2 A341314	Remediation for students who scored Level 1 or Level 2 on 2016-17 FSA Math Exams...every other day...	Ramsey, Richard	8/10/2017	Attendance logs of students attending remediation.	5/31/2018 weekly
G2.MA1 M362162	Daily attendance & monthly comparison of attendance rate.	Ramsey, Richard	8/10/2017	Attendance reports	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1 M361497	Formative and summative assessment data, semi-monthly i-Ready reports, Fall/Winter/Spring i-Ready...	Ramsey, Richard	8/10/2017	We will look to the evidence to identify increases in students formative and summative assessment data, semi-monthly i-Ready reports, Fall/Winter/Spring i-ready diagnostic assessment results, FOCUS quarterly grades. We will also look for a reduction in the number and frequency of behavior tracking forms and the number of student referrals.	5/31/2018 annually
G2.B1.S1.MA1 M362133	Daily Attendance Report	Ramsey, Richard	8/10/2017	Receive daily from Home/School Liaison attendance report and monthly comparison tracking attendance data.	5/31/2018 daily
G2.B1.S1.MA1 M362128	Monitoring daily attendance.	Ramsey, Richard	8/10/2017	Attendance Report and Home/School Liaison Report.	5/31/2018 daily
G2.B1.S1.A1 A341807	Call home and follow up with parent/guardian on attendance.	Ramsey, Richard	8/10/2017	Attendance, tardiness, early Dismissal Data and parent communication documentation.	5/31/2018 daily
G1.B1.S1.MA1 M362478	Increase in student achievement.	Ramsey, Richard	8/10/2017	iReady reading and math data for K-6, quarterly grade reports for K-6	5/31/2018 quarterly
G1.B1.S1.MA1 M362432	Weekly school newsletter.	Ramsey, Richard	8/10/2017	Copies of MSAS newsletters.	5/31/2018 weekly
G1.B1.S1.MA2 M362433	Parent Involvement activities (Family Fun Nights, Showcases, etc.)	Ramsey, Richard	8/10/2017	Sign in sheets and parent feedback forms.	5/31/2018 semiannually
G1.B1.S1.A1 A341886	Parents will be provided with resources to increase communication and involvement that will...	Ramsey, Richard	8/10/2017	Samples of student agendas, samples of ClassDOJO communications, samples of weekly newsletter, copys of parent surveys, and sign-in sheets and feedback forms for Family Nights and Showcases.	5/31/2018 daily
G3.B2.S2.MA1 M361530	Establish a school wide Positive Behavior System program	Ramsey, Richard	8/10/2017	Track student participation numbers for PBS mini-events, graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. ClassDoJo points earned by students.	5/31/2018 weekly
G3.B2.S2.MA1 M361534	Establish a school wide Positive Behavior System program.	Ramsey, Richard	8/10/2017	Track student participation numbers for PBS mini-events, graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. ClassDoJo points earned by students.	5/31/2018 weekly
G3.B2.S2.A1 A341375	Establish a school wide Positive Behavior System program.	Ramsey, Richard	8/10/2017	Track student participation numbers for PBS mini-events, graph student participation numbers for PBS big-events, track number of student referrals, track students who were issued referrals quarterly to see levels of frequency and cause of referral. DoJo points earned by students.	5/31/2018 daily
G3.B2.S3.MA1 M362058	Implement iReady computer program with fidelity. Student time on task in the program will be...	Ramsey, Richard	8/10/2017	iReady reports will be used to determine if students are using the program the required minutes during the week and if students are making adequate progress.	5/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S3.MA1  M362055	Implement IReady computer program with fidelity. Student time on task in the program will be...	Ramsey, Richard	8/10/2017	iReady reports will be used to determine if students are using the program the required minutes during the week.	5/31/2018 weekly
G3.B2.S3.A1  A341737	Implement IReady computer program with fidelity.	Ramsey, Richard	8/10/2017	iReady reports will be used to determine if students are using the program the required minutes during the week.	5/31/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Parents will be provided with resources to increase communication and involvement that will positively impact student achievement.				\$3,466.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		2101 - Manatee Schl Of Arts/Sciences	Title, I Part A		\$3,466.00
			<i>Notes: Student agendas, weekly newsletters, flyers, and other parent communication supplies.</i>			
2	G2.B1.S1.A1	Call home and follow up with parent/guardian on attendance.				\$21,674.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	150-Aides	2101 - Manatee Schl Of Arts/Sciences	Title, I Part A		\$21,674.00
			<i>Notes: Title I funded Home/School Liaison position.</i>			
3	G3.B1.S1.A1	Track student attendance to determine at risk students with levels of absences.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	150-Aides	2101 - Manatee Schl Of Arts/Sciences	Title, I Part A		\$0.00
			<i>Notes: Title I funded Home/School Liaison position.</i>			
4	G3.B2.S1.A1	Increase student engagement through the use of hands-on inquiry based science and math lessons.				\$12,574.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	2101 - Manatee Schl Of Arts/Sciences	Title, I Part A		\$12,574.00
			<i>Notes: Chromebooks, laptop cart, software, BrainPOP.</i>			
5	G3.B2.S1.A2	Remediation for students who scored Level 1 or Level 2 on 2016-17 FSA Math Exams...every other day for 4th-6th grade students in Math.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	2101 - Manatee Schl Of Arts/Sciences	General Fund		\$6,000.00
			<i>Notes: Pay for teachers to provide math remediation during their planning periods to 4th, 5th, and 6th grade students scoring a Level 1 or Level 2 on the Math FSA during the 2016-17 school year.</i>			
6	G3.B2.S1.A3	Remediation two times weekly for 3rd-6th grade students scoring a Level 1 on 2016-17 FSA ELA Exams.				\$7,350.00

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Manatee School Of Arts/Sciences

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	2101 - Manatee Schl Of Arts/Sciences	General Fund		\$7,350.00
			<i>Notes: Reading tutor wages to provide reading remediation 3rd, 4th, 5th, and 6th grade students scoring a Level 1 on the ELA FSA during the 2016-17 school year.</i>			
7	G3.B2.S1.A4	Remediation one time weekly for 3rd-6th grade students scoring a Level 2 on 2016-17 FSA ELA Exams.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	2101 - Manatee Schl Of Arts/Sciences	General Fund		\$0.00
			<i>Notes: Reading tutor wages to provide reading remediation 3rd, 4th, 5th, and 6th grade students scoring a Level 2 on the ELA FSA during the 2016-17 school year.</i>			
8	G3.B2.S2.A1	Establish a school wide Positive Behavior System program.				\$0.00
9	G3.B2.S3.A1	Implement IReady computer program with fidelity.				\$7,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	2101 - Manatee Schl Of Arts/Sciences	General Fund		\$7,100.00
			<i>Notes: iReady licenses.</i>			
					Total:	\$58,164.00