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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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	B*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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.

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.

School Leadership Team

Membership

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

Name	Title
Ramsey, Richard	Principal

Duties

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.

Intructional 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 has the opportunity to 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

Early Warning Systems

Year 2017-18

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	2	5	3	5	4	6	4	0	0	0	0	0	0	29
One or more suspensions	1	1	1	3	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	7	16	13	4	5	19	3	0	0	0	0	0	0	67

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	2	5	3	1	1	5	2	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component which performed the lowest on the 2017-18 FSA exams was the ELA/Reading Lowest 25% Gains. This does not appear to be a trend.

Which data component showed the greatest decline from prior year?

MSAS made gains in every data component on the 2017-18 FSA exams.

Which data component had the biggest gap when compared to the state average?

The data component which had the biggest gap when compared to the state average (compared to other combination schools) on the 2017-18 FSA exams was the ELA/Reading Lowest 25% Gains.

Which data component showed the most improvement? Is this a trend?

The data component which had the most improvement on the 2017-18 FSA exams was the Mathematics Achievement, which improved by 21%. This reversed a trend of poor math achievement scores.

Describe the actions or changes that led to the improvement in this area

We did a school-wide remediation in math during the 2017-18 school year, focusing on basic math skills.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	50%	56%	39%	50%	55%
ELA Learning Gains	53%	54%	55%	43%	56%	57%
ELA Lowest 25th Percentile	36%	47%	48%	29%	53%	52%
Math Achievement	56%	60%	62%	35%	55%	61%
Math Learning Gains	63%	61%	59%	43%	59%	61%
Math Lowest 25th Percentile	53%	47%	47%	50%	47%	51%
Science Achievement	42%	49%	55%	30%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	2 (5)	5 (2)	3 (4)	5 (1)	4 (6)	6 (5)	4 (4)	29 (27)
One or more suspensions	1 (0)	1 (0)	1 (0)	3 (0)	0 (0)	0 (0)	0 (0)	6 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	7 (17)	16 (8)	13 (12)	4 (11)	5 (29)	19 (21)	3 (7)	67 (105)

Grade Level Data

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

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	47	50		55	68	60	43				
HSP	50	54		64	54						
SWD	20			20							
FRL	45	50	36	54	58	46	32				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	39	39	18	33	42		27				
HSP	38	38		50	46						
FRL	35	44	25	37	44	45	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Improved Attendance

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

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

Point Person Richard Ramsey (richard.ramsay@msas-fl.com)

Action Step

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

Person Responsible Richard Ramsey (richard.ramsay@msas-fl.com)

Plan to Monitor Effectiveness

Description Monitoring daily attendance.

Person Responsible Richard Ramsey (richard.ramsay@msas-fl.com)

Activity #2	
Title	Student Achievement
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.
Intended Outcome	By the end of the 2018-19 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.
Point Person	Richard Ramsey (richard.ramsay@msas-fl.com)
Action Step	
Description	Track student attendance to determine at risk students with levels of absences.
Person Responsible	Richard Ramsey (richard.ramsay@msas-fl.com)
Plan to Monitor Effectiveness	
Description	FOCUS attendance records, tardies, excused/unexcused absences, student grades.
Person Responsible	Richard Ramsey (richard.ramsay@msas-fl.com)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question. After conducting our comprehensive needs assessment, it is clear that our parent involvement must improve. To accomplish this with will make additional expenditures for supplies (including finger foods, postage, printing, etc.) for various events such as our Back to School Open House on August 9th; Annual Title I Parent Meeting (August); Parent Conferences (one per quarter); Parent Workshops (one per quarter – Reading, Math, Science, Art); Student Showcases (one per quarter); End of the Year Title I Parent Meeting (May); End of the Year Open House (May).

PFEP Link

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

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.

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.

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.

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

Part V: Budget	
Total:	\$70,227.00