

Manatee County Public Schools

Southeast High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	26
Positive Culture & Environment	35
Budget to Support Goals	36

Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

<https://www.manateeschools.net/southeast>

Demographics

Principal: Ginger Collins

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (53%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	26
Title I Requirements	0
Budget to Support Goals	36

Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

<https://www.manateeschools.net/southeast>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	C	C	C	C

School Board Approval

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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.

To educate and empower a diverse population to become productive members of society while closing the achievement gap.

Provide the school's vision statement.

Southeast is an acclaimed learning institution striving for college and career readiness and academic excellence through inquiry in order to compete in a global society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Faison, Rosa	Principal	<p>Instructional Program Management/Development Manage and administer the instructional program so as to ensure all students the opportunity to learn. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. Provide for the articulation of the school's instructional program among school personnel. Oversee the selection and acquisition of instructional materials and equipment. Monitor the implementation of Exceptional Student Education programs and services.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Implement and administer negotiated employee contracts at the school site. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment. Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems Supervise the operation, activities, and functions at the school site. Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. Supervise and monitor the accurate and timely completion of data collection and reporting requirements. Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. Use technology effectively. Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment. Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>Student Support Services Facilitate a program of family and community involvement. Supervise the guidance program to ensure individual student educational and developmental needs are addressed. Work with parents to resolve complaints or concerns. Serve as final arbitrator for serious discipline problems. Develop and maintain positive school / community relations and act as liaison</p>

Name	Position Title	Job Duties and Responsibilities
		<p>between the two. Direct and develop the recruitment of Business Partners to benefit the school and community. Supervise transportation services at the assigned school. Coordinate the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>Personal / Professional Employee Qualities Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Model and maintain high standards of professional conduct. Set high standards and expectations for self, others, and school. Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. Use effective communication techniques with students, teachers, parents, and stakeholders. Model effective listening and positive interaction skills. Participate in District management meetings and other activities to enhance professional development.</p> <p>Leadership Provide leadership and direction for all aspects of the school's operation. Exercise proactive leadership in promoting the vision and mission of the District. Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders. Build teams to accomplish plans, goals, and priorities. Promote / market the school and its priorities to the community. Initiate programs and organize resources to carry out the School Improvement Plan. Provide recognition and celebration for student, staff, and school accomplishments. Access District and community resources to meet school needs. Maintain visibility and accessibility on the school campus and at school-related activities and events. Anticipate difficult situations and develop plans to handle them. Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents. Act quickly to stop possible breaches of safety, ineffective procedures, or interferences with operations. Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
DeCesare, Shelly	Assistant Principal	<p>Instructional Program Management/Development Manage and administer the instructional program so as to ensure all students the opportunity to learn. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and student performance. Provide for the articulation of the school’s instructional program among school personnel. Oversee the selection and acquisition of technology and monitor use. Oversee the administration of the testing program for the school. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District’s goals and priorities.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment. Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems Assist with the operation, activities, and functions at the school site. Assist with supervision of the school’s financial resources including the preparation and disbursement of the school’s budget and internal accounts. Establish and manage student accounting and attendance procedures at the assigned school. (FTE) Supervise and monitor the accurate and timely completion of data collection and reporting requirements. Write and disseminate newsletters, memos, letters, agendas, and other materials. Use technology effectively.</p> <p>Student Support Services Facilitate a program of family and community involvement with the IBPA (IB Parent Alliance) Work with parents to resolve complaints or concerns. Develop and maintain positive school/community relations and act as liaison between the two. Supervise transportation services at the assigned school. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Personal / Professional Employee Qualities Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Model and maintain high standards of professional conduct. Set high standards and expectations for self, others, and school. Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. Use effective communication techniques with students, teachers, parents, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>stakeholders. Model effective listening and positive interaction skills. Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership Provide leadership and direction for all aspects of the school’s operation. Exercise proactive leadership in promoting the vision and mission of the District. Build teams to accomplish plans, goals, and priorities. Facilitate and coordinate the development of the School’s Improvement Plan. Initiate programs and organize resources to carry out the School Improvement Plan. Provide recognition and celebration for student, staff, and school accomplishments. Access District and community resources to meet school needs. Maintain visibility and accessibility on the school campus and at school-related activities and events. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. Anticipate difficult situations and develop plans to handle them. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Pipino, Anthony	Assistant Principal	<p>Instructional Program Management/Development Manage the instructional program so as to ensure all students the opportunity to learn. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. Provide for the articulation of the school’s instructional program among school personnel. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District’s goals and priorities.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Facilitate the development and implementation of an effective staff development program. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment.</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems Assist with the operation, activities, and functions at the school site. Write and disseminate memos, letters, agendas, and other materials. Use technology effectively. Coordinate school maintenance and facility needs and monitor progress toward meeting those needs. Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>Student Support Services Work with parents to resolve complaints or concerns. Develop and maintain positive school/community relations and act as liaison between the two. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Personal / Professional Employee Qualities Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Model and maintain high standards of professional conduct. Set high standards and expectations for self, others, and school. Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. Use effective communication techniques with students, teachers, parents, and stakeholders. Model effective listening and positive interaction skills. Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership Provide leadership and direction for all aspects of the school's operation. Exercise proactive leadership in promoting the vision and mission of the District. Build teams to accomplish plans, goals, and priorities. Provide recognition and celebration for student, staff, and school accomplishments. Maintain visibility and accessibility on the school campus and at school-related activities and events. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. Anticipate difficult situations and develop plans to handle them. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Name	Position Title	Job Duties and Responsibilities
Page, Craig	Assistant Principal	<p>Instructional Program Management/Development Manage the instructional programs so as to ensure all students the opportunity to learn. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. Provide for the articulation of the school’s instructional program among school personnel. Monitor the implementation of Exceptional Student Education programs and services. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District’s goals and priorities.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Facilitate the development and implementation of an effective staff development program. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment. Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems Assist with the operation, activities, and functions at the school site. Assist with supervision of the school’s financial resources in regards to Title 1 funding Write and disseminate memos, letters, agendas, and other materials. Use technology effectively.</p> <p>Student Support Services Facilitate a program of family and community involvement. Work with parents to resolve complaints or concerns. Develop and maintain positive school / community relations and act as liaison between the two. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Personal / Professional Employee Qualities Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. Model and maintain high standards of professional conduct. Set high standards and expectations for self, others, and school. Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. Use effective communication techniques with students, teachers, parents, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>stakeholders. Model effective listening and positive interaction skills. Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership Provide leadership and direction for all aspects of the school’s operation. Exercise proactive leadership in promoting the vision and mission of the District. Build teams to accomplish plans, goals, and priorities. Promote / market the school and its priorities to the community. Provide recognition and celebration for student, staff, and school accomplishments. Access District and community resources to meet school needs. Maintain visibility and accessibility on the school campus and at school-related activities and events. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. Anticipate difficult situations and develop plans to handle them. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Demographic Information

Principal start date

Wednesday 6/1/2016, Ginger Collins

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

2

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

5

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

1,839

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	69	453	455	406	373	1756
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	95	126	124	99	444
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	49	34	15	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	13	15	5	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	33	11	30	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	160	117	122	399
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	4	10	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	142	130	93	96	461

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	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	73	473	438	439	411	1834
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	1	57	44	41	18	161	
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	32	53	51	137	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	67	96	113	277	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	40	160	117	122	13	452	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	4	10	75	89	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	103	115	0	218	

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	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	73	473	438	439	411	1834
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	1	57	44	41	18	161	
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	32	53	51	137	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	67	96	113	277	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	40	160	117	122	13	452	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	4	10	75	89	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	103	115	0	218	

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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	49%	56%	43%	50%	56%
ELA Learning Gains				41%	47%	51%	49%	51%	53%
ELA Lowest 25th Percentile				31%	37%	42%	46%	45%	44%
Math Achievement				40%	51%	51%	39%	51%	51%
Math Learning Gains				43%	47%	48%	51%	49%	48%
Math Lowest 25th Percentile				53%	45%	45%	48%	49%	45%
Science Achievement				63%	67%	68%	66%	71%	67%
Social Studies Achievement				63%	69%	73%	65%	69%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	41%	53%	-12%	55%	-14%
Cohort Comparison						
10	2021					
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						
		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	69%	-7%	67%	-5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	71%	-11%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	65%	-35%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	61%	-18%	57%	-14%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 9-12:used SchoolCity data in regards to benchmark testing for all 4 subject areas. For the winter/ spring we used Q2/Sem 1 benchmarks to check the data. We also utilized our FOCUS gradebooks to check for student progress within their graded courses and the final EOC/FSA scores for the spring We also utilized reading from Reading Plus for Grades 9-12 for intensive reading courses and information from ALEKS and Khan Academy for Grades 9-11 in Alg 1a, Alg 1b, Alg 1H, and Liberal Arts Math 1

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43%	50%	50%
	Economically Disadvantaged	36%	27%	28%
	Students With Disabilities	9%	26%	26%
	English Language Learners	33%	31%	31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41%	35%	44%
	Economically Disadvantaged	28%	27%	28%
	Students With Disabilities	38%	19%	29%
	English Language Learners	35%	37%	43%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	87%	89%	77%
	Economically Disadvantaged	78%	90%	60%
	Students With Disabilities	68%	67%	67%
	English Language Learners	50%	100%	67%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students		100%	67%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	42%	39%
	Economically Disadvantaged	40%		
	Students With Disabilities	6%	11%	6%
	English Language Learners	33%	17%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	29%	16%
	Economically Disadvantaged	37%	30%	16%
	Students With Disabilities	21%	17%	7%
	English Language Learners	22%	21%	11%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	78%	75%	67%
	Economically Disadvantaged			
	Students With Disabilities	0%	33%	33%
	English Language Learners	67%	75%	67%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	75%	60%	60%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	100%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	22%	10%
	Economically Disadvantaged Students With Disabilities	33%	23%	9%
	English Language Learners	19%	22%	10%
		17%	20%	8%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	46%	38%	33%
	Economically Disadvantaged Students With Disabilities	17%	16%	12%
	English Language Learners	39%	25%	13%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	63%	65%	51%
	Economically Disadvantaged Students With Disabilities	25%		30%
	English Language Learners	28%	48%	18%
		35%	43%	51%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	18%	
	Economically Disadvantaged Students With Disabilities	33%	16%	
	English Language Learners	0%	5%	
		32%	17%	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	33%		
	Economically Disadvantaged Students With Disabilities	0%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	100%	100%	100%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	3	21	19	15	17	20	19	25		76	9
ELL	6	25	29	17	30	33	28	22		80	19
ASN	69	50						100		100	77
BLK	22	32	32	18	22	43	42	42		88	35
HSP	30	34	27	26	26	28	46	47		86	34

2021 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 2019-20	C & C Accel 2019-20
MUL	36	50		7			50	71			
WHT	59	48	42	39	21	18	69	76		81	70
FRL	26	33	31	22	24	31	47	47		84	36
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	31	33	25	29	21	31	42		81	17
ELL	13	27	28	26	44	50	32	52		48	38
ASN	91	76					95	86		95	94
BLK	30	41	37	32	36	43	47	41		80	29
HSP	34	36	25	38	42	49	54	60		76	50
MUL	59	46		50			86				
WHT	54	47	44	50	47	71	84	86		90	73
FRL	31	37	35	35	37	47	52	57		79	46
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
SWD	17	43	43	16	43		36	33		63	25
ELL	13	41	45	23	52	33	43	36		37	29
ASN	86	52								93	100
BLK	28	48	48	28	50	41	34	50		64	34
HSP	38	46	43	39	50	52	65	64		71	37
MUL	68	61		54							
WHT	60	54	52	47	48	43	84	79		85	68
FRL	35	46	47	36	49	47	59	63		68	38

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After reviewing the data we noticed that there was a drop in proficiency rates across the board. Much of that can be attributed to the use of virtual/hybrid learning as well as student health issues arising from COVID-19. A positive trend would be the consistent uptick of our graduation rate. We have been on the rise for the last 2 years in this category.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2021 assessments compared to the 2019 assessments, our biggest decrease was in Learning Gains for math. Overall we saw a decrease in all areas except for L25 learning gains for ELA and graduation rate. Attendance was a huge issue as students were constantly back and forth between online learning, hybrid learning, and on campus.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Much of the decline is directly attributed to the lack of consistent, face to face learning. At the close of quarter 1, we required all students return to campus that were not successful online. Parents were able to opt-out if necessary. The majority of our students returned to learning, but that would be after 8 months with no formal instruction. All students have returned to campus for the 2021-22 SY. We believe this is the first step towards reducing the achievement gap. We are focusing a lot of resources on our L25 population as well as helping the "bubble" students move forward so they are able to make learning gains.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In the 2019 school data, Southeast improved the graduation rate by 12%. For the 2021 SY we improved another 4%. This brings us to a total of 86% graduation rate.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This is due to our graduation enhancement tech, graduation coach and administration working closely with the registrar to ensure the students completion of graduation requirements here or elsewhere were documented. Over 100 phone calls and contacts were made with families to research graduation status. We have a transient population with which we work, and this team is ensuring all students are accounted for. This team worked with counselors and teachers as well. There are also quarterly meetings with their assigned guidance counselor and administration to ensure students stay on track or encourage them to get back on track, and develop a plan for success. We continued to utilize the MTSS team and the RtI process to support students on their educational journey.

What strategies will need to be implemented in order to accelerate learning?

Some specific strategies we will be utilizing are summer school for all students (to go longer than the district provided 2 weeks), credit recovery programs both during and after school, use of the Reading Coach to assist teachers in developing quality lesson plans, use of a guided reading program to help students build upon current knowledge, quarterly data chats to help teachers appropriately guide instruction, use of ALEKS math program to guide lower level math instruction, after school tutoring program to help athletes stay on track, as well as monthly meetings with guidance counselors and grade level administrators to ensure students stay on track and offer solutions for graduation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are offering AVID trainings to strengthen teacher's base knowledge on strategies assisting in note-taking, time-management, and studying skills.
 We are offering IB trainings to ALL teachers so that we can continue to increase the rigor within all classes.
 We are utilizing a learning-focused calendar that provides examples so teachers of all subject areas can assist towards our SIP goals in reading/math
 We are developing a cadre of teachers to build capacity and provide support for their colleagues with accountable talks.
 We will be utilizing all district provided PD opportunities as well as the curriculum specialist to strengthen our teacher capacity

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Our graduation enhancement tech and graduation coach will be providing services to families to ensure students had everything they needed to be at school and prepared
- After school tutoring program to help athletes stay on track
- After school tutoring and credit recovery program to help students get back on track and/or stay ahead with their current studies
- Summer school will be offered to all students to go past the district's 2 week program
- Use of title 1 funds to have the following assistants on campus: Reading Coach, Teacher Assistants to provide support for EBD students, credit recovery, ESE math/reading
- Use ELL support staff to help students acclimate and make learning gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase the % of students making learning gains in Reading Assessment utilizing the curriculum and online programs to fidelity. This will ensure instruction in our Intensive Reading classes. Providing direct instruction along with other available resources will increase teacher effectiveness. Collaboration and common assessments will ensure all students receive highly effective instructional opportunities.

Measurable Outcome: By the end of the 21-22 school year, 41% of our students will show learning gains on the FSA ELA. That is a total of 371 of the 906 students enrolled in grades 9 and 10.

Monitoring:
 *Weekly data reports on usage of Lexia and meeting with reading teachers to provide additional support
 *Quarterly benchmark data chats with ELA and Intensive Reading teachers
 *Biweekly review of grades in the classrooms following by meetings with admin and guidance counselor for added support
 *Monthly department meetings and ILT meetings to discuss data and provide support

Person responsible for monitoring outcome: Shelly DeCesare (decesares@manateeschools.net)

- Scheduled data dive meetings with department before pre-planning week to develop an strategic plan for instruction
- Change teaching assignments based on data
- Add paraprofessional to all reading classes to give additional support
- Scheduled times in for ELA teachers to meet with Reading Coach and reading departments
- Writing and ELA activity based on standards implemented as a warm-up for all other disciplines (schoolwide instructional focus calendar)
- Common assessments for all tested areas (Eng. 1, Eng. 2, etc.)
- Utilize support from district’s English instructional specialist
- Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
- Strategically schedule ESE and ELL / Level 1 students with VE Co-Facilitator Teacher, Gen. Ed, and ELL para support teacher for intensive support
- Pilot Lexia as a program for our Intensive Reading and DLA classes
- Admin bi-weekly data chat meetings

Rationale for Evidence-based Strategy: Providing highly effective curriculum, instruction and assessment will ensure students are able to learn and grow academically associated with literary analysis and vocabulary.

Action Steps to Implement

1. Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary.
2. Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and nonfiction, informational, etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.
3. Lesson Plan Review and Instructional Walks.
4. Utilize School instructional initiatives: Accountable talks, Focused Note-Taking, and IB Learner Profile
5. Utilize District instructional initiatives: Approaches to teaching and learning, write to learn strategies, and text structure strategies.

6. The Administration will provide instructional support through various professional development opportunities

Person Responsible Shelly DeCesare (decesares@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase the % of students in our lowest quartile making LG in Reading. Students who struggle with reading need intervention and remediation during the school day. Providing students with multiple opportunities to learn and get engaged with text at their reading level, while exposing them to grade level text, they will make gains in their reading to learn.

Measurable Outcome: By the end of the 21-22 school year, 35% of our L25 students will show learning gains on the FSA ELA. That is a total of 82 of 233 students.

Monitoring:
 *Weekly data reports on usage of Lexia and meeting with reading teachers to provide additional support
 *Quarterly benchmark data chats with ELA, DLA, and Intensive Reading teachers
 *Biweekly review of grades in the classrooms following by meetings with admin and guidance counselor for added support
 *Monthly department meetings and ILT meetings to discuss data and provide support

Person responsible for monitoring outcome: Anthony Pipino (pipinoa@manateeschools.net)

Evidence-based Strategy:

- Scheduled data dive meetings with department before pre-planning week to develop an strategic plan for instruction
- Changed teaching assignments based on data
- Add paraprofessional to all reading classes to give additional support
- Scheduled times in for Reading (both Intensive Reading and Dev Lang Arts) teachers to meet with Reading Coach and reading departments
- All reading activity based on standards implemented as a warm-up for all other disciplines (school-wide instructional focus calendar)
- Common assessments for all tested areas.
- Utilize support from district’s English instructional specialist
- Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
- Strategically schedule ESE and ELL / Level 1 students with VE Co-Facilitator Teacher, Gen. Ed teacher, and ELL parapro for intensive support
- Implement Vocabulary.Com at least twice a week
- Admin bi-weekly data chat meetings

Rationale for Evidence-based Strategy: By providing students identified as under performing with an extended amount of time to work in the Reading Plus program during the school day, with push in teachers for students who struggle with exceptionalities.

Action Steps to Implement

1. Reading teachers can collect and analyze data on a daily basis for remediation purposes.
2. Weekly the data will be analyzed in meetings with the Literacy Coach and Admin.
3. The Data Team will look at the data twice monthly to provide additional instruction suggestions to the ILT members for review, modification, and implementation within the classroom.
4. Teachers will participate in lesson planning using high yield strategies

Person Responsible Anthony Pipino (pipinoa@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increase the % of students making learning gains in Math. Course pacing and sequence is aligned to student ability and performance. Students who need the most help will have more time, direct instruction, smaller class sizes for remediation, and a teacher assistant to work with them on the technology component of Aleks. Aleks begins with a diagnostic assessment and places the student on ability level in the content area and produces specific lessons designed for each individual student. The progress monitoring tool will be reviewed every 4 weeks to ensure students are improving.

Measurable Outcome: By the end of the 2021-2022 school year, 43% of our students will show learning gains on the EOC for Algebra and Geometry. That is a total of 74 of the 171 students enrolled in the courses.

Monitoring:

- *Weekly data reports on usage of ALEKS and meeting with math teachers to provide additional support
- *Quarterly benchmark data chats with Alg 1 H, Alg 1a, Alg 1b, Geo, and Lib Arts Math teachers
- *Biweekly review of grades in the classrooms following by meetings with admin and guidance counselor for added support
- *Monthly department meetings and ILT meetings to discuss data and provide support

Person responsible for monitoring outcome: Craig Page (pagec@manateeschools.net)

- Implement ALEKS and Khan Academy for support
- Use ALEKS in Alg. 1A & 1B and Liberal Arts Math
- Bi-weekly data meetings with departments; adjustments as needed
- Make schedule adjustments based on benchmarks data from Quarter 2
- Add paraprofessional to intensive classes for support
- Common assessments for tested areas (Alg. 1 (Alg. 1B) / Geom. (Liberal Arts Math); assigned administrator monitor progress

Evidence-based Strategy:

- Utilize support from district's math instructional specialist
- Make changes to teaching assignments based on data
- Scheduled data dive meetings with department before pre-planning week to develop an instructional strategic plan
- Math activity based on standards implemented as warm-up for all other disciplines
- Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
- Strategically schedule ESE and ELL / L1 students with VE Co-Facilitator Teacher, Gen. Ed teacher, and ELL parapro for intensive support
- Admin bi-weekly data meetings

Rationale for Evidence-based Strategy: By providing students identified as under performing with an extended amount of time to work in the Aleks program during the school day, with push in teachers for students who struggle and for students with exceptionalities.

Action Steps to Implement

1. Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis.
2. Develop/use an instructional Focus Calendar that addresses underlying learning issues associated with Math Language/Vocabulary.

3. Based on the data, content areas will work to front load students with necessary academic vocabulary.
4. Lesson Plan Review and Instructional Walks.
5. Utilize School instructional initiatives: Accountable talks, Focused Note-Taking, and IB Learner Profile
6. Utilize District instructional initiatives
7. The Administration will provide instructional support through various professional development sessions that are designed for new teachers and progressing teachers (based on instructional evaluations).
8. Additionally, all faculty will receive professional development on using assessment data to shape instruction in order to raise overall student achievement

Person Responsible Craig Page (pagec@manateeschools.net)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increase the % of students in our lowest quartile making LG in Math. Students who have been identified as struggling in Math will be scheduled into two years of curriculum before taking an EOC for Algebra and Geometry. By providing students who struggle twice the amount of time to cover the content during the school day, teachers will be able to target specific instruction and one on one teaching, while student benefit from the supports. Students who need the most help will have more time, direct instruction, smaller class sizes for remediation, and a teacher assistant to work with them on the technology component of ALEKS. Aleks begins with a diagnostic assessment and places the student on ability level in the content area and produces specific lessons designed for each individual student. The progress monitoring tool will be reviewed every 4 weeks to ensure students are improving.

Measurable Outcome: By the end of the 2021-2022 school year, 35% of our L25 students will show learning gains on the EOC for Algebra and Geometry. That is a total of 2 of the 8 students enrolled in the courses.

Monitoring:
 *Weekly data reports on usage of ALEKS and meeting with reading teachers to provide additional support
 *Quarterly benchmark data chats with Alg 1a, Alg 1b, Geo, and Lib Arts Math teachers
 *Biweekly review of grades in the classrooms following by meetings with admin and guidance counselor for added support
 *Monthly department meetings and ILT meetings to discuss data and provide support

Person responsible for monitoring outcome: Craig Page (pagec@manateeschools.net)

Evidence-based Strategy:

- Implement ALEKS and Accaletics support
- Use ALEKS in Alg. 1B, Alg. 1, Geometry, Alg1B and LAM
- Bi-weekly data meetings; make adjustments as needed
- Make schedule adjustments based on benchmarks assessment data from Quarter 2
- Add paraprofessional to intensive classes for additional support
- Common assessments for all tested areas (Alg. 1 (Alg. 1B) / Geom. (Liberal Arts Math); assigned administrator monitor progress
- Utilize support from district's math instructional specialist
- Make changes to teaching assignments based on data
- Scheduled data meetings with department before pre-planning week; develop an instructional strategic plan
- Math activity based on standards implemented as warm-up for all other disciplines
- Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
- Strategically schedule ESE and ELL / Level 1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support
- Admin bi-weekly data meetings

Rationale for Evidence-based Strategy: By providing students identified as under performing with an extended amount of time to work in the Accaletics and Aleks programs during the school day, with push in teachers for students who struggle with exceptionalities, students have the support to succeed. With direct instruction, one on one teaching, technology support in Aleks, and a progress monitoring tool, students will get the intensive support needed to make learning gains.

Action Steps to Implement

1. Students scheduled by performance levels for 2018-19 ensuring students are properly placed in Algebra 1A/1B, Liberal Arts, Intensive Math.
2. Identify level 2 math students within Liberal Arts and Level 1 students in Alg 1a/b and provide reinforcements and remediation via small group instruction; use supplemental computer resources (Kahn and Math Nation) to enrich learning.
3. Teachers use essential questions that incorporate higher-order thinking
4. Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary.
5. Based on the data, create a monthly instructional focus across content areas. Likewise, content areas will work to front load students with necessary academic vocabulary.
6. Lesson Plan Review and Instructional Walks.
7. Utilize District instructional initiatives
8. Teachers will participate in lesson planning using high yield strategies focusing on improving scores of our L25 students.

Person Responsible Craig Page (pagec@manateeschools.net)

#5. Other specifically relating to Graduation Rate

Area of Focus Description and Rationale: Continue to see an increase in the Graduation Rate 2021-22. Student performance in the classroom, on state assessments, and desire to stay in school directly correlates to their attendance. Students have had success with the SAT/ACT concordant scores when faced with try to pass the state mandated exam. Offering various testing options give them every opportunity to pass prior to May. Providing students opportunities during the school day to recover credit on campus ensures that we can monitor progress and offer the necessary assistance.

Measurable Outcome: Increase the number of students graduating by 4% for the 2021-22 school year. This is a total of 90% of our 372 seniors in this graduating class.

Monitoring:
 *Weekly MTSS meetings
 *Monthly attendance checks and monitoring through guidance, teaching staff, and attendance staff
 *Monthly meetings with guidance counselors to track
 *Daily check in procedures with assigned administrator

Person responsible for monitoring outcome: Rosa Faison (faisonr@manateeschools.net)

Evidence-based Strategy: *Identify students with 5 or more absences utilizing attendance and teacher records as well as input from Administrative team meetings. Refer students to MTSS team for problem-solving interventions

*Implement credit recovery virtual classes during the school day and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.
 *Provide SAT/ACT prep classes in order to support college-bound students as well as provide tutoring for students needing concordance scores for FSA ELA and FSA EOCs
 *Utilize GET and graduation coach to support attendance and academic issues as well as provide support to families

Rationale for Evidence-based Strategy: Evidence will show in the overall percentage of 12th grade student’s daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans; and increased graduation rate

Action Steps to Implement

1. Offer students alternative assessments to obtain concordant for proficiency based on Cohort.
2. MTSS will take recommendations from after-school instructors on performance in addition to teachers during class; create academic improvement plans for seniors to keep them on track.
3. Meet with students to ensure they're taking the appropriate courses. When applicable, place students in courses for credit recovery or grade forgiveness through multiple virtual options.
4. Provide students opportunities during school day and after-school to recover credit on campus, ensuring that we can monitor progress.
5. Identify students with fewer than the necessary credits required for graduation or with GPA lower than 2.0 or a GPA which puts their graduation in danger.
6. Utilize LIFE program and Summer School to assist students needing extended or alternative settings for making up their credits for graduation
7. Utilize GET and Graduation coach to provide necessary support and follow-up

Person Responsible Rosa Faison (faisonr@manateeschools.net)

#6. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Southeast High School is ranked 162 out of 505 out of the state in incidents data. The importance of this data speaks directly to the safety and security measures we have put in place. We are ranked 501/505 on total suspensions which can be viewed as high, depending on the reporting circumstances. Our primary focus this year is being proactive with preventing verbal altercations between students that are leading to fights and suspensions. Our secondary area of concern would be the number of low-level drugs that are being confiscated on campus. To combat these issues, we are implementing restorative justice practices so that students will be able to talk to one another about their issues in a safe and non-threatening environment. We are also implementing PBIS as a school wide behavior plan that rewards students for being respectful, responsible, engaged, and team players. We offer the SAFE program which teaches students the dangers of using drugs and alcohol. Using these strategies as well as mentor groups will strengthen our school culture and foster a positive learning environment so that all students can be successful.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

The school completes a Parent Involvement Plan (PFEP), which is available at the school site. Southeast seeks parent involvement via SAC meetings, Band Booster meetings, ESOL parent nights, AVID parent nights, IB Parent Alliance meetings, and IB Family nights. Our number one priority is to educate and ensure all students have the opportunity to graduate. Through the process of surveys, questions, and communication we gain insight from parents and families to improve and continue to do what is best for students. Parents are vital in the process. We make Connect-Ed messages informing parents of events on campus, progress reports, and report cards, informing them of academic progress every four weeks. We believe and commit to getting parents involved early and often.

Another example of the involvement of parents and families is the opportunity to create a school based health clinic on our campus. Through family and student surveys we gathered input for services needed for our students and community so we can provide health services at SEHS in partnership with the Health Department as well as the Manatee County Rural Health Clinic.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Below is a list of various ways we get parent involvement to build positive relationships with the school and families:

- Renaissance Celebrations/Staff Caught Being Rare/Students Caught Being Good-Responsible-Respectful-etc (Brown)
- Restorative Justice Practices (All Deans and Pipino)
- New student/Sophomore orientation (DeCesare)
- Freshman Orientation (DeCesare)
- AVID events (K. Mays, S Buchanan, C. Page)
- IB events (Grim & DeCesare)
- ESOL nights (Zelaya)
- Athletic Academy (Lynum)
- open house (Pipino)
- school newsletter (Campbell)
- parent conferences (all staff members)
- weekly school based leadership meetings with parents as needed (all staff members)
- parent involvement in the IEP/504 process (Bay, Page, Ronan)
- parent involvement in the MTSS process (Pipino, Brown, MTSS team, all instructional staff)
- FOCUS parent portal;
- choice open house (Pipino)
- SLC showcase night. (Page, Roberts, and staff members)
- Homecoming bonfire/events (Schiessl, SGA members, Vella, Hetherington)
- PBIS (Brown, Felton, Hires)
- Pep Rallies/Friday Pep mornings (Timmons, Lynum, Vella, Campbell, Matthews, Jones, cheerleading team, student athletes, band, dance team)

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Other: Graduation Rate	\$0.00
6	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00