

Manatee County Public Schools

Manatee 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	10
Planning for Improvement	20
Positive Culture & Environment	22
Budget to Support Goals	23

Manatee High School

902 33RD STREET CT W, Bradenton, FL 34205

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

Demographics

Principal: Sharon Scarbrough

Start Date for this Principal: 8/19/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
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: B (57%) 2017-18: B (59%) 2016-17: B (57%)
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	10
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	23

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Manatee High School is to increase student engagement by providing opportunities to think in every classroom, every period, every day.

Provide the school's vision statement.

Manatee High School will be an exemplary student-centered environment that develops life long learners to be globally competitive.

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
Scarborough, Sharon	Principal	
Francis, Linda	Assistant Principal	
Hall, Shane	Assistant Principal	
Gage, Charles	Other	
Chmielewski, Joanne	School Counselor	
Kaminski-Beyer, Karen	Teacher, K-12	
Murray, Stephen	Teacher, K-12	
Sollenberger, Laura	Teacher, K-12	
Pepper, Diana	Teacher, K-12	Science Department Chair
Zoller, Daria	Instructional Coach	English Department Chair
Watkins, Jacqueline	Teacher, ESE	ESE Department Chair
Colosia, Alyson		

Demographic Information

Principal start date

Thursday 8/19/2021, Sharon Scarborough

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.*

12

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

2,181

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

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

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	510	546	510	495	2061	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	112	138	125	132	507	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	10	13	11	37	
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	139	134	167	451	
Course failure in Math	0	0	0	0	0	0	0	0	0	14	97	114	120	345	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	120	151	159	101	531	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	100	94	86	64	344	
Number of students with a substantial reading deficiency	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	41	156	163	169	529

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	1	3	3	10

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	0	548	559	557	547	2211
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	4	5	16	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	13	119	74	77	283
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	76	73	83	236
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	129	123	113	106	471
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	100	102	97	68	367
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	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	73	125	101	101	400

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	
Students retained two or more times	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	0	548	559	557	547	2211
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	4	5	16	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	13	119	74	77	283
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	76	73	83	236
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	129	123	113	106	471
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	100	102	97	68	367
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
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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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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				52%	49%	56%	52%	50%	56%
ELA Learning Gains				47%	47%	51%	53%	51%	53%
ELA Lowest 25th Percentile				32%	37%	42%	45%	45%	44%
Math Achievement				59%	51%	51%	58%	51%	51%
Math Learning Gains				49%	47%	48%	46%	49%	48%
Math Lowest 25th Percentile				44%	45%	45%	40%	49%	45%
Science Achievement				73%	67%	68%	77%	71%	67%
Social Studies Achievement				72%	69%	73%	74%	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	54%	53%	1%	55%	-1%
Cohort Comparison						
10	2021					
	2019	49%	49%	0%	53%	-4%
Cohort Comparison		-54%				

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	73%	69%	4%	67%	6%
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	70%	71%	-1%	70%	0%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	65%	-8%	61%	-4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	61%	-3%	57%	1%

Grade Level Data Review - Progress Monitoring Assessments

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

The quarterly district benchmark assessments for Algebra, Geometry, English 9, English 10, Biology, and US History were used to measure student mastery of concepts.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.5	52.7	
	Economically Disadvantaged	46	48.7	
	Students With Disabilities	36.8	39	
	English Language Learners	43.9	46.6	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	33	
	Economically Disadvantaged	34	32	
	Students With Disabilities	30	30	
	English Language Learners	32	32	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	67.10	65.6	
	Economically Disadvantaged	63.4	61.6	
	Students With Disabilities	66.1	60.2	
	English Language Learners	56.5	55.4	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.8	50.9	
	Economically Disadvantaged	61.7	6.5	
	Students With Disabilities	51.7	35.4	
	English Language Learners	56.8	41.6	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	40.7	
	Economically Disadvantaged	34	38.6	
	Students With Disabilities	31.5	33.7	
	English Language Learners	32.6	36.8	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	52.8	
	Economically Disadvantaged	49	52	
	Students With Disabilities	42.4	44.8	
	English Language Learners	46.4	50.1	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.3	41.8	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.7	42.1	
	Number/% Proficiency	Fall	Winter	Spring
	Economically Disadvantaged	39.8	39.9	
	Number/% Proficiency	Fall	Winter	Spring
	Students With Disabilities	32	34.3	
	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	41.4	41.5	
	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	41.1	39.4	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.8	44.5	
	Economically Disadvantaged	51.8	44.5	
	Students With Disabilities	51.8	44.5	
	English Language Learners	50	42.6	
	Number/% Proficiency	Fall	Winter	Spring
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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	15	30	23	17	31	36	23	27		77	22
ELL	18	38	31	18	24	24	44	16		79	26
ASN	71	50		30							
BLK	28	33	25	20	29	41	48	45		79	14
HSP	37	44	34	24	25	24	55	56		82	48

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	65	52		19			65	50		92	36
WHT	60	55	34	45	32	40	80	71		89	57
FRL	36	43	32	25	27	31	54	54		81	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	13	34	31	37	42	40	34	43		71	23
ELL	20	30	22	48	50	53	52	33		59	31
ASN	100	80									
BLK	28	39	29	43	44	42	52	51		76	31
HSP	41	38	22	55	47	36	74	69		84	46
MUL	59	35		56	61		94	83		92	82
WHT	65	57	53	67	50	49	77	78		87	60
FRL	42	43	30	55	49	44	68	69		80	43
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	44	39	19	43	40	42	53		71	17
ELL	19	47	47	41	44	35				63	40
ASN	75	92									
BLK	20	42	42	40	44	34	46	49		87	24
HSP	44	54	50	52	48	43	74	65		85	43
MUL	59	45		74	57		70	67		93	50
WHT	67	55	38	67	45	35	86	86		92	60
FRL	42	51	46	52	46	43	70	65		86	37

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
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	33
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	50
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	36
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	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	56
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The school showed a decrease of 5 percentage points across all subject areas. The drop is attributable to our most vulnerable students opting for remote or hybrid learning.

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

Math achievement and learning scores dropped 27 and 21 percent respectively since pre-COVID testing.

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

Many of our lowest quartile students opted for the hybrid (attend school twice weekly) or remote learning modalities during the past school year. Therefore the students most at risk had the least opportunity for direct instruction. Math skills decay rapidly when not used. Students will require skill work and acceleration to make up lost ground.

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

Due to the global pandemic and multiple modalities of instruction, we did not see an improvement in most areas. However, moving forward, we anticipate gains in math, reading and our acceleration rate.

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

We will see an increase in acceleration rate due to the addition of AICE General Paper for our students.

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

The providing of additional supports and tutoring for our lowest level students to include boot camps for content recovery.

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.

Collaborative planning time both during and beyond the school day will be provided for our teachers in content areas.

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

Professional development for staff as the BEST standards are implemented as well as continued allowance for collaboration and collegiality.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	Since 2016, the school's graduation rate has fluctuated between 87-90 percent. Last year our graduation rate dropped to 85 percent, the lowest it has been in nearly a decade.
Measurable Outcome:	Increase graduation rate to 92 percent by the end of school year 22-23.
Monitoring:	# of students with _____ GPA and _____ credits entering program. # of entering students who graduate with cohort.
Person responsible for monitoring outcome:	Shane Hall (halls@manateeschools.net)
Evidence-based Strategy:	Monitor student grade point average. Institute Cane's Promotion Plan alternative educational pathway to earn a diploma (site-based L.I. F.E. program) for students with low GPA/credit status.
Rationale for Evidence-based Strategy:	The Cane Promotion Program will allow the school to offer an on-site alternative to the GED using staff that h

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus	
Description and Rationale:	Based on 20-21 data, our lowest quartile has under-performed on learning gains in three sub-categories of the FSA-ELA Assessment: Key Ideas and Details, Craft and Structure, Integration and Knowledge.
Measurable Outcome:	Increase ELA learning gains among lowest quartile students and students with disabilities by 5 percent.
Monitoring:	Use district benchmark data for both reading and writing. Will use Reading Plus insight benchmark report given 3 times yearly to monitor individual students progress at the teacher level.
Person responsible for monitoring outcome:	Shane Hall (halls@manateeschools.net)
Evidence-based Strategy:	Reading Plus. ACT/SAT test preparation via Khan Academy. Regular goal-setting and data chats. Small group instruction.
Rationale for Evidence-based Strategy:	Use of Reading Plus and ACT/SAT/Khan Academy/USA Test Prep will allow us to target instruction to support students in the three ELA sub-categories to which we under-performed. The quarterly data chats will allow instructional staff to progress monitor and adjust instruction as needed to support student growth.

Action Steps to Implement

1. Writing conferences based on Write Score results.
2. Fidelity to Reading Plus--comprehension 80 percent or better.
3. Monthly department meetings centered on school data, progress monitoring, and instructional strategies
4. Collaborative planning days.

Person Responsible Shane Hall (halls@manateeschools.net)

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.

Manatee High is ranked #120 of 505 high schools in the state for disciplinary data. It has a low incident rate of 1.2 incidents per 100 students, It is rated very low in property incidents and low in drug/public order and violent offenses. The primary area of concern is suspensions. The school has seen a 50 percent drop in in-school suspensions since 2014 and a 30 percent decrease in out-of-school suspensions during the same period.

With enhanced schoolwide expectations in which the school focuses on getting details correct -- consistency, timeliness, and civility...

Twenty-three of the 39 incidents that resulted in suspension were lifestyle offenses, drugs, and tobacco.

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.

Manatee High has robust systems to involve stakeholders in providing a supportive and fulfilling learning environment. It offers over 30 clubs and extracurricular activities such as ballroom dancing to the competition step team. The school has a rich tradition of success in sports. Twenty-four varsity men's and women's sports are offered from our five-time state champion football team, perennially nationally ranked competitive dance squad--The Sugar Canes or our newest sports, men's and women's lacrosse.

Over 100 local businesses are official partners in education and sponsors for our athletics department. Our partners assist in mentorship programs; providing instruction in civics; law studies and the Holocaust. They provide job opportunities both paid and volunteer. Others support our student incentive programs for scholarship and citizenship.

We are proud of our academic success; at least one of our seniors has earned National Merit Scholar/Semi-Finalist honors the past five years. We provide students numerous pathways to rigorous preparation for the world of work or advanced studies through our College Preparatory Academy, the Medical Academy, and STEM Academy. Students accepted into the Medical Academy may earn Industry Certifications in CMAA, EMR, EKG Aide, and Certified Nursing Assistant (CNA). Students in the College Preparatory Academy may pursue advanced work through the State College of Florida or the University of South Florida Manatee/

Sarasota. Other advanced scholars opt for Advanced Placement courses. Those interested in the practical application of science, technology, engineering, and math find a home in our STEM Academy. Finally, our newest academy, the Freshman Academy, puts our 9th graders into cohorts to provide small-group learning communities where teams of teachers share students. The goal is to strengthen our supports by infusing AVID strategies and rapid response to struggling students to improve our graduation rate. Sixty colleges and universities visit our campus annually. The highlight of the year is our annual college fair attended by 60 colleges and universities which is attended by the entire student body. Another popular program for seniors is the Big Bank Theory in which seniors get a crash course in managing personal finances, teaching them the reality of managing their money in life after high school.

The School has an aggressive program to support socio-emotional learning. We make use of our early warning system to identify at-risk students based on attendance, office discipline referrals, and quarterly grades. Those students are part of our weekly progress monitoring program, "Thursday Club". Those students meet individually on Thursdays with a Dean or AP to review grades, attendance, and set goals for the upcoming week. Our exceptional student department runs a resource room for students to use for tutoring or extended-time testing. Our English-Language Learning team performs outreach to second-language learners, visiting classrooms, visiting homes, and providing an ELL resource room. Manatee High is a strong proponent of character education and we invest in weekly sessions--either Character Strong or state-directed training on mental health.

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

Student stakeholders participate through SGA, the numerous clubs, and social organizations.

Business partners serve as adult role models and support the school with volunteers and incentives for student performance.

Adult staff role-model deserved content.

Part V: Budget

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

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