

Manatee County Public Schools

Southeast High School



2022-23 Schoolwide Improvement Plan

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Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

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

Demographics

Principal: Ginger Collins

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (42%) 2018-19: C (51%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Collins, Ginger	Principal	<p>Instructional Program Management/Development Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>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>Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>Provide for the articulation of the school's instructional program among school personnel.</p> <p>Oversee the selection and acquisition of instructional materials and equipment.</p> <p>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.</p> <p>Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Implement and administer negotiated employee contracts at the school site.</p> <p>Provide training opportunities and feedback to personnel at the assigned school.</p> <p>Assign tasks and supervise personnel in task accomplishment.</p> <p>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.</p> <p>Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials.</p> <p>Use technology effectively.</p> <p>Coordinate school maintenance and facility needs and monitor progress toward meeting</p>

Name	Position Title	Job Duties and Responsibilities
		<p>those needs.</p> <p>Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>Student Support Services</p> <p>Facilitate a program of family and community involvement.</p> <p>Supervise the guidance program to ensure individual student educational and developmental needs are addressed.</p> <p>Work with parents to resolve complaints or concerns.</p> <p>Serve as final arbitrator for serious discipline problems.</p> <p>Develop and maintain positive school / community relations and act as liaison between the two.</p> <p>Direct and develop the recruitment of Business Partners to benefit the school and community.</p> <p>Supervise transportation services at the assigned school.</p> <p>Coordinate the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District management meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Establish and actively pursue a vision and mission for the school in collaboration with staff,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 interference with operations. Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
McClellan, Danielle	Instructional Coach	Assessment and Data
Page, Craig	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 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. Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Build teams to accomplish plans, goals, and priorities.</p> <p>Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Perez, Michael	Assistant Principal	<p>Instructional Program Management/Development</p> <p>Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>Provide for the articulation of the school's instructional program among school personnel.</p> <p>Oversee the selection and acquisition of technology and monitor use. Oversee the administration of the testing program for the school.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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</p> <p>Interview and select qualified personnel to be recommended for appointment.</p> <p>Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Provide training opportunities and feedback to personnel at the assigned school.</p> <p>Assign tasks and supervise personnel in task accomplishment.</p> <p>Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems</p> <p>Assist with the operation, activities, and functions at the school site.</p> <p>Assist with supervision of the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>(FTE)</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Write and disseminate newsletters, memos, letters, agendas, and other materials.</p> <p>Use technology effectively.</p> <p>Student Support Services</p> <p>Facilitate a program of family and community involvement with the IBPA (IB Parent Alliance)</p> <p>Work with parents to resolve complaints or concerns.</p> <p>Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>Supervise transportation services at the assigned school.</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Build teams to accomplish plans, goals, and priorities.</p> <p>Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Pipino, Anthony	Assistant Principal	<p>Instructional Program Management/Development</p> <p>Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>Use current research, performance data, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>Provide for the articulation of the school's instructional program among school personnel.</p> <p>Oversee the selection and acquisition of technology and monitor use. Oversee the administration of the testing program for the school.</p> <p>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</p> <p>Interview and select qualified personnel to be recommended for appointment.</p> <p>Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Provide training opportunities and feedback to personnel at the assigned school.</p> <p>Assign tasks and supervise personnel in task accomplishment.</p> <p>Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems</p> <p>Assist with the operation, activities, and functions at the school site.</p> <p>Assist with supervision of the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>(FTE)</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Write and disseminate newsletters, memos, letters, agendas, and other materials.</p> <p>Use technology effectively.</p> <p>Student Support Services</p> <p>Facilitate a program of family and community involvement with the IBPA (IB Parent Alliance)</p> <p>Work with parents to resolve complaints or concerns.</p> <p>Develop and maintain positive school/community relations and act as liaison between the two.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Supervise transportation services at the assigned school.</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.</p> <p>Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>Model effective listening and positive interaction skills.</p> <p>Participate in District meetings and other activities to enhance professional development.</p> <p>Leadership</p> <p>Provide leadership and direction for all aspects of the school's operation.</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Build teams to accomplish plans, goals, and priorities.</p> <p>Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>Initiate programs and organize resources to carry out the School Improvement Plan.</p> <p>Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>Access District and community resources to meet school needs.</p> <p>Maintain visibility and accessibility on the school campus and at school-related activities and events.</p> <p>Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Anticipate difficult situations and develop plans to handle them.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>Deal with problems associated with change. Perform other incidental</p>

Name	Position Title	Job Duties and Responsibilities
		tasks consistent with the goals and objectives of this position.
McManis, Jennifer		

Demographic Information

Principal start date

Friday 7/1/2022, Ginger Collins

Number of teachers with a 2022 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.*

51

Number of teachers with a 2022 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.*

18

Total number of teacher positions allocated to the school

97

Total number of students enrolled at the school

1,818

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	62	368	399	448	449	1726
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	244	273	210	191	918
One or more suspensions	0	0	0	0	0	0	0	0	0	0	74	68	32	18	192
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	162	181	0	1	344
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	162	181	0	1	344
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	36	167	1	7	211
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	162	181	345	168	856

Using the table above, complete the table below with the number of students by current grade level who have 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	231	169	222	74	696	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated
Sunday 8/21/2022

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	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	

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

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	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	

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	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	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	48%	51%				40%	49%	56%
ELA Learning Gains	40%						41%	47%	51%
ELA Lowest 25th Percentile	25%						31%	37%	42%
Math Achievement	28%	35%	38%				40%	51%	51%
Math Learning Gains	36%						43%	47%	48%
Math Lowest 25th Percentile	39%						53%	45%	45%
Science Achievement	42%	45%	40%				63%	67%	68%
Social Studies Achievement	54%	43%	48%				63%	69%	73%

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

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
2022					
2019	62%	69%	-7%	67%	-5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	71%	-11%	70%	-10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	65%	-35%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	61%	-18%	57%	-14%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	19	19	12	30	38	20	15		73	11
ELL	11	25	21	17	45	40	17	24		75	16
ASN										100	90
BLK	35	37	22	25	28	27	38	46		92	24
HSP	27	38	27	23	34	39	35	47		78	34
MUL	34	29		29			45			82	
WHT	60	50	17	50	54		71	79		86	65
FRL	29	37	26	26	31	39	42	51		82	33
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

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%	1
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%	0
Asian Students	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 the aggregation of data, we noticed a drop in proficiency rates in all subject areas, leading to five subgroups falling below 41%. Our SWD (ESE) population needs the highest levels of support with a three-year downward trending cycle where we are now two years below 32%. Our ELL population has now fallen below 32%, indicating they need support to overcome the language barrier and learn strategies for increasing language understanding.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our 2022 progress monitoring and state assessments, the greatest need for improvement lies with our SWD (ESE) and ELL populations and their proficiency rates in ELA and Math.

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

The decline can be attributed to the need to change and increase support strategies for all ESE and ELL populations, including classwork completion support and push-in and pull-out opportunities. Students need to be scheduled with certified teachers who have the training to make progress with students who need remediation and encouragement. Benchmark data have indicated a loss of learning progression due to an increased number of students whose attendance fell below 90% and increased suspensions leading to a loss of classroom instructional time. Southeast has a full-time Graduation Enhancement Tech and a Graduation Coach that monitor student attendance daily and begin parent contact as soon as attendance declines. They will support these families throughout the year by collaborating with school social workers, guidance counselors, teachers, and school leaders to develop systemic strategies to identify and support students frequently absent within our most at-risk populations. We are utilizing the district-wide classroom behavior management system (CHAMPS) to reduce the number of suspensions schoolwide. Southeast uses restorative practices to ensure that students remain in the classroom and do not have their learning disrupted with suspensions, both in and out of school.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

On our 2022 school data, Southeast improved the most with learning gains and learning gains for the lowest quartile. We understand that this will not be a part of our school grade for the upcoming school year, but it was the area that showed the most improvement this past year. In addition, our mathematics proficiency rate is another area that showed improvement for the 2021/2022 school year.

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

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
- 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 / L1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support
- Admin bi-weekly data meetings

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

Math

Use ALEKS and Acaletics for Algebra students; scheduled students strategically in appropriate courses based on proficiency levels; new course Math for Data and Financial Literacy to assist with SAT/ACT prep to ensure students have the ability to get a concordant score if necessary. Utilizing faculty with expertise in math for small group instruction with our most vulnerable population.

ELA/Reading

SAT/ACT academic vocabulary (word of the day) as bell work used school wide in all courses including science, social studies, and electives. Learning activities will prepare students for rigorous assignments, graphic organizers will reflect higher order thinking and reading comprehension, collaborative discussions will occur amongst teachers and students, activating strategies will be used to build background knowledge on content being taught, and vocabulary will be incorporated into instruction.

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.

Professional development on approaches to teaching and learning and IB Learner Profile; Learning Focused lesson planning and Instructional Focus; Acaletics best practices for math teachers; collaborative planning; AVID Training; quarterly data meetings; and all district-provided PD opportunities. Utilized curriculum specialist to strengthen teacher capacity.

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

Collaborative planning for ELA and Math with standard item analysis, MPIC Reports (most popular incorrect choice by subject), By the Numbers exercise, review of Acaletics scrimmages. After school tutoring in writing, math, and reading. Reading Coach work with identified teachers in a coaching cycle based on Benchmark Assessment data.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus for Math is a need to increase the school student proficiency and higher rate in math from 29% as earned on the 2022 FSA EOCs to an 11% gain for a total of 40%. Another area of focus is increasing the proficiency rate of SWD and ELL students in both Algebra and Geometry.

The rationale has been identified as a critical need due to comparing the 2021-2022 earned school average percentages to the State average percentages and noticing the assessment differences.

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

Increase the number of students scoring at proficiency or higher in Algebra 1 and Geometry from 29% to 40% for the 2022-23 school year. (A total of 40% or 274 students).

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

Quarterly District Benchmark assessments; Acaletics and Aleks monthly monitoring; Teacher created assignments and assessments - ongoing; Administrators monitor teacher-based assignments and assessments through FOCUS platform; Monthly department meetings and ILT meetings to discuss data and provide support; ESE and ELL push in services provided to support those students in the classroom environment.

Person responsible for monitoring outcome:

Craig Page (pagec@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

- * Implement Acaletics, continue use of ALEKS and Khan Academy for support.
- * Use ALEKS and Acaletics in Algebra 1A and 1, and Math for Data and Financial Literacy
- * SAT/ACT prep in Math for Data and Financial Literacy
- * Quarterly data meetings with departments.
- * Students were strategically placed in courses based on data from 2022 State Assessment data. Students who received a level 1 or 2 were placed into Data for Financial Literacy to help raise their scores.
- * Offer support facilitation with ESOL and ESE departments to differentiated instruction for targeted groups.
- Strategically schedule ESE / Level 1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support

Using the data from the items listed above are the evidence-based strategies being implemented for increasing math proficiency in all students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this specific strategy was due to our Algebra 1 proficiency rate being 42% below the district average while there was an increase in the Geometry proficiency rate. These scores rate among the lowest in reviewing our overall student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis.
2. Based on the data, content areas will work to front load students with necessary academic vocabulary through SAT/ACT vocabulary prep.
3. Based on the data, remedial support by instructional personnel through small groups.
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 Anthony Pipino (pipinoa@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The area of focus for ELA is a need to increase the school student proficiency and higher rate in reading from 35% as earned on the 2022 FSA EOCs to a 5% gain for a total of 40%. Another area of focus is increasing the proficiency rate of SWD and ELL students in ELA.</p> <p>The rationale has been identified as a critical need due to comparing the 2021-2022 earned school average percentages to the State average percentages and noticing the assessment differences.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase the number of students scoring at proficiency or higher on the ELA Assessment from 35% to 40%, an increase of 5% for the 2022-23 school year. (A total of 40% or 372 students).</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Monthly 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. Administrators monitor teacher-based assignments and assessments through FOCUS platform; Monthly department meetings and ILT meetings to discuss data and provide support. ESE and ELL push in services provided to support those students in the classroom environment.</p>
Person responsible for monitoring outcome:	<p>Anthony Pipino (pipinoa@manateeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<ul style="list-style-type: none"> • Scheduled data dive meetings with department before pre-planning week to develop an strategic plan for instruction • Change teaching assignments based on data • 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) * SAT/ACT vocabulary across all curriculum. *After school SAT/ACT tutoring *Writing workshops. • 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 / Level 1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support • Use Lexia as a program for our Intensive Reading and DLA classes • Admin bi-weekly data chat meetings
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	<p>The rationale for selecting this specific strategy was due to our ELA proficiency rate being 11% below the district average of 46%. These scores rate are second lowest in reviewing our overall student achievement.</p>

**specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis.
2. Based on the data, content areas will work to front load students with necessary academic vocabulary through SAT/ACT vocabulary prep.
3. Based on the data, remedial support by instructional personnel through small groups.
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 Anthony Pipino (pipinoa@manateeschools.net)

#3. Instructional Practice specifically relating to Graduation

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Continue to see an increase in the Graduation Rate 2022-23. Student performance in the classroom, state assessments, and desire to stay in school directly correlates to their attendance. Students have succeeded with the SAT/ACT concordant scores when faced with trying to pass the state-mandated exam. Offering various testing options give them every opportunity to pass before May. In addition, 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:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the number of students graduating by 2% for the 2022-23 school year: (A total of 85% or 350 students).

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

- *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:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

- *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:
 Explain the rationale for selecting this specific strategy. Describe the resources/

The rationale for selecting this specific strategy was due to our graduation rate fell from 86% to 83% last year.

**criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 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

Ginger Collins (collinsg@manateeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

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

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

N/A

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

N/A

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

N/A

Rationale for Evidence-based Practices/Programs:

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

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

Teachers and students both contribute to the school culture through school wide beautification days, student-teacher games, and Friday morning pep rallies.

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

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 (Perez, Crenshaw)

Restorative Justice Practices (All Deans and Pipino)

New student/Sophomore orientation (Pipino)

Freshman Orientation (Perez)

AVID events (K. Mays, S Buchanan, C. Page)

IB events (Grim)

ESOL nights (Zelaya)

Athletic Academy (Lynum)

Open house (Perez)

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 (Pag)

parent involvement in the MTSS process (Pipino, Crenshaw, MTSS team, all instructional staff)

FOCUS parent portal;

choice open house (Pipino)

SLC showcase night. (Page, Roberts, and staff members)

Homecoming bonfire/events (Zinzi, SGA members, Vella, Hetherington)

PBIS (Crenshaw, Felton, Hires)

Pep Rallies/Friday Pep mornings (Timmons, Lynum, Vella, Campbell, Matthews, Jones, cheerleading team, student athletes, band, dance team)