

Manatee County Public Schools

Manatee High School



2022-23 Schoolwide Improvement Plan

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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: 7/1/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
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: B (56%) 2018-19: B (57%) 2017-18: B (59%)
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>65%</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>56%</p>

School Grades History

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

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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.

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

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
Scarborough, Sharon	Principal	Leading school on a daily basis
Hall, Shane	Assistant Principal	Curriculum, scheduling, Reading and ESE
Francis, Linda	Assistant Principal	Facilities, Operations, Science, School Culture
Cochran, Travis	Assistant Principal	Safety, Security, Discipline, Math, Acceleration and Graduation Rate
Chmielewski, Joanne	School Counselor	
Zoller, Daria	Instructional Coach	
Murray, Stephen	Teacher, K-12	Social Studies Dept. Chair
Catel, Heather	Teacher, K-12	Fine Arts Dept. Chair
Kaminski-Beyer, Karen	Teacher, K-12	Math Co-Dept. Chair

Demographic Information

Principal start date

Thursday 7/1/2021, Sharon Scarborough

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.*

1

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

106

Total number of students enrolled at the school

1,993

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

15

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

12

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	469	556	527	439	1991
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	161	160	131	617
One or more suspensions	0	0	0	0	0	0	0	0	0	97	176	177	134	584
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	97	92	68	274
Course failure in Math	0	0	0	0	0	0	0	0	0	9	68	85	73	235
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	149	154	134	111	548
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	103	118	83	68	372
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	10	1	0	0	11
	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

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	134	185	181	143	643

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	2	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	7	0	2	10

Date this data was collected or last updated
Friday 8/26/2022

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

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	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
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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	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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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	3	1	3	3	10

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	53%	48%	51%				52%	49%	56%
ELA Learning Gains	52%						47%	47%	51%
ELA Lowest 25th Percentile	38%						32%	37%	42%
Math Achievement	51%	35%	38%				59%	51%	51%
Math Learning Gains	45%						49%	47%	48%
Math Lowest 25th Percentile	36%						44%	45%	45%
Science Achievement	63%	45%	40%				73%	67%	68%
Social Studies Achievement	63%	43%	48%				72%	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	73%	69%	4%	67%	6%

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	70%	71%	-1%	70%	0%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	65%	-8%	61%	-4%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	61%	-3%	57%	1%

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	21	39	31	34	43	29	19	33		78	33
ELL	19	36	37	29	32	32	24	17		76	44
ASN	75	67									
BLK	32	43	23	23	30	36	28	37		82	44
HSP	44	47	37	44	42	36	49	54		88	71
MUL	61	58		63	64		55	80		82	93
WHT	64	57	51	64	50	36	80	74		87	82
FRL	42	49	37	43	41	32	50	52		83	65
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
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

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	604
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	71
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	38
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	70
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	65
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

While SWD remains a focus area, the school's scores rebounded in ELA and math as students returned to full-time in-person attendance, Math scores made massive gains in achievement and learning (average 18 percent). while ELA made modest 5 percent gains.

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

Biology grades dipped four percent which was true statewide. Achievement scores for African American and English Language Learners dipped below 41 percent for the first time in five years.

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

African American and English Language Learners were students most likely to opt for hybrid or distance learning during the pandemic. They also are the school's most fragile learners and are likely to have experienced skill decay before all students returned to full-time school in January 2022.

To address areas for improvement the school has adopted initiatives for:

1. PLC for collaboration, planning and action research.
2. Champs/Sparks to enhance school safety and culture while building life skills in our students.
3. Content area teachers focus on teaching vocabulary across the curriculum; especially tier 3 words in the Sciences.

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

Math achievement and learning gains increased by 19 and 17 percent respectively.

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

Improvements are the result of strategic placement of the strongest teachers in Algebra and Geometry, weekly collaboration and planning sessions, and boot camps for level two math science in preparation for the state assessments.

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

Manatee High will continue to provide boot camps prior to state assessments in Math and Biology. In addition, computer-assisted instruction is provided for level one and two students in addition to direct classroom instruction. Core content area teachers will provide direct instruction on tier three vocabulary terms.

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 is provided through departments, teams, and district professional development days. Content teams such as Algebra, Biology, Geometry, and US History meet weekly for targeted collaboration and professional learning. Six professional learning communities: Arts Infusion, College Prep Academy, Guy Harvey Ocean Foundation Math B.E.S.T., Medical Academy, Senior-College and Career and Spark will begin their work this year.

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 the continued allowance for collaboration and collegiality through content area teams funded by millage dollars will enhance our sustainability,

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. African American students' performance as measured by the federal index dropped below 41 percent for the first time in five years.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Raise African American math proficiency by five percentage points on the SY 22-23 Algebra I EOC.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Content area teams will conduct unit/chapter test item analysis and use benchmark data to monitor subgroup performance.

Person responsible for monitoring outcome: Linda Francis (francisl@manateeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being No Red Ink.
Lexia.
SAT test preparation via Khan Academy.
Regular goal-setting and data chats.
Small group/direct instruction.

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: All strategies are district adopted and have ample peer-reviewed documentation to support their efficacy in raising student achievement. The use of computer-assisted technology will help underclass students fill learning gaps in areas such as phonics, phonetics, spelling, and reading comprehension that are tested in FSA Reading and Writing. Older students will benefit from exposure to SAT test preparation through Khan Academy which will help them earn concordant scores necessary to demonstrate Algebra I, Reading, and Writing proficiency. Direct instruction is powerful for African American students because it gradually introduces/reintroduces content, reinforces that content, and continually assesses student progress so as to prevent them from falling further behind their peers.

Explain the rationale for selecting this 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.

Weekly planning and support in English, Math, and Science classes. Develop evidence-based routines and structures to be implemented in core classes.

Person Responsible Daria Zoller (zollerd@manateeschools.net)

One-on-one and small group instruction in foundational reading strategies in core courses (English, Math, Science) for students performing below grade level in reading.

Person Responsible Daria Zoller (zollerd@manateeschools.net)

#2. ESSA Subgroup specifically relating to English Language Learners

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

English Language Learner students' performance as measured by the federal index dropped below 41 percent for the first time in five years.

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

Raise English Language Learner proficiency by five percentage points on SY 22-23 ELA achievement.

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

Content area teams will conduct unit/chapter test item analysis and use benchmark data to monitor subgroup performance.

Person responsible for monitoring outcome:

Daria Zoller (zollerd@manateeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Lexia.
 SAT test preparation via Khan Academy.
 Regular goal-setting and data chats.
 Small group/direct instruction.

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: All strategies are district adopted and have ample peer-reviewed documentation to support their efficacy in raising student achievement. The use of computer-assisted technology will help underclass students fill learning gaps in areas such as phonics, phonetics, spelling, and reading comprehension that are tested in FSA Reading and Writing. Older students will benefit from exposure to SAT test preparation through Khan Academy which will help them earn concordant scores necessary to demonstrate Algebra I, Reading, and Writing proficiency. Direct instruction is powerful for ELLs because it gradually introduces/reintroduces content, reinforces that content, and continually assesses student progress so as to prevent them from falling further behind their peers.

Explain the rationale for selecting this 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.

Weekly planning and support in English, Math, and Science classes. Develop evidence-based routines and structures to be implemented in core classes.

Person Responsible Linda Francis (francisl@manateeschools.net)

One-on-one and small group instruction in foundational reading strategies in core courses (English, Math, Science) for students performing below grade level in reading.

Person Responsible Linda Francis (francisl@manateeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Students with Disabilities' performance as measured by the federal index remain below 41 percent.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Raise SWD student performance by five percentage points on SY 22-23 ELA achievement.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Content area teams will conduct unit/chapter test item analysis and use benchmark data to monitor subgroup performance. ESE case manager team will establish individual goals and monitor progress through the IEP process.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Shane Hall (halls@manateeschools.net)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>Lexia. SAT test preparation via Khan Academy. Regular goal-setting and data chats. Small group/direct instruction.</p>

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: All strategies are district adopted and have ample peer-reviewed documentation to support their efficacy in raising student achievement. The use of computer-assisted technology will help underclass students fill learning gaps in areas such as phonics, phonetics, spelling, and reading comprehension that are tested in FSA Reading and Writing. Older students will benefit from exposure to SAT test preparation through Khan Academy which will help them earn concordant scores necessary to demonstrate Algebra I, Reading, and Writing proficiency. Direct instruction is powerful for SWDs because it gradually introduces/reintroduces content, reinforces that content, and continually assesses student progress so as to prevent them from falling further behind their peers.

Explain the rationale for selecting this 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.

Weekly planning and support in English, Math, and Science classes. Develop evidence-based routines and structures to be implemented in core classes.

Person Responsible Linda Francis (francisl@manateeschools.net)

One-on-one and small group instruction in foundational reading strategies in core courses (English, Math, Science) for students performing below grade level in reading.

Person Responsible Linda Francis (francisl@manateeschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities

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

The majority of Manatee High School's incoming freshman class are at-risk readers. Focus on direct instruction of tier two and three vocabulary in the content areas

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

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

Person responsible for monitoring outcome: [no one identified]

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

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this 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.

No action steps were entered for this area of focus

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.

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. 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 life skills 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, and 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. The newest component to provide wall-to-wall services to our most at-risk upperclassmen is the Canes Promotion Program. It allows students for whom the traditional school day is not feasible to complete an accelerated program to earn their diploma by attending school in the evening. Modeled on the district's L.I.F.E. program, seniors retake failed courses through Edgenuity at their base school with familiar faculty members.

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

Our most important stakeholders are our students. They showcase our culture through engagement in academics and extra-curricular events. Students are proud to attend Manatee High School home.

Parents and community members eagerly attend concerts, athletics, music, and fine arts performances. Our families support college and career nights and attend School Advisory Committee meetings. Because we are an open enrollment district, our parents and families are ambassadors to the community and help us bring the best and brightest to our school through the district choice plan.