

Manatee County Public Schools

Southeast High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	20
III. Planning for Improvement	25
IV. ATSI, TSI and CSI Resource Review	34
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	34
VII. Budget to Support Areas of Focus	35

Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Collins, Ginger	Principal	<ul style="list-style-type: none"> - Instructional Program Management/Development Manage and administer the instructional program so as to ensure all students the opportunity to learn. - Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. - Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. - Provide for the articulation of the school's instructional program among school personnel. - Oversee the selection and acquisition of instructional materials and equipment. - Monitor the implementation of Exceptional Student Education programs and services. - Personnel Action Services Interview and select qualified personnel to be recommended for appointment. - Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. - Implement and administer negotiated employee contracts at the school site. - Provide training opportunities and feedback to personnel at the assigned school. - Assign tasks and supervise personnel in task accomplishment. - Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance. - School Operations / Delivery Systems - Supervise the operation, activities, and functions at the school site. - Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. - Supervise and monitor the accurate and timely completion of data collection and reporting requirements. - Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. - Use technology effectively. - Coordinate school maintenance and facility

Name	Position Title	Job Duties and Responsibilities
		<p>needs and monitor progress toward meeting those needs.</p> <ul style="list-style-type: none"> - Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment. - Coordinate the supervision of all extracurricular programs at the assigned school. <p>Student Support Services</p> <ul style="list-style-type: none"> - Facilitate a program of family and community involvement. - Supervise the guidance program to ensure individual student educational and developmental needs are addressed. - Work with parents to resolve complaints or concerns. - <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> <ul style="list-style-type: none"> - Direct and develop the recruitment of Business Partners to benefit the school and community. <p>Supervise transportation services at the assigned school.</p> <ul style="list-style-type: none"> - Coordinate the school food service program at the assigned school including the free and reduced food service requirements. <p>Personal / Professional Employee Qualities</p> <ul style="list-style-type: none"> - Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. - Model and maintain high standards of professional conduct. - Set high standards and expectations for self, others, and school. - Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment. - Use effective communication techniques with students, teachers, parents, and stakeholders. - Model effective listening and positive interaction skills. - Participate in District management meetings and other activities to enhance professional development. <p>Leadership</p> <ul style="list-style-type: none"> - Provide leadership and direction for all aspects of the school's operation. - Exercise proactive leadership in promoting the

Name	Position Title	Job Duties and Responsibilities
		<p>vision and mission of the District.</p> <ul style="list-style-type: none"> - Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders. - Build teams to accomplish plans, goals, and priorities. - Promote / market the school and its priorities to the community. - Initiate programs and organize resources to carry out the School Improvement Plan. - Provide recognition and celebration for student, staff, and school accomplishments. - Access District and community resources to meet school needs. - Maintain visibility and accessibility on the school campus and at school-related activities and events. - Anticipate difficult situations and develop plans to handle them. Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents. - Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change.. - Perform other incidental tasks consistent with the goals and objectives of this position.
Francis, Linda	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> <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>

Name	Position Title	Job Duties and Responsibilities
		<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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>

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

Name	Position Title	Job Duties and Responsibilities
		<p>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 tasks consistent with the goals and objectives of this position.</p>

Name	Position Title	Job Duties and Responsibilities
Perez, Michael	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.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment. Assist with making difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems Assist with the operation, activities, and functions at the school site. Assist with supervision of the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>(FTE) Supervise and monitor the accurate and timely completion of data collection and reporting requirements. Write and disseminate newsletters, memos, letters, agendas, and other materials. Use technology effectively.</p> <p>Student Support Services</p>

Name	Position Title	Job Duties and Responsibilities
		<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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>environment. Anticipate difficult situations and develop plans to handle them. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Coates, George	Dean	<p>Maintain visibility and accessibility on the school campus and at school-related activities and events. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. Anticipate difficult situations and develop plans to handle them. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Douglas, Turhan	Dean	<p>Maintain visibility and accessibility on the school campus and at school-related activities and events. Follow guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. Anticipate difficult situations and develop plans to handle them. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. Deal with problems associated with change. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Searls, Darwin	Dean	<p>Maintain visibility and accessibility on the school campus and at school-related activities and events. Follow guidelines for proper student conduct and implement disciplinary procedures and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Drumm, Alison	Instructional Coach	
Cheek, Kristi	Other	<p>Responsible for coordinating test sessions and testing security. Provide opportunities for retakes to improve student success and graduation rate. Parent and student communication about testing opportunities.</p>
Bishop, Meghan	Magnet Coordinator	
Boyd, Regina		ESE compliance.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP committee develops a framework of instructional goals based on assessment data and stakeholder surveys from last year's accreditation process to the School Advisory Committee. A draft school improvement plan is present for comment and approval by the SAC, The council is representative of Southeast High School student demographics and includes parents, students, staff and community representatives.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School Improvement goals were shared with the entire faculty and each department set metrics to support student achievement. Those metrics are monitored monthly at the department level. In addition, performance data such as benchmark results, end of course exams, SAT, ACT, and PERT scores, attendance percentage, and office discipline referrals will be process monitored monthly by the Instructional Leadership Team. The Reading Coach, Math Coach, and ESE Department chair conduct

progress monitoring of intensive courses to ensure fidelity to district standards for reading and math and measure student growth.

Demographic Data
 Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	918
One or more suspensions	0	0	0	0	0	0	0	0	0	192
Course failure in ELA	0	0	0	0	0	0	0	0	0	344
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	344
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	211
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	856

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	696

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	44	50	35	48	51	35		
ELA Learning Gains				40			37		
ELA Lowest 25th Percentile				25			31		
Math Achievement*	29	42	38	28	35	38	26		
Math Learning Gains				36			24		
Math Lowest 25th Percentile				39			29		
Science Achievement*	43	64	64	42	45	40	51		
Social Studies Achievement*	41	59	66	54	43	48	54		
Middle School Acceleration					37	44			
Graduation Rate	76	84	89	83	63	61	86		
College and Career Acceleration	44	61	65	41	66	67	46		
ELP Progress	31	41	45	44			42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	76

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	83

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	3
ELL	24	Yes	4	2
AMI				
ASN	85			
BLK	37	Yes	2	
HSP	38	Yes	2	
MUL	44			
PAC				
WHT	63			
FRL	38	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	2
ELL	30	Yes	3	1
AMI				
ASN	95			
BLK	39	Yes	1	
HSP	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	44			
PAC				
WHT	59			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			29			43	41		76	44	31
SWD	14			12			6	14		12	7	27
ELL	10			18			21	19		19	7	31
AMI												
ASN	55									100	3	
BLK	25			26			40	30		29	7	29
HSP	24			27			37	36		39	7	32
MUL	27			31			30	36		56	6	
PAC												
WHT	53			45			71	76		58	6	
FRL	26			26			39	37		32	7	30

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	40	25	28	36	39	42	54		83	41	44
SWD	11	19	19	12	30	38	20	15		73	11	50
ELL	11	25	21	17	45	40	17	24		75	16	44
AMI												
ASN										100	90	

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	35	37	22	25	28	27	38	46		92	24	50
HSP	27	38	27	23	34	39	35	47		78	34	44
MUL	34	29		29			45			82		
PAC												
WHT	60	50	17	50	54		71	79		86	65	
FRL	29	37	26	26	31	39	42	51		82	33	47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	37	31	26	24	29	51	54		86	46	42
SWD	3	21	19	15	17	20	19	25		76	9	19
ELL	6	25	29	17	30	33	28	22		80	19	42
AMI												
ASN	69	50						100		100	77	
BLK	22	32	32	18	22	43	42	42		88	35	42
HSP	30	34	27	26	26	28	46	47		86	34	40
MUL	36	50		7	0		50	71				
PAC												
WHT	59	48	42	39	21	18	69	76		81	70	
FRL	26	33	31	22	24	31	47	47		84	36	47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	28%	44%	-16%	50%	-22%
09	2023 - Spring	26%	46%	-20%	48%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	58%	-29%	50%	-21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	56%	-25%	48%	-17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	64%	-22%	63%	-21%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	58%	-19%	63%	-24%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The bottom quartile for ELA was our lowest component in SY 2023. Post-COVID (2019 - 2022) the school saw a six percentage point drop in the bottom quartile as our most fragile students opted for virtual or hybrid (twice weekly attendance) models. In addition, our bottom quartile needs additional practice with test-taking accommodations such as the use of headphones.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies achievement showed the greatest decline from the prior years (13% drop from 21-22). Drop in scores can be attributed to reduction in Reading proficiency and learning gains in the junior class as well as inappropriate pacing and instructional rigor.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap in performance is with US History where the state proficiency rate was 63 percent and the school's proficiency rate was 39 percent--a difference of 24 percent. Instructional practices such as adherence to the district's pacing guide to ensure students were taught all standards prior to the assessment and lack of rigorous vocabulary instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains showed the greatest improvement. The school reorganized its instructional teams to ensure those strongest in direct instruction teach Algebra I and Geometry. Provided common planning for content area teachers and used common assessments. Common planning and assessments allowed for test item analysis and teaching for mastery and enrichment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

n/a.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. 50 percent of L25 students show learning gains of FAST PM3 in Reading.
2. 50 percent of L25 students show learning gains on the FAST for Algebra 1 and Geometry.
- 3 .Increase graduation rate by 4 % to 80 percent or better.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 gives 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 4% for the 2023-24 school year: (A total of 80% or 334 students)

Monitoring:

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

- *Identify at-risk students (GPA less than 1.20 and fewer than 12 credits) for accelerated credit recovery.
- *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.
- *Monitor ESE and ELL juniors and seniors for graduation readiness.

Person responsible for monitoring outcome:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- *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 Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy was due to our graduation rate falling from 83% to 76% last year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 (ACT/SAT/PERT) 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)

By When: 1. Throughout the school year. 2. Monthly. 3. Quarter 1 and Quarter 3. 4. October 10th. 5. Completed July 20, 2023. 6. Begins Quarter 1 (LIFE) June 1, 2024 (Summer School). 7. Ongoing

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus for ELA is a need to increase student ELA proficiency from 35% as earned on the 2023 FAST PM 3 to a 5% gain for a total of 40%. Another area of focus is to raise SWD and ELL students in ELA proficiency above 41 percent on the Federal Index.

The rationale has been identified as a critical need due to comparing the 2023-2024 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 on the FAST PM3 from 30% to 35%, an increase of 5% for the 2022-23 school year. (124 9th grade and 139 10th grade).

Monitoring:

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

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 classroom 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:

Ginger Collins (collinsg@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Scheduled data dive meetings with the department before pre-planning week to develop a 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 ELA 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 ELA classes
- Admin bi-weekly data chat meetings

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy was due to our ELA proficiency rate being 11% below the district average of 46%. ELA proficiency scores rate are second lowest in reviewing our overall student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Ginger Collins (collinsg@manateeschools.net)

By When: 1. Quarter 1. 2. October 2 3. Ongoing. 4. October 20, 2023. 5. Day 1. 6. Quarter 1. 7. Aug 9, 2023; Nov 1, 2023; Jan 8, 2023; March 6, 2024. 8. Aug 9, 2023; Nov 1, 2023; Jan 8, 2023; March 6, 2024.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus for Math is a need to increase student proficiency in math from 32% proficiency in Algebra I as earned on the 2023 FSA EOCs to 35%. Another area of focus is increasing the proficiency rate of SWD and ELL students in both Algebra and Geometry above 41 percent on the Federal Index.

The rationale has been identified as a critical need due to comparing the 2022-2023 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 32% to 35% for the 2023-24 school year. (A total of 115 Algebra I and 152 Geometry 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:

Alison Drumm (drumma@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- * 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 2023 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 differentiate 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 in their math lessons on a daily basis.
2. Based on the data, math teachers 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: Craig Page (pagec@manateeschools.net)

By When: 1. August 10, 2023. 2. October 2, 2023. 3. September 15, 2023. 4. October 20, 2023. 5. August 10, 2023. 6. August 10, 2023. 7. Aug 9, 2023; Nov 1, 2023; Jan 8, 2023; March 6, 2024. 8. Aug 9, 2023; Nov 1, 2023; Jan 8, 2023; March 6, 2024.

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SEHS is a minority-majority Title I high school. We strive to ensure that faculty and staff are representative of student body. Our goal is that each student have a trusted adult on campus. To create a trusting environment, SEHS must retain its existing staff and attract high quality replacements.

Measurable Outcome:

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

Reduce teacher losses to less than 10 percent exclusive of retirements and promotions..

Monitoring:

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

Focus area will be monitored quarterly by reviewing letters of resignation.

Person responsible for monitoring outcome:

Linda Francis (francisl@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Common collaboration periods for those teaching the same course.
2. Mentoring (school-based personnel) for teachers in years 1-3 of careers.
3. Buddy System (school-based personnel) for experienced staff who are new to SEHS.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Berry, Darling, Bastion, and Kai fa found that teachers working in schools with strong professional environments improved their effectiveness over time by 38% more than did peers in schools with weak environments. The environments that supported teacher improvement provided supportive principal leadership, opportunities for peer collaboration, effective professional development, meaningful feedback, trust, and order.

(The Importance of Teaching and Learning Conditions Influences on Teacher Retention and School Performance in North Carolina, 2021)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Ensure Southeast High School is represented at each district hiring event.
2. Create and maintain an inclusive environment as to which employees enrich our school climate with their own cultural experiences.
3. Provide opportunities for the staff and faculty to build relationships and provide mutual support through

'Nole Gatherings (staff social events), Sunshine Committee.

4. Provide common planning periods for teachers of core classes.

5. Mentorship for those in their first three years of teaching or new to the school.

Person Responsible: Linda Francis (francisl@manateeschools.net)

By When: Monthly.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Annually the school creates a mission critical list that identifies the school's most critical needs. The instructional leadership team prioritizes needs and allocates available funds in consultation with the school's Principal.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated in multiple ways: the staff and faculty may access the living document via the FYI Folder on the school's intranet. Students may view the plan in Schoology, the district's student information system. The document is shared with stakeholders through its School Advisory Committee and to the general public through the school's webpage.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 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 schoolwide beautification days, student-teacher games, and Friday morning pep rallies. The school has begun a vigorous effort to bolster its community and athletic booster clubs by reaching out to community partners especially its storied alumnae.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school is engaged in a multi-pronged approach to strengthening our academics. To increase rigor across the curriculum, think-pair-share is the schoolwide engagement strategy so that every student in every class every period engages with content by thinking deeply, writing strategically and engaging in accountable talk with a partner. In addition, for our at-risk seniors with less than a 2.0 GPA and fewer than 17 credits, we offer two acceleration programs to allow them to complete graduation requirements. The Seminole Promotion Plan is for working seniors and allows them to attend school in the evening. Seniors with severe deficiencies attend the district's rapid credit recovery plan. Certain students are dually-enrolled at Manatee Technical College, University of South Florida (Sarasota) or State College of Florida. Other students apply for our prestigious International Baccalaureate program. All seniors not part of our International Baccalaureate Program take a college-level English class through the AICE program.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Graduation: Graduation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No