

Manatee County Public Schools

Manatee High School



2016-17 School Improvement Plan

Manatee High School

902 33RD STREET CT W, Bradenton, FL 34205

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School PK, 9-12	No	53%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Manatee County School Board on 9/13/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In order to learn about students' cultures and build relationships between students and teachers, we encourage all students to get involved in an extra-curricular activity. Manatee High offers JROTC, 38 clubs and student organizations as well as 30 sports teams where Coaches and club sponsors serve as mentors and guides to students' pursuits, all of which give students the opportunity to meet fellow students and teachers who share common interests and concerns. The school offers four career academies: performing arts, IDEA, global leadership, and medical. Furthermore, teachers start the school year with ice breakers and other such activities to build rapport in the classroom and ensure that all students are welcomed and accepted; teachers work diligently to provide a consistent learning environment of trust and mutual respect. Through the use of the demographics page in the online grade book of FOCUS, teachers gain insight to the individual learning needs of their students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Building a climate where students feel safe and respected before, during, and after school is accomplished with respectful tones in all communication. Clearly defined school policies are explained during the first week of school at class assemblies to ensure students are aware of and understand their expectations. During the second week of school, students viewed a 3 part video series provided by the district on the urgency of internet safety. All teachers keep their classroom doors locked during class time to enhance security; this is in addition to the closed campus setting. Students and staff are required to wear an ID at all times to identify who belongs to our school. Additionally, students are required to provide teacher generated hall passes during class time to ensure that students are where they should be at all times. Regularly scheduled emergency drills (fire, tornado, and lockdown) remind students that the school has a plan to safeguard their physical well-being. Administration, School Resource Officers, and Discipline Deans are visible across campus as an assurance that students are not alone but are being monitored; teachers stand at their classroom doors at each bell change to provide stability to hallway behaviors.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In school year 2016-2017, Manatee High School will transition from an alternating block to a seven period day. Moving to the straight seven will mean that every student attends every class everyday. It also shortens the class period from 90 minutes to 45 minutes. Anecdotal data from previous years suggests fewer referrals were written during our daily 45 minute block than in the subsequent 90 minute periods.

Minimizing distractions in order to maximize student engagement and learning begins with effective classroom management and is supplemented through consistent discipline enforcement by following the school district's discipline matrix. A functioning Intervention Center where students may be sent for a full day or just one class period if their behavior interferes with the learning of others supports this behavior matrix. A school-wide policy that students may not leave the classroom during the first 10 or last 10 minutes of class strengthens the class time to solidify all students understanding their work. All classrooms are equipped with a common board configuration known as the "Opportunity to Think" board; this helps students see the focus of that class period. Teachers follow the instructional evaluation model of the Charlotte Danielson framework which provides consistency in the instructional styles used on campus to promote student achievement.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students' social-emotional needs are met through various provisions of interaction at all levels. The guidance center includes the academic guidance counselors, a school psychologist, a school social worker, an ESE department chair, and a college-career advisor. Bulletin boards post announcements for students regarding safe homes, Project Heart, and other such helplines.

Mentoring occurs in multiple situations such as clubs, sports teams, and other such organizations where teachers regularly check in on the progress of the students belonging to the group which they sponsor or coach. In addition, SALT, led by Assistant Principal Dr. Linda Francis, provides mentoring to students identified by the early warning system and referred by faculty. Faculty provide one-to-one mentoring and coaching on academics, attendance, and socio-personal goals. The National Honor Society Mu Alpha Theta student members offer free tutoring sessions after school in the media center.

Each grade level has an assigned administrator and guidance counselor so that teachers know who to contact when a concern arises with a particular student. A Multi-Tiered Support System (MTSS) integrates academic and behavioral instruction and intervention, delivered in varying intensities. The MTSS, led by Assistant Principal Shane Hall, seeks to improve student performance by accelerating achievement and proficiency via behavioral strategies designed for each student's individual learning needs.

Additionally, the potential of implementing a Centerstone program where students/targeted students have the opportunity to participate in an evidenced-based curriculum was investigated 3rd quarter 2015-2016 with a proposed implementation for September 2016. The purpose of the program is life skills training and includes focus on the following topics: bullying, drug/alcohol/medicine abuse, violence, decision making, anger management, conflict resolution, peer pressure and communication.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The data below was taken for the current grade level (ie this year's 10th graders) but was based on their performance during the last school year (2015-2016). The data for course failures is reported for the second semester only. The data for attendance is for Quarter 4 only. All other data reported below is cumulative for the entire school year.

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	212	327	257	796
One or more suspensions	0	0	0	0	0	0	0	0	0	0	212	327	257	796
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	96	148	111	355
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	91	127	93	311

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	258	327	303	888

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students can use teacher websites, Edmodo, and email to keep up with coursework when suspended or absent. The SALT (L25) mentoring program will address 175 students who are exhibiting one or more of the early warning signs above. The L25 program matches faculty mentors with at-risk students for the purpose of encouraging attendance, reducing behavior issues, and promoting academic success. The SALT (Student Achievement Leadership Team) committee will also examine the early warning signs data and develop school-wide intervention strategies to help increase student attendance while decreasing out-of-school suspensions leading to greater academic success. This program will be directed at students who were present 70-80% of the 2015-2016 school year.

The discipline team has an aggressive home visitation program to reach the families of struggling students. Our data shows that 70 percent of students with less than a 2.0 un-weighted GPA also have attendance issues. When students have 5 days of unexcused absences within a calendar month a member of the administrative team contact their families by phone and follow up a 5 day letter. Students who have 10 days of unexcused absences within a 90 day receive a home visit by a member of the administrative team, 10 day letter, and referral to the district truancy team in age appropriate. Further, students with 10 unexcused absences are placed on an attendance contract.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

- a. Manatee High School continues to foster positive relationships between administration/staff and students and their families through increased communication and informational events. MHS administration has implemented processes to ensure communication is occurring on an ongoing basis. These processes include announcement of all important messages to families and staff through the MHS electronic sign, Connect Ed phone calls, distribution of the weekly updated MHS newsletter via email, postings on the MHS website which is managed by the MHS Tech Support staff and is updated weekly, and the distribution of student Handbooks and Code of Conduct books to all students and families. Assemblies for each grade were held at the beginning of the school year to communicate the MHS mission, vision, expectations and guidelines. Back to School Night will be held in September and all students and their parents were invited to attend. The event is widely publicized through the various communication mediums in order to ensure attendance at the event. Parents are strongly encouraged to have access to FOCUS to monitor their child's academic progress, attendance, standardized test results and discipline records. All teachers are required to maintain a class syllabus to share with the students and families. Many teachers maintain personal websites and use other applications such as Edmodo and Remind to enhance communication with students.
- b. The Deans of Discipline are continuing to call home to communicate any referrals, ISS, and code violations as required. Teachers are also required to make contact with parents when referrals are written in the classroom. Two full-time resource officers are stationed at MHS and are required to report any incidences to staff and families.
- c. The College and Career Center is staffed with a full-time resource specialist and is available to assist students with their pursuit to a continued education. College information events are held throughout the school year to inform prospective students and their families of the college application process. A College Fair is held annually where numerous colleges and universities attend to recruit potential students. Regularly scheduled college visits are held throughout the school year where students are able to meet college representatives and receive important information. The College and Career Counseling webpage found as a link on the MHS website is available for all students and families. This webpage is updated by the CCC staff on an ongoing basis and includes information and updates on the Bright Futures Scholarship and other state, county, and local scholarships that are available to students. This list is updated as new information becomes available. An ACT/SAT preparation course is available for student participation. Princeton Review sessions are held at MHS for potential test takers at a nominal fee. Online Method Test Prep is also available for all students. This program is funded by the SAC and is free of charge for all MHS students. In addition, Outreach and Financial Aid Nights are held to assist families on the alternatives to funding college expenses. Meetings with parents and potential college bound students are strongly encouraged and appointments with CCC can be made by contacting the center.
To date, the following sessions have been organized to promote student/parent/school communication: College Night for Seniors (9/10), College Fair (10/6), 20 University/College visits (October - March), Senior Scholarship Workshop (12/2), PLAN Assembly (12/17), College Night for Juniors (1/28), PSAT Assembly (2/5), Field Trip to MTC (3/1), After School College Workshop for Juniors (3/8), and Undecided Senior Day with visits from MTC, USF Sarasota and SCF (4/11).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Manatee High School builds and sustains partnerships with the local community. The objective is for the MHS Advisory Council to meet quarterly with business partners to share program status and updates. The vision is for local businesses and organizations to partner with MHS to help support the educational

needs of the school, enhance student learning, and promote school involvement within the community. Business partners are fostered through the following:

- a. School Advisory Council, IDEA, Medical Academies, School Organizations (FBLA, Key Club, Z Club, Student Government), JROTC, HOSA, OJT, etc.
- b. Business partners are solicited through business contacts, teacher contacts, alumni, academic advisory council, and word of mouth; Horace Mann, Keiser University, Shake Pit, Smoothie King, Coco Joes, Blake Hospital, and Manatee Memorial Hospital are just a few of the current MHS business partners.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Sauer, Don	Principal
Francis, Linda	Assistant Principal
Hall, Shane	Assistant Principal
Olsen, Carl	Assistant Principal
McCarthy, Michelle	Teacher, K-12
Melnick, Alan	Teacher, ESE
Murray, Stephen	Teacher, K-12
Rigney, Cherri	Teacher, K-12
Sollenberger, Laura	Teacher, K-12
Zalo, Patricia	Teacher, K-12
Brown, Kathleen	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team is comprised of the principal, assistant principals, staff members and teacher representatives from the various academic disciplines at MHS. These individuals form the instructional leadership team (ILT), which meets monthly to examine school wide initiative, discipline, attendance, and subject area achievement data. This group then uses the data to modify instructional goals and to recommend changes to the School Improvement Plan.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team is comprised of the principal, assistant principals, teachers, and staff members. The goal of the team is to raise student achievement in all areas. These areas include

student reading abilities, writing, math, and performance on industry certification exams as well as the overall graduation rate. In order to achieve this goal, the team works to align all available resources (personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes.

Planning for the current school year begins the year prior by identifying the strengths of personnel and building the master schedule. All on the team have input into the master schedule. Additionally, this is the time we gauge what needs we have regarding personnel including vacancies, and professional development needs. The schedule is made with input from the following areas: teacher requests, state mandates, district mandates, student data, student requests, and resources available. All attempts are made to fulfill student needs while also coordinating and supplementing federal, state and local funds. This year the master schedule was lead by Assistant Principal, Shane Hall. Hall will also lead the ILT meetings that met twice per quarter and once over the summer.

In preparation for the 2016/2017 school year, Shane Hall has been assigned the lead for the master schedule. Due to the decision to migrate to a 7 period day for the upcoming school year, early planning and preparation is being done to ensure a smooth transition. Registration forms for the upcoming school year have been distributed to all 9th, 10th and 11th grade students by the guidance counselors through visits during student ELA classes. The MHS curriculum guide has been distributed to staff for review and is being updated to reflect any changes from the current year.

Professional development planning has recently been put back into the hands of the school. In other words, the School District of Manatee County has allowed Manatee High School to have more control of professional development sessions. In looking at student data and gathering teacher input, a plan is made to provide less whole group professional development sessions and instead to offer smaller workshops. Collaborative groups were formed in 2015-2016 to promote student achievement in designated areas. Teacher leaders have been identified to lead these groups and progress will be shared out during monthly faculty meetings. At Manatee High School, once a month there are shortened Wednesdays designed to bring professional development to teachers. These Wednesdays will be a time for teachers to choose what sessions they want to attend to support their personal growth. Numerous teacher led professional development deemed to be relevant and focused have been conducted during the shortened Wednesday sessions.

One additional resource that is used to support students and teachers is within the SAC. Our SAC group has set aside monies to offer teachers grants for items that support the SIP plan. Teachers apply for these grants and present their application to the SAC. The SAC team supports teachers and uses these resources to fund field trips, materials, and/or teacher professional development opportunities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Doug Hall	Parent
Bill Eller	Parent
Tim Kolbe	Parent
Christine Harte	Parent
Jane Trinci	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Members of the SAC committee also sit on the SIP committee. During the summer the SIP committee reviewed last year's school improvement plan and provided feedback to adjust goals and objectives for 2016-2017.

b. Development of this school improvement plan

This year's school improvement plan was a continuation of the effort put forth last school. Last year's SIP was developed by a committee of teachers and parents. That committee met twice during the summer and task organized itself into groups to develop language to describe the current school status, the needs assessment, and problem solving components of the plan. The SIP team continued to meet monthly during school year 2015-2016 to address progress to the SIP goals. The team developed a five year plan and school year 2016-2017 represents the second year of that plan.

The committee met once during the summer and again in the fall to review assessment, attendance, and discipline data from the previous year and make adjustments to goals based on our progress the prior academic year.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan will be presented at the August 2016 SAC meeting for approval.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

As of the February 1st SAC meeting, approximately \$8,810 - \$11,910 (min/max) has been requested by teachers/staff/administrations for the purposes of student achievement/recognition. The SAC is in process of reviewing the requests to determine appropriate allocation of the \$9,474 remaining budget.

For the 2015/2016 school year, lottery funds were used to purchase class sets of TI-30x calculators to support teaching and learning in Algebra I & II classes with the purchase of calculators and batteries that meet the requirement for use on FSA Assessments. The school's French teacher was provided funds to charter a bus to take students to Congr  where 17 students won individual ribbons and the school placed 4th overall. The school's journalism department received funds to purchase two digital cameras and chip readers. The music department received funds to purchase updated orchestra method books; the accounting class was funded for a fieldtrip. The drama department was given support to take students to the Thespian festival. Finally, support for Renaissance provided a fun-filled incentive for students who earned A-B honor roll for 1st semester.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hall, Shane	Assistant Principal
Francis, Linda	Assistant Principal
Olsen, Carl	Assistant Principal
McCarthy, Michelle	Teacher, K-12
Melnick, Alan	Teacher, ESE
Murray, Stephen	Teacher, K-12
Rigney, Cherri	Teacher, K-12
Sollenberger, Laura	Teacher, K-12
Zalo, Patricia	Teacher, K-12
Brown, Kathleen	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Members of the ILT/LLT examine teacher generated data on formative and summative assessments, study student artifacts and writing samples to hone students abilities to provide textually based evidence in support of arguments.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We have a faculty of 107 full-time teachers. In order to foster a positive working relationship between teachers, including collaborative planning and instruction, we have committed to forming intentional collaborative teams. These teams are course-alike for the 2016-1017 school year. However, the teams will also collaborate vertically within departments and will work on cross-curriculum projects as well. We have organized teams in the areas of Algebra 1, Algebra 2, English 1, English 2, English 3, English 4, US History, World History, and Biology. We have 32 teachers participating in these organized collaborative teams. They will receive training and support throughout the year on the best practices for collaboration to enhance student achievement. The teams will meet weekly to identify essential standards for each unit, share teaching strategies, design common assessment items, review data from previous assessments, and develop instructional strategies for addressing areas of difficulty in student learning. The teams will also partner on meeting their individual/group PDP goals and their required biweekly lesson reflections. With the school's move to a seven period day and a common lunch for both students and faculty, the teams will have time to meet daily. Further, time will be scheduled during Professional Wednesdays for course-alike meetings. Teachers also have planning time available after school from 2:05-3:00pm.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We believe strongly at Manatee High School that recruiting a highly qualified faculty is imperative for student achievement. We strive to hire the best teachers and believe we have done this. All teachers must be certified in field before they are hired as a full-time teacher and even as a full-time substitute teacher. Manatee High School has been fortunate to attract a high number of outstanding teachers. Fourteen of the 15 newly hired teachers for this school year were veteran teachers. All have accomplished teaching backgrounds.

We have an Entertainment Committee which plans regular social events for our staff. Members of this committee include Mr. Steve Peebles, Mrs. Jacqueline Watkins, Mr. Jon Scott, Mr. Mark Bilter, Ms. Michelle McCarthy, and Mr. Cord Graham. Organizing social activities helps new staff members to get connected and form relationships more quickly as well as increases the overall staff morale.

A major emphasis of our school improvement initiatives for this cycle is to put systems in place to help support and retain the highly qualified, certified in-field, effective teachers we have hired for this school year. To that end, we have paired all of our newly hired staff members with a staff mentor and have formed the New Staff Committee consisting of Mr. Kevin Wiggins, Ms. Jill Harden, Mrs. Karen Kaminski-Beyer, and Mrs. Julie Mardones (parent representative).

In addition to building support and focusing on morale, we also use school data to make formative decisions that benefit both students and staff. By reviewing data we are able to see what professional learning activities would benefit the staff. We then offer these choices for teachers in-house on Professional Learning Wednesdays.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The New Staff committee has created "Manatee High School Hurricane Survival Guides" containing important policy and procedures for our campus along with How-To's and other relevant resources to help our new staff members get off to a strong start. In addition, the administration has supplied each of the new teachers with a gift bag of essential classroom supplies, and the committee has organized and carried out two orientation meetings for new staff members during teacher training week. The veteran staff mentors will continue their relationships with our new staff members throughout the year and will advocate for the needs of their partner teacher. By ensuring a successful induction into the culture of our school and by putting in place systems to support new staff members, highly qualified teacher retention will be increased.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Manatee High School utilizes instructional resources supported by Manatee County School District and the FLDOE. New text books for core courses that align to the new Florida State Standards (FSS) have been purchased for use during the 2015/2016 school year. Consistent with FSS content, incremental programs including Success Maker, Algebra Nation, Achieve 3000, Write to Learn and Turn-It-In.com are being utilized to promote student learning and close the gap in student achievement levels.

In addition to supporting instructional materials, Manatee County and Manatee High School provides continuous professional development opportunities for school faculty. An emphasis on understanding the shifts in the FSS and analyze/interpret student data will be the focus during Professional Learning Community (PLC) sessions. Throughout the PLC process, teachers will be given the opportunity to collaborate with other teachers where they will be able to plan and discuss strategies that align instruction to the new curriculum. Teachers attend professional development sessions as required Manatee County as well as those which have been deemed focused and relevant through the PLC process.

Additionally, the Manatee County Evaluation System is based on the Danielson Model which focuses

on the implementation of strategies, lessons and assessments that promote rigor in the curriculum and alignment to the FSS.

ADD LANGUAGE ON MAX THOMPSON--LEARNING FOCUSED.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Manatee High School is migrating to a data-driven decision making orientation. Data from a variety of sources including FOCUS, School City (new District database) and classroom assessments will be utilized to measure student growth. A School City introduction session has provided for the teachers and they have been given access to begin the utilization of the available data to improve instruction. Administration has access to school-wide and individual student data including benchmark and EOC results through these data base systems. Data on attendance and discipline by grade level is collected and analyzed to identify students who may exhibit early signs of truancy, behavior and academic challenges. Based on results of district benchmark and State EOC assessments in math, science, history and English, individual student growth is measured and charted to identify achievement. Additionally, data pertaining to graduation rate, advanced placement, dual enrollment and industry certification is collected and analyzed to identify opportunities for curriculum and instructional improvement. Teachers have access to data on their students only, however, utilize results from assessments to drive instruction through continuous progress monitoring. Manatee High School faculty strive to prepare all students for college and career readiness.

Numerous instructional programs have been implemented to remediate/enrich student learning including: Success Maker for 9th and 10th grade mathematics, Achieve 3000 for 9th through 12th grade Intensive Reading, Algebra Nation for Algebra 1, and Write to Learn and Turn-It-In.com for 9-12 grade English/writing. These programs provide teachers with the ability to adjust instruction based on the specific needs of individual students as well as provide a progress monitoring mechanism to measure student growth towards State assessment proficiency. Training for teacher implementation of these programs are available through the Manatee County Professional Development program.

With respect to reading, students needing remediation are placed in a double-block environment which provides them with 90 minutes of daily reading instruction. Differentiated instruction is implemented based on the results from quarterly assessments and instructional programs identified above.

Teachers and the School Data Team analyses the results of the quarterly assessments and forwards the analysis to the Instructional Leadership Team (ILT) for development of strategies to address any deficiencies. Consistent with data-driven decision making strategies, adjustments in instruction are implemented based on the results on quarterly and semi-annual benchmarks assessments.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategic Testing Calendar: Manatee High School will continue to provide a Testing Coordinator who strategically synthesizes the school master schedule with District benchmark and State EOC testing requirements to optimize a test plan minimizing student disruptions as much as possible. The goal of this work is to reduce the total number of testing days, the amount of time students are absent from the classroom for testing, and the use of teachers as test administrators.

Strategy Rationale

Fewer days of testing, less student absence from class for testing, and less use of teachers as test administrators will result in increased minutes of academic instruction, protecting and extending the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from the previous testing years has been collected. This data includes the number of testing days and the staff involved in administering the tests. The calendar from the previous year has been reduced by an additional 20 testing days for the 2016-2017 school year; a total reduction of 56 days of testing the last two years. Volunteers and other district personnel are also utilized to reduce teacher involvement with testing. The data from previous years is used to gauge improvement in this area.

Strategy: Extended School Day

Minutes added to school year:

Teacher collaboration teams have been organized in US History, World History, Algebra 1, Algebra 2, English 1 and 2, English 3 and 4, and Biology. These teams have a primary purpose centered around how to best meet the needs of our students. This done by meeting regularly to identify and discuss essential learning for each unit, create common assessments, and to review data and use it to guide instructional practices. Specifically, for the 2015-2016 school year, teams will be focusing on using their collaborative relationships to provide enrichment and remediation to students as needed according to the results of common unit assessments.

Strategy Rationale

When teachers work together, the school day is extended by leveraging the power of the whole team of teachers as opposed to a single teacher. For example, Algebra teachers rotate the supervision of after school tutoring for any Algebra students needing additional help. Through the partnership of the Algebra teachers, additional academic support is available to all Algebra students almost daily.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected from common unit assessments as well as from District benchmarks and state EOC assessments to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To support incoming students, Manatee High School offers a Career Academy Showcase in January. Academy teachers share information about their programs and answer questions about their classes, allowing students and parents to make informed decisions. Academy-related sponsors work with their feeder school counterparts to help students transition as well.

To enable proper registration and placement of incoming freshmen, MHS Guidance counselors visit the feeder middle schools in the spring. Students receive a Curriculum and Planning Guide which contains course descriptions, graduation requirements, and a guide to post-secondary training and the world of work. In the spring of the eighth grade, Manatee High School's gifted coordinator meets with the gifted students to help them set goals and to monitor progress. She continues to meet with these students throughout their high school career. To help these students she also contacts each teacher for feedback on the students' performance. A week before school begins, students and parents participate in a Freshman Orientation which introduces them to the administration and

guidelines for proper behavior, information that will be revisited at an orientation the first week of school. Participants receive their schedules and may locate their classrooms. Club sponsors and coaches are also present to provide information about extra-curricular offerings.

In addition to the Academies, Manatee High School has the AP+ program to which students can apply. This program is a pre-college program so it is designed to help the students transition to college. In the fall, high achieving students, who took high school level courses in middle school, are invited to an informational meeting on the college preparatory AP+ program. The coordinator sends all accepted students a guideline for the courses they should take in ninth grade. There is an additional orientation for the incoming 9th graders before school begins. The coordinator helps guide students in their coursework throughout their high school career in preparation for attending college.

Once on campus, freshmen continue to receive information and services to help them transition smoothly. All freshmen attend an orientation provided by the library media specialist and tour the Library Media Center, learn the policies and procedures of usage, practice accessing print and electronic resources through the LMC's website and Destiny catalog, and register for productivity tools. All students including freshmen attend a fall College Fair with representatives from approximately 50 colleges and universities who share information about admission requirements, programs, and more. In December freshmen and sophomores are invited to a College and Career Planning Night to assist them in planning for college. The College and Career advisor hosts both events.

As students transition through high school, the College and Career advisor assists juniors and seniors with career exploration, goal setting, post-secondary educational requirements, college applications, financial aid, and scholarships. The advisor meets with students and parents, organizes college visits, and offers a CC website which contains regularly updated scholarship information. Using Questbridge, the CC advisor targets high achieving, low income students with scholarships. Students are identified as eligible and information is provided.

Students are encouraged to achieve their highest potential and specialized tests offer opportunities. The PSAT is given in the fall and reveals AP potential. The PERT targets students eligible for Dual Enrollment classes or College Readiness courses. Both tests are offered on campus, during or after school. AP and Dual Enrollment courses allow students to earn college credit and increase college or university acceptance. DE students may take classes at SCF while enrolled at MHS. Students who do not achieve the required scores are placed in College Readiness math and English courses, so students are prepared for college before graduation. All sophomores take the PLAN test which provides a career exploration aspect. TABE is offered twice a year to students interested in completing a technical program at Manatee Technical College (MTC). The ASVAB is offered in the spring for students interested in a military career. MHS is also an SAT and ACT test site. Both tests are offered on the national test dates provided by ACT and the College Board. Registration information is provided through the College and Career Center. Additionally, the ACT is offered once during the fall to seniors who have not demonstrated proficiency on the Algebra I EOC and/or the FCAT-Reading Assessment thereby offering them the opportunity to earn a concordant score. MHS offers Method Test Prep, a test prep program made available to all students through SAC funding.

Students are continually monitored. Guidance counselors stay abreast of individual student grades, standardized test scores, and course selection so that college and career goals can be met. Administrators and counselors identify students who need special help and programs to ensure graduation. Courses and afterschool programs are offered to bolster students who have failed state assessments. The district provides a program for students, who have not passed the state assessments but have met the grade and course requirements, to complete online courses and receive a West Virginia diploma. The National Honor Society and Mu Alpha Theta members offers one-on-one tutoring throughout the year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

MHS utilizes career-focused Academies as part of a comprehensive endeavor to prepare students for success in post-secondary education and careers. MHS offers three nationally certified academies and one national model academy: Global Leadership, Innovation, Design, Engineering & Arts (IDEA) Performing Arts, and Medical Academy (model). These Academies have partnerships with professional business agencies where mentors and guest speakers motivate and encourage students and provide opportunities for job shadowing and internships. Students who progress in the Career Academies may earn nationally recognized Industry Certification in their chosen field, providing a workforce advantage and possibly post-secondary credit with specified institutions through articulation agreements. All seniors, with the exception of Dual Enrollment and AP, complete a Senior Capstone Project (SCP) geared to prepare the student for post-secondary education and the work force. The SCP blends career and technical performance-based skills and traditional core in a unique program revolving around the student's career interest. The SCP includes a career assessment and investigation, personal career aptitude alignment, resume, cover letter, reflective writing, career shadowing and business mentor, a research paper, a visual product or performance consistent with the students multiple intelligences, and formal presentation to a panel of community members.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

MHS offers career and technical education programs in:

Global Leadership Academy: Business, JROTC, Journalism, and Culinary

Industry Certifications include:

IDEA Academy: Digital Design, Drafting & Illustrative Design, Engineering, Materials & Processes, TV/Radio Production, and Visual Arts

Industry Certifications include:

Medical Academy (certifications include EKG Assistant, First Responder, and Certified Nurse Assistant)

Industry Certifications include:

Manatee Academy of the Performing Arts

Public Service Health Courses offered via dual enrollment at Manatee Technical Institutions (MTI) include: Firefighting, Nursing Assistant, Emergency Medical Technician, Dental Assisting, and Culinary

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Most students and curriculum teachers have been identified with a career academy, a smaller learning community (SLC) within the larger high school. Students benefit from this interconnectedness, when a team of teachers from different disciplines use examples in their instruction related to the student's chosen field. Through this interdisciplinary approach, students are exposed to the relevance of what they are learning and its connection to career opportunities and life goals.

The 12th grade Language Arts teachers oversee the Senior Capstone Project. This project has a career focus which can help students with future planning, goal setting, and postsecondary decisions and career exploration. This is particularly advantageous for

seniors who have not set concrete goals for the future. It also allows students to modify unrealistic plans based on the facts gleaned from career research.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on the latest DOE information (2011-2013), the number of students who passed the FCAT Math test decreased. Last year, this test changed to the Algebra 1 EOC. The Algebra 1 course modified its approach with a special focus on the EOC skills tested. Algebra 1A and 1B adopted Success Maker, a problem-based interactive learning program which allows students to move at their own pace.

The number of Florida Academic Bright Futures Scholars decreased from 2011 to 2013. At the same time, the requirements for these programs increased from 1270 to 1280 on the SAT. Method Test Prep may help to increase performance on the SAT and ACT as it allows students to practice test taking skills. The percentage of Florida Medallion scholars also decreased as they did state-wide. MHS increased the number of college readiness classes on campus to help students meet these criteria. The percentage of Florida Medallion scholars also decreased as they did state-wide. This may be due to the large increase in the SAT requirements from 980 to 1020 or the increase in ACT requirements from 21 to 22. The Golden Seal Vocational Scholars also decreased in relationship to the state percentage. MHS's increase in academies may help improve these numbers.

The percentage of students completing an AP or DE class decreased from 2011-2013. MHS is now offering many AP and DE classes on campus. All students are strongly encouraged to take these higher level courses. The PERT is given to all Juniors during the school day. In addition, 9th and 10th graders are able to take the PERT after school in preparation for DE classes. MHS now has 21 AP courses offered each year pending enrollment and seven (7) DE courses on campus. Many students take courses on the SCF campus.

Even though the number of students taking level 3 math courses decreased from 2011 to 2013, the MHS values still greatly exceed the state values. We continue to offer these higher level courses on campus. Similar to math, the percentage of students completing a level 3 science course has remained below the state values. The percentage of MHS graduates has stayed the same over the three years, but the district and state values have increased.

The percentage of students taking a dual enrollment science course has consistently been lower than the district and state percentage. MHS currently does not offer a dual enrollment science course on campus but has investigated this in the past and may do so again, since the school now has three teachers with masters or doctorates in science.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of Science students showing proficiency on the Biology EOC by 4 percentage points.
- G2.** Increase the percentage of US History students showing proficiency on the NGSS US History assessment by 4 percentage points.
- G3.** Increase the percentage of grade 10 students showing proficiency on the FSA-ELA assessment by one (1) percent annually through SY 2015-2020.
- G4.** Ensure that each senior earns at least one acceleration point before graduation through earning an industry certification, completing a dual enrollment course or earning Advanced Placement credit. Increase the % of seniors meeting the criteria by five percent SY 2016-2017 as measured on the High School Performance acceleration and Industry Certifications.
- G5.** Increase the pass rate by 5 percent for all Advanced Placement courses each year through 2020 by analyzing student data for proper enrollment, preparing teachers on how to use rigorous content lessons, how to apply rigor in the AP classroom, and to provide students with strategies that address the free response portion of each AP exam. (NOTE: Additional indicators will be used in addition to post-secondary enrollments).
- G6.** To increase 1st Period attendance from a daily average of 85% in Quarter 4 of 2015-2016 to a target of 90% through the 2016-2017 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the percentage of Science students showing proficiency on the Biology EOC by 4 percentage points. 1a

G077043

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	76.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

G2. Increase the percentage of US History students showing proficiency on the NGSS US History assessment by 4 percentage points. 1a

G077040

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Uneven instruction.
- Teacher resistance to testing

Resources Available to Support the Goal 2

- Professional Development
- Effective Leadership
- Collaborative efforts

G3. Increase the percentage of grade 10 students showing proficiency on the FSA-ELA assessment by one (1) percent annually through SY 2015-2020. 1a

G076472

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in writing assignments

Resources Available to Support the Goal 2

- Collections textbook website
- Turnitin.com
- Professional Development
- Collaborative teaching teams (all grade levels of English)

Plan to Monitor Progress Toward G3. 8

Teachers will use the district benchmark assessments as a baseline to drive instruction that will meet the students needs. Teachers will design lessons around standards and monitor progress with unit test results and teacher grade book entries that reflect student performance and progress toward mastery.

Person Responsible

Shane Hall

Schedule

Quarterly, from 9/14/2016 to 5/17/2017

Evidence of Completion

Student Benchmark results Unit test results by benchmark needs Teacher Unit Grades as reflected in grade book.

G4. Ensure that each senior earns at least one acceleration point before graduation through earning an industry certification, completing a dual enrollment course or earning Advanced Placement credit. Increase the % of seniors meeting the criteria by five percent SY 2016-2017 as measured on the High School Performance acceleration and Industry Certifications. 1a

G076473

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	5.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

- Industry tech coordinator
- College and career coordinator
- Teacher training and development
- Curriculum aligned to the certification exams
-

Plan to Monitor Progress Toward G4. 8

Teacher grade book entries on student performance will be monitored as well as lesson development for content alignment to industry standards and requirements. Student pass rate on technology certificates (such as Adobe, PowerPoint, Photoshop, SolidWorks, etc. will be monitored and the data recorded as bench-marking toward industry certification.

Person Responsible

Linda Francis

Schedule

On 5/31/2016

Evidence of Completion

2/23/16 - The first round of industry certification exams have been administered resulting in 231 student passing the initial exams for the IDEA and Medical Academy, respectively. Certification exams will continue through April with an projected passing of near double the first round results. These numbers compare to a total pass rate of just over 200 for the 2015/2016 school year. 9/1/15 - Implementation of lesson plans aligned to content focus will be identified during observational walk-throughs and review of teacher lesson plans. In addition to lesson monitoring, student grade book entries on performance and technology certifications obtained during the school year will serve as evidence of preparation toward industry certification.

G5. Increase the pass rate by 5 percent for all Advanced Placement courses each year through 2020 by analyzing student data for proper enrollment, preparing teachers on how to use rigorous content lessons, how to apply rigor in the AP classroom, and to provide students with strategies that address the free response portion of each AP exam. (NOTE: Additional indicators will be used in addition to post-secondary enrollments). **1a**

G076474

Targets Supported **1b**

Indicator	Annual Target
Postsecondary Enrollments	5.0

Targeted Barriers to Achieving the Goal **3**

Resources Available to Support the Goal **2**

- AP Potential Report for student placement
- PERT Scores
- ACT/SAT Scores
- College Board Training and Materials
- College Board Training and Materials
- AP Teacher Workshops
- Collaborative teaching groups

Plan to Monitor Progress Toward G5. **8**

Lessons plans will be reviewed to ensure rigor is evident in matching AP course curriculum provided by College Board. Lessons will also include writing strategies that are needed to compete with the global mean scores in each content area. Further monitoring will be seen in classroom walk-throughs during lesson implementation and student diagnostic unit tests for each component of the curriculum.

Person Responsible

Carl Olsen

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

2/22/16 - A thorough review of students enrolled in the Advanced Placement program occurred concurrent with the end of Semester 1. Students who were not performing at the required academic levels to be successful on the AP exams and who received either a D or an F for 1st semester were removed from the course. Presently, there are 991 AP exams planned for the May, 2016 sessions compared to 788 tests administered in the 2014/2015 school year. Additionally, in efforts to improve focused instruction, Advanced Placement teachers attended the AP workshop held on 1/4/16. Teachers are consistently implementing the use of the College Board forums, resources and prior exam materials to implement more rigor and learning in the classroom. 9/1/15 - Lesson Plans, curriculum alignment in lesson planning, grade book entry from diagnostic unit tests, and classroom walk-throughs for lesson implementation will be reviewed.

G6. To increase 1st Period attendance from a daily average of 85% in Quarter 4 of 2015-2016 to a target of 90% through the 2016-2017 school year. 1a

G076475

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of severe consequences for student tardiness and truancy
- Lack of incentives for on time arrival

Resources Available to Support the Goal 2

- Resource Officers
- First Period Teachers
- Elective area teachers as student mentors
- Attendance incentive program
- SALT committee
- Grade level administrators

Plan to Monitor Progress Toward G6. 8

Attendance data will be retrieved twice a quarter and discussed at the ILT meetings to ensure that progress in reducing truancy and tardiness is occurring by discussion of the plan implementation including stages and developments.

Person Responsible

Linda Francis

Schedule

On 5/17/2017

Evidence of Completion

Committee and ILT minutes and planning logs that reflect discussion and progress of implementation plan and the daily average attendance rates taken each quarter to track progress of attendance plan.

Plan to Monitor Progress Toward G6. 8

Student Achievement Leadership (SALT) and Mentoring Teams will track attendance data and targeted mentor students for the purpose of improving attendance and student achievement.

Person Responsible

Linda Francis

Schedule

On 5/17/2017

Evidence of Completion

2/23/16 - SALT and Mentoring teams meet monthly to track progress for student attendance and report feedback from mentoring sessions. Sixty-two students have been identified as attendance/at risk students and have agreed to participate in the mentoring program. Teachers meet with students for weekly mentoring sessions. Feedback on attendance, student achievement and/or overall student emotional, behavioral and academic status are reported at the monthly SALT/ Mentoring team meetings.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G2. Increase the percentage of US History students showing proficiency on the NGSS US History assessment by 4 percentage points. **1**

 G077040

G2.B3 Teacher resistance to testing **2**

 B201808

G2.B3.S1 Enhanced support to Advanced Placement and Dual Enrollment teachers to ensure appropriate emphasis is placed on benchmarks. **4**

 S213496

Strategy Rationale

All students in acceleration courses should demonstrate level 4-5 proficiency.

Action Step 1 **5**

The Social Studies administrator will

Person Responsible

Don Sauer

Schedule

On 5/25/2017

Evidence of Completion

G3. Increase the percentage of grade 10 students showing proficiency on the FSA-ELA assessment by one (1) percent annually through SY 2015-2020. 1

G076472

G3.B1 Lack of rigor in writing assignments 2

B200126

G3.B1.S1 To have teachers develop unit writing assignments that require students to read with rigor and provide text-based evidence from multiple sources to include citations in their findings. 4

S211790

Strategy Rationale

Using text-based evidence through reading multiple sources provides both relevance of real-world applications and rigor that more closely match the FSA style writing prompts and reading rigor. These skills coupled together provide the mastery required for meeting the FSA-ELA requirement toward graduation.

Action Step 1 5

In order to provide implementation of reading and writing reinforcement across disciplines, English 9 and 10 teachers will craft FSA style questions that integrate content specific prompts that will use materials from unit plans that provide content area core-subject teachers with reading and writing rigor for grades nine and ten.

Person Responsible

Schedule

Quarterly, from 9/14/2016 to 5/17/2017

Evidence of Completion

Student work examples Teacher assignments and lesson observation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

During post-unit lesson reflections, walk-throughs, observations the English Department and its subject area administrator will assist in development and look for rigorous writing assignment implementation.

Person Responsible

Shane Hall

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Student Artifacts / Student Work Samples Post-Unit Lesson Reflections Unit Plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Use unit assessments and district benchmark assessments to monitor student learning gains.

Person Responsible

Shane Hall

Schedule

On 5/17/2017

Evidence of Completion

Teacher led peer review of unit lessons as post-unit data analysis of student mastery and lesson rigor as seen in teacher developed writing assessments. Evidence gathered in PLC and department meeting logs/ minutes. District Benchmark Assessment results as baseline of student instructional needs.

G6. To increase 1st Period attendance from a daily average of 85% in Quarter 4 of 2015-2016 to a target of 90% through the 2016-2017 school year. 1

G076475

G6.B4 Lack of severe consequences for student tardiness and truancy 2

B200136

G6.B4.S1 Revision of first block tardy policy and consequences for truancy during period 1. 4

S211793

Strategy Rationale

9/1/14 - Students are lacking respect for time at the start of the school day and are missing instructional time that affects student achievement. In order to combat the lack of urgency additional consequences (examples: no access to football games or events, must sit out of sports, lunch detention, Saturday school, signed parent notification of possible failure since missing first block is critical to student achievement, report of truancy that affects driver license, etc) will be developed by a committee where all stakeholders involved will have input in order to rectify the situation.

Action Step 1 5

First period tardy consequences will be revised to encourage tardy students to still report to class and to reduce truancy in first period.

Person Responsible

Linda Francis

Schedule

On 8/10/2016

Evidence of Completion

New policy will be published within the school and community.

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

First period tardies and truanancies will be monitored at regular intervals.

Person Responsible

Shane Hall

Schedule

Evidence of Completion

Attendance data will be saved for reference and evidence of progress toward the goal.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 7

Attendance data will be retrieved twice a quarter and discussed at the ILT meetings to ensure that progress in reducing truancy and tardiness is occurring by discussion of the plan implementation including stages and developments.

Person Responsible

Shane Hall

Schedule

Evidence of Completion

ILT meeting agendas and notes; attendance records.

G6.B5 Lack of incentives for on time arrival 2

 B200137

G6.B5.S1 An incentive plan will be implemented to encourage on time arrival for first period. 4

 S211794

Strategy Rationale

9/1/15 - A combination of incentives for on time arrival and enhanced consequences for being late should be successive in modifying student behaviors.

Action Step 1 5

Incentives such as live music, morning socials, and raffles will be offered to encourage on time arrival.

Person Responsible

Linda Francis

Schedule

On 5/17/2017

Evidence of Completion

The SALT committee will collect first period attendance data monthly and compare to historical data to provide evidence of progress towards goal.

Plan to Monitor Fidelity of Implementation of G6.B5.S1 6

First period tardies will be monitored at regular intervals.

Person Responsible

Linda Francis

Schedule

On 5/17/2017

Evidence of Completion

Attendance data will be save for reference and evidence of progress towards goals.

Plan to Monitor Effectiveness of Implementation of G6.B5.S1 7

Attendance data will be retrieved twice quarterly and discussed at the ILT meeting to ensure that progress in reducing truancy and tardiness is occurring.

Person Responsible

Linda Francis

Schedule

Monthly, from 9/15/2016 to 5/11/2017

Evidence of Completion

ILT meeting agendas and notes; attendance records.

G6.B5.S2 Implement reward program for classes with 1st period perfect attendance. 4

S211795

Strategy Rationale

2/23/16 - A Jump-the-Line incentive program has been implemented for 1st period. Classes are chosen at random and checked for perfect attendance. Students in a perfect attendance class are awarded a jump-the-line coupon for lunch allowing them to move to the front of the line. Results indicate a 15% increase in 1st period attendance from 1st to 3rd quarter. Overall results for the 2016/2017 school year indicate that cumulative ADA for first period is 83%, compared to the the target of 80%.

Additionally, a SAC grant of \$500 has been approved for the purpose of providing incentives for student attendance.

Action Step 1 5

Implement incentives program for improved attendance

Person Responsible

Linda Francis

Schedule


Weekly, from 9/1/2016 to 5/17/2017

Evidence of Completion

Focus reports will be used to track daily, weekly, monthly attendance in first period classes.

G6.B5.S3 Identify students with excessive absences and perform home visits to encourage attendance.

4

 S211796

Strategy Rationale

2/23/16 - Students with excessive absences have been identified. Required 10 day letters have been sent home to over 150 students who are in violation of attendance regulations. Home visits to over 20 students have been conducted to encourage attendance of serious violators and/or determine potential alternatives.

Action Step 1 5

Identify students with poor attendance and conduct home visits for students to provide additional supports.

Person Responsible

Linda Francis

Schedule

Weekly, from 9/1/2016 to 5/17/2017

Evidence of Completion

Will document home visits using Home Visit Student Information and monthly attendance reports.

Plan to Monitor Fidelity of Implementation of G6.B5.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B5.S3 7

Person Responsible




Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G6.B4.S1.A1 A264338	First period tardy consequences will be revised to encourage tardy students to still report to...	Francis, Linda	6/9/2016	New policy will be published within the school and community.	8/10/2016 one-time
G2.B3.S1.A1 A266594	The Social Studies administrator will	Sauer, Don	8/4/2016		5/25/2017 one-time
G3.B1.S1.MA1 M256221	During post-unit lesson reflections, walk-throughs, observations the English Department and its...	Hall, Shane	8/10/2016	Student Artifacts / Student Work Samples Post-Unit Lesson Reflections Unit Plans	5/17/2017 monthly
G6.B5.S2.A1 A287578	Implement incentives program for improved attendance	Francis, Linda	9/1/2016	Focus reports will be used to track daily, weekly, monthly attendance in first period classes.	5/17/2017 weekly
G6.MA2 M256230	Student Achievement Leadership (SALT) and Mentoring Teams will track attendance data and targeted...	Francis, Linda	9/1/2016	2/23/16 - SALT and Mentoring teams meet monthly to track progress for student attendance and report feedback from mentoring sessions. Sixty-two students have been identified as attendance/at risk students and have agreed to participate in the mentoring program. Teachers meet with students for weekly mentoring sessions. Feedback on attendance, student achievement and/or overall student emotional, behavioral and academic status are reported at the monthly SALT/Mentoring team meetings.	5/17/2017 one-time
G6.MA1 M256229	Attendance data will be retrieved twice a quarter and discussed at the ILT meetings to ensure that...	Francis, Linda	9/1/2016	Committee and ILT minutes and planning logs that reflect discussion and progress of implementation plan and the daily average attendance rates taken each quarter to track progress of attendance plan.	5/17/2017 one-time
G6.B5.S1.MA1 M256228	First period tardies will be monitored at regular intervals.	Francis, Linda	9/1/2016	Attendance data will be save for reference and evidence of progress towards goals.	5/17/2017 one-time
G6.B5.S3.A1 A287583	Identify students with poor attendance and conduct home visits for students to provide additional...	Francis, Linda	9/1/2016	Will document home visits using Home Visit Student Information and monthly attendance reports.	5/17/2017 weekly
G3.MA1 M256222	Teachers will use the district benchmark assessments as a baseline to drive instruction that will...	Hall, Shane	9/14/2016	Student Benchmark results Unit test results by benchmark needs Teacher Unit Grades as reflected in grade book.	5/17/2017 quarterly
G3.B1.S1.A1 A264337	In order to provide implementation of reading and writing reinforcement across disciplines, English...		9/14/2016	Student work examples Teacher assignments and lesson observation	5/17/2017 quarterly
G6.B5.S1.MA1 M256227	Attendance data will be retrieved twice quarterly and discussed at the ILT meeting to ensure that...	Francis, Linda	9/15/2016	ILT meeting agendas and notes; attendance records.	5/11/2017 monthly
G6.B5.S1.A1 A264339	Incentives such as live music, morning socials, and raffles will be offered to encourage on time...	Francis, Linda	10/13/2016	The SALT committee will collect first period attendance data monthly and compare to historical data to provide evidence of progress towards goal.	5/17/2017 one-time
G6.B4.S1.MA1 M256225	Attendance data will be retrieved twice a quarter and discussed at the ILT meetings to ensure that...	Hall, Shane	No Start Date	ILT meeting agendas and notes; attendance records.	No End Date one-time
G6.B5.S3.MA1 M287872	[no content entered]		No Start Date		No End Date one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B5.S3.MA1  M287874	[no content entered]		No Start Date		No End Date one-time
G6.B4.S1.MA1  M256226	First period tardies and truancies will be monitored at regular intervals.	Hall, Shane	No Start Date	Attendance data will be saved for reference and evidence of progress toward the goal.	No End Date one-time
G3.B1.S1.MA1  M256220	Use unit assessments and district benchmark assessments to monitor student learning gains.	Hall, Shane	11/11/2016	Teacher led peer review of unit lessons as post-unit data analysis of student mastery and lesson rigor as seen in teacher developed writing assessments. Evidence gathered in PLC and department meeting logs/ minutes. District Benchmark Assessment results as baseline of student instructional needs.	5/17/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.