

Manatee County Public Schools

Southeast High School



2020-21 Schoolwide Improvement Plan

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Southeast High School

1200 37TH AVE E, Bradenton, FL 34208

<http://www.edline.net/pages/sdmcsoutheasths>

Demographics

Principal: Rosa Faison

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: C (51%) 2017-18: C (53%) 2016-17: B (54%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To educate and empower a diverse population to become productive members of society while closing the achievement gap.

Provide the school's vision statement

Southeast is an acclaimed learning institution striving for college and career readiness and academic excellence through inquiry in order to compete in a global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Faison, Rosa	Principal	<p>PERFORMANCE RESPONSIBILITIES: 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. Oversee the administration of the testing program for the school. Provide for the articulation of the school's instructional program among school personnel. Oversee the selection and acquisition of instructional materials and equipment. Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Implement and administer negotiated employee contracts at the school site. Facilitate the development and implementation of an effective staff development program. 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.</p> <p>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. Establish and manage student accounting and attendance procedures at the assigned school. 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 needs and monitor progress toward meeting those needs. Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment. Supervise transportation services at the assigned school.</p>

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

Name	Title	Job Duties and Responsibilities
		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.
DeCesare, Shelly	Assistant Principal	
Cordero, Daniel	Assistant Principal	
Pipino, Anthony	Assistant Principal	

Demographic Information

Principal start date

Saturday 7/1/2017, Rosa Faison

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

92

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%

<p>2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)</p>	<p>Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students</p>
<p>School Grades History</p>	<p>2018-19: C (51%) 2017-18: C (53%) 2016-17: B (54%) 2015-16: C (48%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Southwest</p>
<p>Regional Executive Director</p>	<p>Lucinda Thompson</p>
<p>Turnaround Option/Cycle</p>	
<p>Year</p>	
<p>Support Tier</p>	<p>NOT IN DA</p>
<p>ESSA Status</p>	
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	73	473	438	439	411	1834
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	1	57	44	41	18	161
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	32	53	51	137
Course failure in Math	0	0	0	0	0	0	0	0	0	1	67	96	113	277
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	40	160	117	122	13	452
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	4	10	75	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	103	115	0	218

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/26/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	32	473	453	447	347	1752
Attendance below 90 percent	0	0	0	0	0	0	0	0	12	30	27	33	31	133
One or more suspensions	0	0	0	0	0	0	0	0	3	4	5	1	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	185	173	0	358
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	27	141	124	153	91	536

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	106	114	0	220

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	32	473	453	447	347	1752
Attendance below 90 percent	0	0	0	0	0	0	0	0	12	30	27	33	31	133
One or more suspensions	0	0	0	0	0	0	0	0	3	4	5	1	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	185	173	0	358
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	27	141	124	153	91	536

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	106	114	0	220

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	49%	56%	43%	50%	56%
ELA Learning Gains	41%	47%	51%	49%	51%	53%
ELA Lowest 25th Percentile	31%	37%	42%	46%	45%	44%
Math Achievement	40%	51%	51%	39%	51%	51%
Math Learning Gains	43%	47%	48%	51%	49%	48%
Math Lowest 25th Percentile	53%	45%	45%	48%	49%	45%
Science Achievement	63%	67%	68%	66%	71%	67%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	63%	69%	73%	65%	69%	71%

EWS Indicators as Input Earlier in the Survey						
Indicator	Grade Level (prior year reported)				Total	
	9	10	11	12		
	(0)	(0)	(0)	(0)	0 (0)	

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	41%	53%	-12%	55%	-14%
	2018	38%	52%	-14%	53%	-15%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	35%	49%	-14%	53%	-18%
	2018	44%	52%	-8%	53%	-9%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	69%	-7%	67%	-5%
2018	57%	72%	-15%	65%	-8%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	71%	-11%	70%	-10%
2018	63%	71%	-8%	68%	-5%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	65%	-35%	61%	-31%
2018	38%	65%	-27%	62%	-24%
Compare		-8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	61%	-18%	57%	-14%
2018	38%	56%	-18%	56%	-18%
Compare		5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	31	33	25	29	21	31	42		81	17
ELL	13	27	28	26	44	50	32	52		48	38
ASN	91	76					95	86		95	94
BLK	30	41	37	32	36	43	47	41		80	29
HSP	34	36	25	38	42	49	54	60		76	50
MUL	59	46		50			86				
WHT	54	47	44	50	47	71	84	86		90	73
FRL	31	37	35	35	37	47	52	57		79	46

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	43	43	16	43		36	33		63	25
ELL	13	41	45	23	52	33	43	36		37	29
ASN	86	52								93	100
BLK	28	48	48	28	50	41	34	50		64	34

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	38	46	43	39	50	52	65	64		71	37
MUL	68	61		54							
WHT	60	54	52	47	48	43	84	79		85	68
FRL	35	46	47	36	49	47	59	63		68	38

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 learning gains for ELA was the lowest performance category for the 2019 school grade. Utilizing the same reading program for two years and infusing other curriculum proved to be unsuccessful for our students. Also, the Reading Plus program lacks in vocabulary, which will be addressed through implementing vocabulary.com twice a week as well as vocabulary curriculum provided by the district. Along with common assessments for ELA and utilizing support from the district curriculum specialist and Literacy Coach our students will make learning gains.

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

The greatest decline in our school grade buckets from 2018-2019 was the bottom quartile learning gains in reading. We fell from 46% to 31% of our students making learning gains. These are our struggling students who receive interventions in the remediation program for reading during the school day. Implementing other curriculum, and not the Reading program with the same focus as the year before, proved unsuccessful for our students. Adjustments to the rotation and implementation to the reading curriculum with fidelity has been made and will be monitored on a weekly basis by the reading coach and the AP over reading.

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

ELA achievement is 16% less than the state average for 2018-2019. We are at 40% proficiency while the state is at 56%. Our ELL population has increased this year and continues to grow. The language barrier proves to be a factor for students taking the FSA in 9th and 10th grades. This ties directly to the federal index for ELL's and an action plan has been created to address this factor. Scheduling based on student Access scores this year and supporting a Language acquisition course as well as a developmental reading course will provide multiple layers of direct instruction. We will monitor using a formative assessment to ensure student proficiency growth. Based on the scores and areas of need students will receive intensive remediation during the school day through ESOL. These steps will increase our federal index from 37% to 40% in the 2019-2020 school year.

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

In the 2019 school data, Southeast improved the graduation rate by 12%. This is due to our graduation enhancement tech and administration working closely with the registrar to ensure the students completion of graduation requirements here or elsewhere were documented. Over 100 phone calls and contacts were made with families to research graduation status. We have a transient population with which we work, and this team is ensuring all students are accounted for. This team worked with counselors and teachers as well. This proved to be successful and will continue with the addition of a graduation coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Out of School Suspension and attendance are two indicators that need an action plan based on the EWS data from part 1D. Working with the MTSS team and implementing problem solving interventions around social emotional behaviors will be the first step.

Team members assist utilizing School City and Bright Bytes to identify students whom are in need of intensive support. The data will be shared by departments to implement interventions and monitor progress of common behavioral needs at the Tier 2 and 3 levels. Attendance is also vital to the academic success of all students. Incentivizing attendance as recognized by our PBIS team ensures parents and students see the benefit of student attendance and in addition our Renaissance program celebrates students who are in regular attendance and earning quality grades. Our Graduation Enhancement Tech and our Graduation Coach are intricate members in providing services for our students.

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

1. Reading Learning Gains
2. Bottom Quartile Learning Gains in Reading
3. Math Learning Gains
4. Bottom Quartile Learning Gains in Math
5. Continuing to increase the graduation rate

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase the % of students making learning gains in Reading Assessment utilizing the curriculum to fidelity. This will ensure instruction in our Intensive Language Arts Classes. Providing direct instruction along with other available resources will increase teacher effectiveness. Collaboration and common assessments will ensure all students receive highly effective instructional opportunities.

Measurable Outcome: By the end of the 20-21 school year, 52% of our students will show learning gains on the FSA ELA. That is a total of 456 of the 877 students enrolled.

Person responsible for monitoring outcome: Shelly DeCesare (decesares@manateeschools.net)

- Evidence-based Strategy:**
- Scheduled data dive meetings with department before pre-planning week to develop an strategic plan for instruction
 - Changed teaching assignments based on data
 - Add paraprofessional to all reading classes to give additional support
 - 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)
 - Common assessments for all tested areas (Eng. 1, Eng. 2, etc.)
 - Utilize support from district’s English instructional specialist
 - Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
 - Strategically schedule ESE / Level 1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support
 - Implement Vocabulary.Com at least twice a week
 - Admin bi-weekly data chat meetings

Rationale for Evidence-based Strategy: Providing highly effective curriculum, instruction and assessment will ensure students are able to learn and grow academically associated with literary analysis and vocabulary.

Action Steps to Implement

1. Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary.
2. Based on the data, we will create a monthly instructional focus across content areas to help support and promote student improvement in analyzing text (fiction and nonfiction, informational,etc.) Likewise, content areas will work to front load students with necessary academic vocabulary.
3. Lesson Plan Review and Instructional Walks.
4. Utilize School instructional initiatives: Accountable talks, Focused Note-Taking, and IB Learner Profile
5. Utilize District instructional initiatives: Accountable talks, Approaches to teaching and learning, write to learn strategies, and text structure strategies.
6. The Administration will provide instructional support through various professional

development sessions that are designed for new teachers and progressing teachers (based on instructional evaluations).

7. Additionally, all faculty will receive professional development on using assessment data to shape instruction, in order to raise overall student achievement.

Person Responsible Shelly DeCesare (decesares@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase the % of students in our lowest quartile making LG in Reading. Students who struggle with reading need intervention and remediation during the school day. Providing students with multiple opportunities to learn and get engaged with text at their reading level, while exposing them to grade level text, they will make gains in their reading to learn.

Measureable Outcome: By the end of the 2019-2020 school year, 49% of our L25 students will show learning gains on the FSA ELA. This is a total of 105 of 215 students.

Person responsible for monitoring outcome: Anthony Pipino (pipinoa@manateeschools.net)

- Scheduled data dive meetings with department before pre-planning week to develop an strategic plan for instruction
- Changed teaching assignments based on data
- Add paraprofessional to all reading classes to give additional support
- Scheduled times in for Reading teachers to meet with Reading Coach and reading departments

- Evidence-based Strategy:**
- All reading activity based on standards implemented as a warm-up for all other disciplines (school-wide instructional focus calendar)
 - Common assessments for all tested areas.
 - Utilize support from district’s English instructional specialist
 - Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
 - Strategically schedule ESE / Level 1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support
 - Implement Vocabulary.Com at least twice a week
 - Admin bi-weekly data chat meetings

Rationale for Evidence-based Strategy: By providing students identified as under performing with an extended amount of time to work in the Reading Plus program during the school day, with push in teachers for students who struggle with exceptionalities.

Action Steps to Implement

1. Reading teachers can collect and analyze data on a daily basis for remediation purposes.
2. Weekly the data will be analyzed in meetings with the Literacy Coach and Admin.
3. The Data Team will look at the data twice monthly to provide additional instruction suggestions to the ILT members for review, modification, and implementation within the classroom.
4. Teachers will participate in lesson planning using high yield strategies

Person Responsible Anthony Pipino (pipinoa@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Increase the % of students making learning gains in Math. Course pacing and sequence is aligned to student ability and performance. Students who need the most help will have more time, direct instruction, smaller class sizes for remediation, and a teacher assistant to work with them on the technology component of Aleks. Aleks begins with a diagnostic assessment and places the student on ability level in the content area and produces specific lessons designed for each individual student. The progress monitoring tool will be reviewed every 4 weeks to ensure students are improving.

Measureable Outcome:

By the end of the 2019-2020 school year, 51% of our students will show learning gains on the EOC for Algebra and Geometry. That is a total of 206 of the 406 students enrolled in the courses.

Person responsible for monitoring outcome:

Anthony Pipino (pipinoa@manateeschools.net)

Evidence-based Strategy:

- Implement ALEKS for support
- Use ALEKS in Alg. 1B, Alg. 1, and Geometry
- Bi-weekly data meetings with departments; make adjustments as needed
- Make student schedule adjustments based on benchmarks assessment data from Quarter 2
- Add paraprofessional to intensive classes for additional support
- Common assessments for all tested areas (Alg. 1 (Alg. 1B) / Geom. (Liberal Arts Math); assigned administrator monitor progress
- Utilize support from district’s math instructional specialist
- Make changes to teaching assignments based on data
- Scheduled data dive meetings with department before pre-planning week to develop an instructional strategic plan
- Math activity based on standards implemented as warm-up for all other disciplines
- Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
- Strategically schedule ESE / L1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support
- Admin bi-weekly data chat meetings

Rationale for Evidence-based Strategy:

By providing students identified as under performing with an extended amount of time to work in the Aleks program during the school day, with push in teachers for students who struggle and for students with exceptionalities.

Action Steps to Implement

1. Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis.
2. Develop/use an instructional Focus Calendar that addresses underlying learning issues associated with Math Language/Vocabulary.
3. Based on the data, content areas will work to front load students with necessary academic vocabulary.
4. Lesson Plan Review and Instructional Walks.
5. Utilize School instructional initiatives: Accountable talks, Focused Note-Taking, and IB

Learner Profile

6. Utilize District instructional initiatives

7. The Administration will provide instructional support through various professional development sessions that are designed for new teachers and progressing teachers (based on instructional evaluations).

8. Additionally, all faculty will receive professional development on using assessment data to shape instruction, in order to raise overall student achievement

Person Responsible Anthony Pipino (pipinoa@manateeschools.net)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increase the % of students in our lowest quartile making LG in Math. Students who have been identified as struggling in Math will be scheduled into two years of curriculum before taking an EOC for Algebra and Geometry. By providing students who struggle twice the amount of time to cover the content during the school day, teachers will be able to target specific instruction and one on one teaching, while student benefit from the supports. Students who need the most help will have more time, direct instruction, smaller class sizes for remediation, and a teacher assistant to work with them on the technology component of ALEKS. Aleks begins with a diagnostic assessment and places the student on ability level in the content area and produces specific lessons designed for each individual student. The progress monitoring tool will be reviewed every 4 weeks to ensure students are improving.

Measureable Outcome: By the end of the 2020-2021 school year, 55% of our L25 students will show learning gains on the FSA Algebra 1 and Geometry EOC. That is 57 of 103 students enrolled

Person responsible for monitoring outcome: Anthony Pipino (pipinoa@manateeschools.net)

Evidence-based Strategy:

- Implement ALEKS and Accaletics support
- Use ALEKS in Alg. 1B, Alg. 1, Geometry
- Use Accaletics for Alg1B and LAM
- Bi-weekly data meetings; make adjustments as needed
- Make schedule adjustments based on benchmarks assessment data from Quarter 2
- Add paraprofessional to intensive classes for additional support
- Common assessments for all tested areas (Alg. 1 (Alg. 1B) / Geom. (Liberal Arts Math)); assigned administrator monitor progress
- Utilize support from district’s math instructional specialist
- Make changes to teaching assignments based on data
- Scheduled data meetings with department before pre-planning week; develop an instructional strategic plan
- Math activity based on standards implemented as warm-up for all other disciplines
- Provide monthly PD on instructional strategies to enhance engagement (AVID/IB strategies)
- Strategically schedule ESE / Level 1 students with VE Co-Facilitator Teacher and Gen. Ed teacher for intensive support
- Admin bi-weekly data meetings

Rationale for Evidence-based Strategy: By providing students identified as under performing with an extended amount of time to work in the Accaletics and Aleks programs during the school day, with push in teachers for students who struggle with exceptionalities, students have the support to succeed. With direct instruction, one on one teaching, technology support in Aleks, and a progress monitoring tool, students will get the intensive support needed to make learning gains.

Action Steps to Implement

1. Students scheduled by performance levels for 2018-19 ensuring students are properly placed in Algebra 1A/1B, Liberal Arts, Intensive Math.
2. Identify level 2 math students within Liberal Arts and Level 1 students in Alg 1a/b and provide reinforcements and remediation via small group instruction; use supplemental computer resources (Kahn and Math Nation) to enrich learning.
3. Teachers use essential questions that incorporate higher-order thinking
4. Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Literary Analysis and Vocabulary.
5. Based on the data, create a monthly instructional focus across content areas. Likewise, content areas will work to front load students with necessary academic vocabulary.
6. Lesson Plan Review and Instructional Walks.
7. Utilize District instructional initiatives
8. Teachers will participate in lesson planning using high yield strategies focusing on improving scores of our L25 students.

Person Responsible Anthony Pipino (pipinoa@manateeschools.net)

#5. Other specifically relating to Graduation Rate

Area of Focus Description and Rationale: Continue to see an increase in the Graduation Rate 2020-21. Student performance in the classroom, on state assessments, and desire to stay in school directly correlates to their attendance.
 Students have had success with the SAT/ACT concordant scores when faced with try to pass the state mandated exam. Offering various testing options give them every opportunity to pass prior to May. Providing students opportunities during the school day to recover credit on campus ensures that we can monitor progress and offer the necessary assistance.

Measureable Outcome: Increase the number of students graduating by 4% for the 2020-21 school year. This is a total of 85% of our 306 seniors in this graduating class.

Person responsible for monitoring outcome: Rosa Faison (faisonr@manateeschools.net)

Evidence-based Strategy: *Identify students with 5 or more absences utilizing attendance and teacher records as well as input from Administrative team meetings. Refer to the MTSS team for problem solving interventions.
 *Implement after-school tutoring opportunities for seniors in jeopardy of graduating on time to focus on ACT/SAT and Pert materials for concordant scores.
 *Implement credit recovery virtual classes during school and provide after-school credit recovery opportunities for seniors in jeopardy of graduating on time.

Rationale for Evidence-based Strategy: Evidence will show in the overall percentage of 12th grade student’s daily attendance; Subsequent decrease in the number of students dropping out; Behavior Improvement Plans and Academic Improvement Plans; and increased graduation rate

Action Steps to Implement

1. Offer students alternative assessments to obtain concordant score for proficiency based on Cohort.
2. MTSS will take recommendations from after-school instructors on student performance in addition to teachers during class; create academic improvement plans for seniors to keep them goal focused and on track.
3. Meet with students to ensure they are taking the appropriate courses. When applicable, place students in courses for credit recovery or grade forgiveness through Edgenuity, Etech, or FLVS.
4. Provide students opportunities during the school day and after-school to recover credit on campus and ensuring that we can monitor progress and offer the necessary assistance.
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

Person Responsible Rosa Faison (faisonr@manateeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Biology Proficiency:

To encourage teacher collaboration during department meetings to help teachers plan lessons and assessments that are meaningful and application based with fidelity to the standards in Biology, to in turn help students score proficient on the graduation requirement to sit for the EOC. We will increase the number of students scoring at proficiency or higher in Biology by 3% for the 2019-2020 school year; (A total of 66% or 265)

US History Proficiency

To encourage teacher collaboration during department meetings to help teachers plan lessons and assessments that are meaningful and application based with fidelity to the standards in American History, to in turn help students score proficient on the graduation requirement to sit for the EOC. We will increase the number of students scoring at proficiency or higher on the US History EOC by 3% for the 2019-2020 school year; (A total of 66% or 281 students).

Acceleration

Ensure that each senior earns at least one acceleration point before graduation through earning an industry certification, completing a dual enrollment course, earning Advanced Placement credit, or earning an IB credit. Increase the % of seniors meeting the criteria by five percent SY 2019-2020 as measured on the High School Performance Acceleration and Industry Certifications. We will increase the number of students scoring a point in acceleration by 5% for the 2019-2020 school year; (A total of 57% or 151 students).

Attendance and Behavior Rate

Implement positive behavior intervention strategies to improve student academics, behavior and attendance. The more we pay attention to students doing the right thing, the more students will want to be in school and perform. The more they are here, they better off they will be for their futures. Student performance in the classroom, on state assessments, and desire to stay in school directly correlates to their attendance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school completes a Parent Involvement Plan (PFEP), which is available at the school site. Southeast seeks parent involvement via SAC meetings, Athletic Booster 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. Below is a list of various ways we get parent involvement to build positive relationships with the school and families:

New student orientation, AVID, IB, ESOL nights; Athletic Academy open house and family nights; school newsletter; parent conferences; weekly school based leadership meetings with parents as needed; parent involvement in the IEP/504 process; parent involvement in the MTSS process; FOCUS parent portal; choice open house; and SLC showcase night.

One example of the involvement of parents and families is the opportunity to create a school based health clinic on our campus. Through family and student surveys we gathered input for services needed for our students and community so we can provide health services at SEHS in partnership with the Health Department as well as the Manatee County Rural Health Clinic. The efforts to get these services on campus is the largest family project we have for the 2020 school year.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Other: Graduation Rate	\$0.00

	Total: \$0.00
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