

Manatee County Public Schools

Carlos E. Haile Middle School



2021-22 Schoolwide Improvement Plan

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Carlos E. Haile Middle School

9501 FL 64, Bradenton, FL 34212

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

Demographics

Principal: Kate Barlaug

Start Date for this Principal: 8/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (65%) 2017-18: B (59%) 2016-17: B (61%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

The mission of Carlos E. Haile Middle School is to provide consistent and effective instruction that challenges all students; to actively engage our students in their lifelong education; and to create a safe and comfortable learning environment that prepares our students to be productive citizens in society and lifelong learners now and in their future.

Provide the school's vision statement.

The vision of the Manatee County School District is to establish and support standards of excellence that prepare students to become successful, well-rounded and involved citizens in the 21st Century.

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
Barlaug, Kate	Principal	
Sloman, Robert	Assistant Principal	
Hart, Paula	Assistant Principal	
Morgan, Katelynn	Dean	
Buice, Mary Ann	Guidance Counselor	
Buttari, Samantha	Guidance Counselor	
Ballard, Angela	Teacher, K-12	
Taylor, Elmina	Teacher, K-12	
Bohlmann, Tracy	Teacher, K-12	
Cox, John	Teacher, K-12	
Hardee, Shannon	Teacher, K-12	
Jones, Jessica	Teacher, K-12	
Eddy, Gerald "Phil"	Dean	
Poole, Amie	Teacher, K-12	

Demographic Information

Principal start date

Thursday 8/26/2021, Kate Barlaug

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.*

4

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.*

16

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

777

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

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

10

Demographic Data

Early Warning Systems

2021-22

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	271	248	258	0	0	0	0	777
Attendance below 90 percent	0	0	0	0	0	0	41	54	84	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	48	59	49	0	0	0	0	156
Course failure in ELA	0	0	0	0	0	0	8	14	2	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	52	36	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	46	55	42	0	0	0	0	143
Number of students with a substantial reading deficiency	0	0	0	0	0	0	96	115	106	0	0	0	0	317

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	47	57	60	0	0	0	0	164

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	12	25	0	0	0	0	37
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

Thursday 8/26/2021

2020-21 - 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	240	247	286	0	0	0	0	773
Attendance below 90 percent	0	0	0	0	0	0	24	13	33	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	34	23	34	0	0	0	0	91
Course failure in ELA	0	0	0	0	0	0	26	14	5	0	0	0	0	45
Course failure in Math	0	0	0	0	0	0	5	6	4	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	32	35	64	0	0	0	0	131
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	41	42	49	0	0	0	0	132

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	44	38	48	0	0	0	0	130

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	20	10	4	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	240	247	286	0	0	0	0	773
Attendance below 90 percent	0	0	0	0	0	0	24	13	33	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	34	23	34	0	0	0	91	
Course failure in ELA	0	0	0	0	0	0	26	14	5	0	0	0	45	
Course failure in Math	0	0	0	0	0	0	5	6	4	0	0	0	15	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	32	35	64	0	0	0	131	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	41	42	49	0	0	0	132	

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	44	38	48	0	0	0	0	130

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	20	10	4	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	66%	52%	14%	54%	12%
Cohort Comparison						
07	2021					
	2019	58%	48%	10%	52%	6%
Cohort Comparison		-66%				
08	2021					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	69%	57%	12%	55%	14%
Cohort Comparison						
07	2021					
	2019	70%	57%	13%	54%	16%
Cohort Comparison		-69%				
08	2021					
	2019	57%	41%	16%	46%	11%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	51%	45%	6%	48%	3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	77%	5%	71%	11%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	65%	28%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	61%	39%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- Quarter 1 Benchmark Test
- Quarter 2 Benchmark Test
- FSA Spring Testing

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		53	62	61
	Economically Disadvantaged		40	44	47
	Students With Disabilities		8	18	16
	English Language Learners		35	66	53
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		60	68	70
	Economically Disadvantaged		46	58	57
	Students With Disabilities		26	21	19
	English Language Learners		60	40	44

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	65	58
	Economically Disadvantaged	50	55	45
	Students With Disabilities	31	28	14
	English Language Learners	40	34	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69	67	67
	Economically Disadvantaged	60	69	47
	Students With Disabilities	54	40	20
	English Language Learners	65	57	60
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	88	89	82
	Economically Disadvantaged	79	84	74
	Students With Disabilities	50	46	47
	English Language Learners	56	69	55

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		72	77	67
	Economically Disadvantaged		51	65	49
	Students With Disabilities		33	37	28
	English Language Learners		42	53	36
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		35	40	71
	Economically Disadvantaged		33	38	50
	Students With Disabilities		22	13	35
	English Language Learners		25	25	33
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		57	57	52
	Economically Disadvantaged		36	33	35
	Students With Disabilities		22	19	17
	English Language Learners		25	23	30
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	49	49	35	51	45	23	46			
ELL	25	51	52	26	51	52	4	38			
ASN	88	69		94	88		54	92	82		
BLK	35	53	50	40	47	34	21	58	38		
HSP	47	57	54	58	65	59	44	67	69		
MUL	63	48	27	69	64	67	62	80	70		
WHT	70	61	61	81	72	66	59	90	74		
FRL	44	57	54	54	59	51	39	67	61		

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 2016-17	C & C Accel 2016-17
SWD	17	36	32	30	48	42	16	52			
ELL	13	38	40	22	43	43	8				
ASN	63	67		89	78						
BLK	24	44	41	37	48	43	13	58	19		
HSP	40	40	35	51	57	48	33	74	43		
MUL	64	53		78	74	70	43	90	50		
WHT	68	57	47	79	71	57	66	86	64		
FRL	36	39	34	51	58	51	32	69	22		

ESSA Data Review

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	63
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	48
Total Points Earned for the Federal Index	629
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
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	81
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
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	61
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	70
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

-Across all Core Content areas, Haile MS has performed at a very high level and no group was lower than a B based on the State Scoring Ratings, with majority of the groups being at an A level.

-The major trend that has emerged across grade levels, subgroups and core content is that Students with Disabilities (SWD) perform very low across the board.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

-The major trend that has emerged across grade levels, subgroups and core content is that Students with Disabilities (SWD) perform very low across the board.

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

-Students with Disabilities need to be identified, monitored, and supported in the academics. Staff will run an inclusion model program for students that need the services. This will include having a core subject certified teacher and an ESE certified teacher in the classroom at the same time in order to support all the needs of these identified students.

-Students that are not on grade level in Math and Reading will be placed in Intensive classes in order to support their gains.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

-The major trend that has emerged across grade levels, subgroups and core content that had the highest level of success was our Civics End-of-Course Exam.

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

-Common Teacher Planning

-Across Campus Reading and Writing Plan

-Teacher analyzing formative assessments, align lesson plans with standards and modify plans for student improvement.

-Student based collaborative learning.

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

All lower quartile students will be in Intensive Reading and Math classes.

Grade level subject teachers will have common planning.

7th and 8th grade to increase the use of online assessments.

Increase usage of vocabulary.

Consistency with teachers using specific strategies.

Use Schoology for shared resources.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The school did a survey to determine which professional development the staff felt they needed most to support our campus and students.

The administration team will put on monthly Lunch and Learn and Breakfast with Brains professional development opportunities for teachers to learn about topics in the survey.

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

Administration Team - Supports teachers and staff with any and all needs. Creates fun gatherings for the faculty and staff to come together and bond.

Sunshine Committee - Puts together celebrations on campus as well as support for faculty and staff when needed.

Teachers and Staff - Create a family environment amongst themselves. The team also creates a safe learning environment for all students.

School Advisory Council - Meets monthly to discuss school environment and needs on campus. Determines how they can support the needs of the campus, teachers, staff and students.

Parent/Teacher Organization - Meets monthly to discuss school environment and needs on campus. Determines how they can support the needs of the campus, teachers, staff and students.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: Based on last school year's online Student SEL Survey, 36% of students taking the survey said they do not do well with regulating their emotions. This was the lowest area for students on the survey.

Measureable Outcome: At the end of the 2021-2022 school year, only 30% of students will indicate they do not do well with regulating their emotions.

Monitoring: Teachers will review SEL character traits with students throughout the year in homeroom, using the district's Character Strong Program. Students will participate in three online SEL surveys this year. One will be in September, one in February, and the last one in April. Also, students who are identified according to their discipline and grades will be monitored with Check In/Check Out procedures. This will be monitored by the school deans. Centerstone counseling will also be available for students who are in need according to the MTSS process.

Person responsible for monitoring outcome: Paula Hart (hartp@manateeschools.net)

Evidence-based Strategy: The Character Strong SEL Program and the Character Strong Online SEL Student Survey.

Rationale for Evidence-based Strategy: With 36% of students indicating they are not able to regulate their emotions at times, we will use the district's Character Strong Program to view videos and information about emotion regulation. This will increase student awareness of different strategies and resources that can be used in emotion regulation. Students will experience increased success in peer interactions and conflict resolution.

Action Steps to Implement

- Action Steps:
- Homeroom SEL Days Using Character Strong.
- SEL PSAs on the school's Morning Show.
- Monthly SEL Posters around the campus.
- Online SEL Student Survey through Character Strong three times during the year.

Person Responsible Paula Hart (hartp@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Based on the data from the FSA ELA results from the 2020-2021 school year, Haile had 41% Lower Quartile Learning Gains.

Measureable Outcome: During the 2021-2022 school year, there will be a 4% increase in ELA Lower Quartile Learning Gains.

Monitoring: During the school year, we will monitor and update monthly the Lowest Quartile list of students for teachers, administration, and staff to focus on and support these students. We will continue to check on these students during Benchmark Tests to check on improvements.

Person responsible for monitoring outcome: Paula Hart (hartp@manateeschools.net)

Evidence-based Strategy:
 -Students in the Lowest Quartile will be also taking an Intensive Reading Course.
 -Common planning and department meetings to ensure fidelity of standard based teaching.
 -Homeroom to allow students to gain a mentor on campus, work on Reading strategies, and check scores.
 -Deans will work with students to help lower discipline concerns.

Rationale for Evidence-based Strategy:
 -Intensive classes will support the students with their Reading strategies in an attempt to get on grade level.
 -When the teachers have common planning, then the teachers will all be on the same page and will be able to share ideas to support the students.
 -Homeroom will allow students to get the extra support they in need in several different areas on campus.
 -If a student has lower discipline issues then they will be in class more.

Action Steps to Implement

- All lower quartile students will be in Intensive Reading class.
- Grade level ELA and Reading teachers will have common planning.
- 7th and 8th grade to increase the use of online assessments.
- Increase usage of vocabulary.
- Consistency with ELA teachers using specific strategies.
- Use Schoology for shared resources.

Person Responsible Paula Hart (hartp@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: Based on the data from the FSA Math results from the 2020-2021 school year, Haile had 54% Lower Quartile Learning Gains.

Measureable Outcome: During the 2021-2022 school year, there will be a 4% increase in Math Lower Quartile Learning Gains.

Monitoring: During the school year, we will monitor and update monthly the Lowest Quartile list of students for teachers, administration, and staff to focus on and support these students. We will continue to check on these students during Benchmark Tests to check on improvements.

Person responsible for monitoring outcome: Robert Sloman (slomanr@manateeschools.net)

Evidence-based Strategy:

- Students in the Lowest Quartile will be also taking an Intensive Math Course.
- Common planning and department meetings to ensure fidelity of standard based teaching.
- Homeroom to allow students to gain a mentor on campus, work on math strategies, and check scores.
- Deans will work with students to help lower discipline concerns.

Rationale for Evidence-based Strategy:

- Intensive classes will support the students with their math strategies in an attempt to get on grade level.
- When the teachers have common planning, then the teachers will all be on the same page and will be able to share ideas to support the students.
- Homeroom will allow students to get the extra support they in need in several different areas on campus.
- If a student has lower discipline issues then they will be in class more.

Action Steps to Implement

All lower quartile students will be in Intensive Math class using iReady and Acaletics.
 Grade level math teachers will have common planning.
 7th and 8th grade to increase the use of online assessments.
 Increase usage of math vocabulary.
 Consistency with math teachers using specific strategies.
 Use Schoology for shared resources.

Person Responsible Robert Sloman (slomanr@manateeschools.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Based on the data from the SafeSchoolsforAlex.org Haile had the following results from the 2019-2020 school year: 133 In-School Suspensions, 78 Out-of-School Suspension, and 211 total Suspensions. The resulted in 23.5 suspensions for every 100 students.

Measureable Outcome: During the 2021-2022 school year, there will be a 5% decrease in student suspensions.

Monitoring: During the school year, we will monitor and update bi-quarterly discipline data with the School Leadership Team. We will continue to try to mentor students to avoid making discipline infractions.

Person responsible for monitoring outcome: Robert Sloman (slomanr@manateeschools.net)

Evidence-based Strategy:

- Students with Multiple Referrals will be put on a Check-in/out program.
- Students will also be monitored in the MTSS/RTI program for extra support.
- Homeroom to allow students to gain a mentor on campus.
- Deans will work with students to help lower discipline concerns.

Rationale for Evidence-based Strategy:

- Homeroom will allow students to get the extra support they in need in several different areas on campus.
- If a student has lower discipline issues then they will be in class more.

Action Steps to Implement

- Data tracking to pinpoint the students who are continuously being written up in the classroom. Student support specialists will use the check in/checkout process to mentor and monitor these students on a daily basis. Parent notification and support will be implemented as well.
- Referral data in the FOCUS system will be pulled bi-monthly to monitor referrals written per specified students.

Person Responsible Robert Sloman (slomanr@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When reviewing the data on SafeSchoolsforAlex.org, the major concern that we have is the Total Reported Suspensions for the 2019-2020 school year. As listed in our Areas of Focus, we will be attempting to reduce the number of referrals that end in a suspension by 5%.

Haile Middle School offers a consistent, safe learning environment for all students at our school. With in this environment, we offer the students several ways to earn celebrations and rewards. Students who are able to pass all their courses and remain in good standings within our discipline department can earn an end of quarter celebration 4 times a year. Students are also able to earn behaving/reward stickers that they are can trade in for prizes several times each quarter. We also celebrate our teacher nominated students of the month each month based on different positive characteristics.

We have a weekly Homeroom class on Wednesdays to building relationships between students and teachers. Every teacher has a homeroom and they are created by Alpha/Grade level lists. This puts the students in class with teachers and other students that they may not have class with. In this class the teacher is able to go over positive decisions for students to make to avoid discipline concerns.

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.

Haile Middle School offers a consistent, safe learning environment for all students at our school. With in this environment, we offer the students several ways to earn celebrations and rewards. Students who are able to pass all their courses and remain in good standings within our discipline department can earn an end of quarter celebration 4 times a year. Students are also able to earn behaving/reward stickers that they are can trade in for prizes several times each quarter. We also celebrate our teacher nominated students of the month each month based on different positive characteristics.

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We have a Sunshine committee on campus that celebrates and gives support when needed to our staff. This group is created by donations from the staff for the staff. They will put together snack carts, luncheons and more. Also, if some is having a celebration (wedding/baby) or mourning a loss, this committee with support those situations with gifts.

At Haile Middle School, we try to develop a family amongst our faculty and staff. We are constantly trying to build moral through different recognitions on campus. We have a daily Shout-Out Bus that is passed around everyday signaling out and highlighting things different staff members do on campus. We also have administrative cooked breakfasts for our faculty and staff at least once per quarter. Every month, the administrative team hides 5 post cards around campus and whomever finds them turns the post cards in for a prize.

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

Administration Team - Supports teachers and staff with any and all needs. Creates fun gatherings for the faculty and staff to come together and bond.

Sunshine Committee - Puts together celebrations on campus as well as support for faculty and staff when needed.

Teachers and Staff - Create a family environment amongst themselves. The team also creates a safe learning environment for all students.

School Advisory Council - Meets monthly to discuss school environment and needs on campus. Determines how they can support the needs of the campus, teachers, staff and students.

Parent/Teacher Organization - Meets monthly to discuss school environment and needs on campus. Determines how they can support the needs of the campus, teachers, staff and students.