

Manatee County Public Schools

Carlos E. Haile Middle School



2022-23 Schoolwide Improvement Plan

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Carlos E. Haile Middle School

9501 FL 64, Bradenton, FL 34212

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

Demographics

Principal: IR Ene Nikitopoulos

Start Date for this Principal: 7/1/2016

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: A (65%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Carlos E. Haile Middle School

9501 FL 64, Bradenton, FL 34212

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Barlaug, Kate	Principal	To facilitate School Leadership Team Meetings and provide significant support in the selection of school-wide goals, development and monitoring of the work plan, and crafting of professional learning opportunities.
Sloman, Robert	Assistant Principal	To provide input and support in the selection of school-wide goals, development and monitoring of the work plan, and crafting/selection of professional learning opportunities.
Hart, Paula	Assistant Principal	To provide input and support in the selection of school-wide goals, development and monitoring of the work plan, and crafting/selection of professional learning opportunities.
Bohlmann, Tracy	Teacher, K-12	
Cox, John	Teacher, K-12	
Hardee, Shannon	Teacher, K-12	
Taylor, Elmina	Teacher, K-12	
Buice, Mary Ann	Other	
Buttari, Samantha	Other	
Jones, Jessica	Teacher, K-12	
Poole, Amie	Teacher, K-12	
Ballard, Angela	Teacher, K-12	
Richardson, Katelynn	Dean	
Kemp, Leslie	Dean	

Demographic Information

Principal start date

Friday 7/1/2016, IR Ene Nikitopoulos

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

740

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

3

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	268	252	253	0	0	0	0	773
Attendance below 90 percent	0	0	0	0	0	0	74	68	72	0	0	0	0	214
One or more suspensions	0	0	0	0	0	0	77	78	84	0	0	0	0	239
Course failure in ELA	0	0	0	0	0	0	12	11	19	0	0	0	0	42
Course failure in Math	0	0	0	0	0	0	5	7	8	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	58	72	56	0	0	0	0	186
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	56	54	50	0	0	0	0	160
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	2	0	0	0	0	0	4
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	64	65	71	0	0	0	0	200

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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	

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	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	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	49%	50%				62%	52%	54%
ELA Learning Gains	45%						59%	56%	54%
ELA Lowest 25th Percentile	42%						56%	51%	47%
Math Achievement	69%	35%	36%				72%	59%	58%
Math Learning Gains	54%						68%	61%	57%
Math Lowest 25th Percentile	40%						58%	54%	51%
Science Achievement	50%	57%	53%				52%	47%	51%
Social Studies Achievement	82%	54%	58%				83%	77%	72%

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	2022					
	2019	66%	52%	14%	54%	12%
Cohort Comparison						
07	2022					
	2019	58%	48%	10%	52%	6%
Cohort Comparison		-66%				
08	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	69%	57%	12%	55%	14%
Cohort Comparison						
07	2022					
	2019	70%	57%	13%	54%	16%
Cohort Comparison		-69%				
08	2022					
	2019	57%	41%	16%	46%	11%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	51%	45%	6%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	77%	5%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	65%	28%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	61%	39%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	8	28	25	19	36	29	11	29			
ELL	32	45	42	50	44	27	14	58			
ASN	82	61		91	74		70		92		
BLK	36	39	38	48	50	41	18	43			
HSP	42	42	40	58	43	31	35	76	66		
MUL	46	49	43	72	55	30	47	82	70		
WHT	61	44	46	74	57	44	58	87	81		
FRL	40	39	39	52	45	38	29	67	68		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	38	29	24	44	46	19	42			
ELL	44	58	45	59	71	71	13	68			

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
ASN	74	50		93	61		90	82	100		
BLK	46	58	40	43	46	32	33	76			
HSP	51	51	41	61	61	53	40	73	66		
MUL	59	58	50	65	62	71	73	75	73		
WHT	69	57	36	76	62	56	60	88	75		
FRL	49	48	41	54	54	52	41	77	57		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
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	75
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

- ELA achievement dropped from 64% in 2021 to 55% in 2022.
- Science achievement dropped from 57% in 2021 to 50% in 2022.
- Math achievement dropped from 71% in 2021 to 69% in 2022.
- Social Studies achievement fell 1% from 83% in 2021 to 82% in 2022.
- Haile Middle School did not meet the Subgroup marks in the SWD and Black/African-American categories.

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

- ELA achievement
- Science achievement
- SWD
- Black/African American students

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

Contributing factors:

1. 2021-2022 was the first full year of students being back in school full time since the Covid Pandemic began.
2. The need for engaging lessons.

Actions to address this need for improvement:

1. Continued classroom structure by way of classroom management plans, and increased student engagement.
1. Lessons aligned to BEST Standards.
2. Continued common teacher planning.

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

- The Math Achievement level of Black/African American students increased from 43% in 2021 to 48% in 2022.
- The ELA achievement level of our Asian Student subgroup increased from 74% in 2021 to 82% in 2022.

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

- Teacher common planning times and scheduled planning days.
- Collaborative learning opportunities for students and teachers.
- Before and after school tutoring opportunities.

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

- Continued teaching of grade-level content.
- Increased use of student collaborative teams.
- Scaffolding of lessons.
- Continue to build background knowledge and vocabulary of students.

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.

- New teacher mentorship program.
- Providing Teacher Planning Days where teachers use the day to plan comprehensively with grade and subject area teachers.
- Opportunities for teachers to shadow peer teachers to gain help with instructional strategies centered around collaborative teaching and learning.
- Participation in all district in-service days.

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

- Inclusion classes to support and manage discipline of students with disabilities to create equal opportunity.
- Before and after school tutoring.
- After-school detention.
- Saturday school.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

The data shows that our Students with Disabilities subgroup had a 23% federal index rating, 18 percentage points below the federal index of 41%.
 The data shows that Black/African American students had a 39% federal index rating, 2 percentage points below the federal index of 41%.

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

All subgroups of students will achieve an overall Federal Index rating of at least 42% by the end of the 2022-2023 school. Teachers will provide lesson plans with focused strategies in areas of teaching/reteaching based on IEP accommodations.

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

- This area of focus will be monitored throughout the school year by reviewing data from each district benchmark assessment.
- Teachers will review areas of benchmark strengths and weaknesses with students and conduct item analysis evaluations.
- Formative and summative assessments will be used to assess student knowledge.
- Teachers will provide lesson plans with focused strategies in areas of teaching/reteaching based on IEP accommodations.
- Teacher lesson plans will be reviewed.
- Remediation programs.
- FAST testing.

Person responsible for monitoring outcome:

Paula Hart (hartp@manateeschools.net)

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

- Teachers will incorporate AVID strategies of writing, inquiry, collaboration, organization, and reading into the classroom.
- Inclusion classes where students with disabilities can receive help with their accommodations.
- Common planning for grade level and subject area teachers.
- Preparing lesson plans with focused strategies for reteaching.
- Spiraling standards identified as areas of weakness.
- Teachers will demonstrate high expectations for all students, including posting and valuing student work.
- Students will achieve greater success when they are taught to write effectively, learn inquiry skills, and collaborate and organize.
- When the teachers have common planning, they are able to better align lessons to ensure benchmarks/measures are taught.
- Homeroom will allow students to get the extra support they need in several different areas on campus.
- Helping students to build upon their knowledge by reviewing subject area material/standards that are missed will help to increase subject area knowledge.
- Studies have shown that the students of teachers with high expectations show greater achievement gains and a higher level of engagement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Clear and focused individual student goal setting.
- Identify and review accommodations in PEER.
- Provide PEER training as needed.
- Implementation of Inclusion classes to support and manage discipline of students with disabilities to create an equal opportunity.
- Use of district curriculum maps and pacing guides by teachers to ensure students are on track for scheduled benchmarks.
- Common board configurations in each classroom so students will know where to find the daily agenda, daily objective, assignments, and homework
- Use district resources to plan and differentiate for students.
- The use of engaging strategies to promote student interest.
- Incorporating student choice in the area of a finished unit project that could be an essay, a song, a poem, or a test, etc.

Person Responsible

Paula Hart (hartp@manateeschools.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We want to increase the student proficiency rate achieved from 55% to 60% by keeping consistency within the department. SWD and Black/African American students were our lowest performing subgroups in 2022. With a homeroom in place and smaller class sizes, we expect to be able to offer more support to these subgroups and help increase scores.

Measurable Outcome:

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

We want to increase the student proficiency rate achieved from 55% to 60%. The goals are specific, measurable, achievable, relevant, and timebound in that teachers will ensure students receive intensive reading support through the use of Lexia Pro, SIPPS, and FAST Reading testing.

Monitoring:

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

- Level 2 students will receive intensive reading help through the Lexia Pro Reading Program in an intensive reading classroom.
- Intensive reading students will receive increased help and instruction through the SIPPS reading program.
- FAST Reading testing will be used to monitor student progress.

Person responsible for monitoring outcome:

Shannon Hardee (hardee2s@manateeschools.net)

Evidence-based**Strategy:**

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

- Level 2 students will receive intensive reading help through the Lexia Pro Reading Program in an intensive reading classroom.
- Common planning and department meetings to ensure fidelity of standard-based teaching.
- Teachers will incorporate PEARL writing strategies in tandem with the above-referenced reading platforms (Lexia Pro, SIPPS, and FAST reading testing).
- Homeroom to allow students to gain a mentor on campus, work on reading strategies, and check scores on a consistent basis.
- Deans will work with students to help lower discipline concerns.
- Teachers will incorporate AVID strategies of writing, inquiry, collaboration, organization, and reading into the classroom.
- Preparing lesson plans with focused strategies for reteaching.
- Spiraling standards identified as areas of weakness.
- Teachers will ensure accommodations for our SWD subgroup are being met.
- Teachers will demonstrate high expectations for all students, including posting and valuing student work.
- Intensive classes will support level 2 students with their reading strategies to help students obtain proficiency in reading.
- Use of curriculum maps to chart the path to proficiency and benchmarks assessed.
- 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 need in several different areas on campus.
- If a student has lower discipline issues then they will be in class more.
- Extra writing, inquiry, collaboration, organization, and reading practice will

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

help all student subgroups to perform better on district and state testing.
-Meeting individual student accommodations will ensure students are being supported and set up to achieve success on district and state testing.
-Studies have shown that the students of teachers with high expectations show greater achievement gains and a higher level of engagement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Common planning and department meetings to ensure fidelity to standards-based teaching.
- Admin focus on lesson plans to ensure this fidelity.
- Quarterly check-in for current learning goals and grade goals.
- Quarterly planning.
- Teacher breakdown of quarterly benchmark data and turn into admin with an action plan.
- After-school tutoring for students in need of extra help.
- Staff incentives for good attendance (free lunches, recognition, massages, etc.).
- Student-to-student mentoring/peer mentoring during homeroom.
- Monthly PEARL article writing.

Person Responsible

Shannon Hardee (hardee2s@manateeschools.net)

#3. Instructional Practice specifically relating to Science

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

Science achievement fell from 57% in 2021 to 50% in 2022.

Measurable Outcome:

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

By the end of the 2022-2023 school year, we will increase our SSA Science scores from 50% to 60%.

Monitoring:

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

-Admin monitoring of teachers' planning and execution of lesson plans.
-Benchmark testing and review. Teachers will be able to analyze their student's strengths and weaknesses and reteach areas of need.

Person responsible for monitoring outcome:

Tracy Bohlmann (bohlmann@manateeschools.net)

Evidence-based Strategy:

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

-Teachers will incorporate student reading of varied/differentiated articles in order to promote rigor/achievement of benchmark standards.
-ELA support for science with vocab and reading comprehension.
-Common Assessments amongst grade levels.
-Consistent use of SSA testing style questioning.
-Teachers will incorporate AVID strategies of writing, inquiry, collaboration, organization, and reading into the classroom.
-Preparing lesson plans with focused strategies for reteaching.
-Spiraling standards identified as areas of weakness.
-Teachers will ensure accommodations for our SWD subgroup are being met.
-Teachers will demonstrate high expectations for all students, including posting and valuing student work.
- Intensive reading/writing focus will drive cross-curricular achievement in these areas.
-These strategies will drive our science department to collaborate together on common assessments.
-These strategies will drive our students to see SSA-style questions in preparation for the exam.
-Re-teaching strategies will ensure students are set up to master the standards.
-Extra writing, inquiry, collaboration, organization, and reading practice will help all student subgroups to perform better on district and state testing.
-Meeting individual student accommodations will ensure students are being supported and set up to achieve success on district and state testing.
-Studies have shown that the students of teachers with high expectations show greater achievement gains and a higher level of engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Use Schoology for shared resources (teacher to teacher, teacher to student).
- Collaboration within the science department on common assessments.
- Use of SSA-style questions.
- ELA support - vocab, reading comprehension.
- Incorporate reading articles on different levels in order to drive student assessment rigor up.
- Increased opportunities for student collaboration and project-based learning.
- Before and after school tutoring.
- Use of Gale resources.
- Monthly PEARL articles.

Person Responsible

Tracy Bohlmann (bohlmann@manateeschools.net)

#4. Instructional Practice specifically relating to Social Studies

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

Social Studies achievement fell one percentage point, from 83% in 2021 to 82% in 2022.

Measurable Outcome:

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

Social studies achievement will increase by two percentage points to 84%.

Monitoring:

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

-Civics benchmarks.

Person responsible for monitoring outcome:

John Cox (coxnm@manateeschools.net)

Evidence-based Strategy:

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

- Teachers will incorporate writing standards for literacy during common planning in social studies and history to ensure fidelity to standards.
- Teachers will have common planning and department meetings to review data, share best practices and ensure standard-based teaching.
- Teachers will incorporate AVID strategies of writing, inquiry, collaboration, organization, and reading into the classroom.
- Preparing lesson plans with focused strategies for reteaching.
- Spiraling standards identified as areas of weakness.
- Teachers will ensure accommodations for our SWD subgroup are being met.
- Teachers will demonstrate high expectations for all students, including posting and valuing student work.
- Students have the opportunity to incorporate writing with the use of content-rich vocabulary.
- 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.
- Re-teaching strategies will ensure students are set up to master the standards.
- Extra writing, inquiry, collaboration, organization, and reading practice will help all student subgroups to perform better on district and state testing.
- Meeting individual student accommodations will ensure students are being supported and set up to achieve success on district and state testing.
- Studies have shown that the students of teachers with high expectations show greater achievement gains and a higher level of engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Collaboration within the social studies department on common assessments.
- Use of Civics test specs.

- Use of Gale Resources.
- Use of Cpalms for standards and engaging lessons.
- Use of Civics practice test.
- Monthly PEARL writing articles.
- Engaged student learning.
- Cooperative learning/project-based learning in all classes.

Person Responsible

John Cox (cox@manateeschools.net)

#5. Instructional Practice specifically relating to Math

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

Overall math achievement dropped from 71% in 2021 to 69% in 2022.

Measurable Outcome:

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

There will be a 2% overall increase in math proficiency at the end of the 2022-2023 school year.

Monitoring:

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

- Creating cooperative groups of students in the classroom.
- Identifying gaps or areas of potential growth.
- Peer-to-peer tutoring.
- Targeted questioning based on student progress.
- Planning daily mini-lessons/instruction.
- FAST testing and review. Teachers will be able to analyze their student's strengths and weaknesses and reteach areas of need..
- Benchmark testing and review. Teachers will be able to analyze their student's strengths and weaknesses and reteach areas of need..

Person responsible for monitoring outcome:

Elmina Taylor (taylore@manateeschools.net)

Evidence-based Strategy:

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

- Level 2 students 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 on a consistent basis.
- Students will receive homework and practice.
- Deans will work with students to help lower discipline concerns.
- Teachers will demonstrate high expectations for all students, including posting and valuing student work.
- 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 need in several different areas on campus.
- Teachers will be able to provide daily and weekly practice and feedback to students during each unit of study.
- If a student has lower discipline issues then they will be in class more.
- Studies have shown that the students of teachers with high expectations show greater achievement gains and a higher level of engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- All level 2 students will be in Intensive Math class using Acaletics and district-based resources.
- 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 engaged teaching strategies.
- Use Schoology for shared resources.

Person Responsible

Elmina Taylor (taylore@manateeschools.net)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

- A Student of the Month program where students receive rewards and certificates.
- Life skills activities school-wide by way of homeroom lessons, PSAs, and poster campaigns based on the Monthly character Traits.
- Use of the CHAMPS model school-wide; each teacher prepares a classroom management plan using the same basic model across the entire school building.
- Use of a common board configuration in all classes.
- Schoolwide fundraiser with multiple levels of prizes for students to earn.
- Quarterly honor roll certificates and rewards for students.
- An 8th Grade Awards Night where students are presented with certificates, trophies, and medallions and are praised for specific achievements. This event includes not only school members, but parents and community members.
- The opportunity for students and teachers to participate in the Haile Helpers Student Service Organization.
- The opportunity for students to participate in clubs and organizations such as the Graphic Arts Club, TSA, The Art Club, and MathCounts.
- Homeroom Art Projects to build self-awareness in all students and create a sense of community.
- Involving parents in school culture by way of the SAC and PTO committees. These organizations provide a platform for feedback on both classroom activities and school programs.
- Quarterly Rewards activities such as student/teacher sports activities and field days that recognize and reward good student behavior.
- Sports teams that promote teamwork and academic excellence.
- Field Trips as incentives for students to do well in class and have good behavior in school.
- Student dances that give students an opportunity to socialize with peers outside of the classroom environment, and show their individuality.

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

- School administration generates clear, open communication with parents to help avoid misunderstandings and remove feelings of mistrust or hostility.
- Classroom teachers building and maintaining rapport with students and parents.
- Starting each class with enthusiasm and care for students as individuals.
- Deans promote good behavior by way of CICOs and incentives for good behavior.
- The Rewards committee meeting monthly to identify a menu of student rewards to distribute to students for earning Storm Stickers each quarter. The committee also receives student input by way of student surveys.
- SAC provides feedback on school programs and activities.
- Athletic coaches motivate student-athletes to do well in school, on the playing field, and to be an overall good person.
- Business partners contributing to teacher incentives and rewards throughout the year and for Teacher Appreciation Week.