Manatee County Public Schools

Dr Mona Jain Middle School

2019-20 Schoolwide Improvement Plan

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Dr Mona Jain Middle School

12205 44TH AVE, E Bradenton, FL 34211

https://www.manateeschools.net/jain

Demographics

Principal: Kate Barlaug

Start Date for this Principal: 9/16/2019

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)	32%
2018-19 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	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year	
Grade	

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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.

Dr. Mona Jain Middle School will foster a safe, caring and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

Provide the school's vision statement.

Creating an environment that fosters excellence.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Cucci, Kate	Dean	Kate Cucci serves as the Student Support Specialist at Dr. Mona Jain Middle School. Her role is to serve students and is responsible for monitoring and enhancing the quality of student life including student focused events and student behavior.
Beck, Kristin	Dean	Brian Merritt serves as the Student Support Specialist at Dr. Mona Jain Middle School. His role is to serve students and is responsible for monitoring and enhancing the quality of student life including student focused events and student behavior.
Anderson, Heather	Teacher, K-12	The ELA team leader is responsible for guiding the ELA department in relation to developing and implementing curriculum to achieve success for all learners. Team leaders work collaboratively with the administrative team to unpack standards, discuss goals/objectives relative to the SIP and share out questions and concerns from their team.
Pineiro, Loretta	Teacher, K-12	The Math team leader is responsible for guiding the Math department in relation to developing and implementing curriculum to achieve success for all learners. Team leaders work collaboratively with the administrative team to unpack standards, discuss goals/objectives relative to the SIP and share out questions and concerns from their team.
Zickafoose, Steven	Assistant Principal	Mr. Zickafoose is the founding assistant principal at Dr. Mona Jain Middle School. His role as assistant principal is to facilitate operational management and work collaboratively with the principal to ensure school wide success and safety. Enforcing rules, meeting with parents, observing teachers and evaluating school wide needs are embedded in the job duties of the assistant principal.
Phommalee, Ketsana	Teacher, K-12	The Social Studies team leader is responsible for guiding the Social Studies department in relation to developing and implementing curriculum to achieve success for all learners. Team leaders work collaboratively with the administrative team to unpack standards, discuss goals/objectives relative to the SIP and share out questions and concerns from their team.
Rivard, Alexis	Teacher, K-12	The Science team leader is responsible for guiding the Science department in relation to developing and implementing curriculum to achieve success for all learners. Team leaders work collaboratively with the administrative team to unpack standards, discuss goals/objectives relative to the SIP and share out questions and concerns from their team.
Lindsey, Angela	Principal	Mrs. Lindsey is the founding principal of Dr. Mona Jain Middle School. Her role as principal is to provide strategic direction in the school system. She assess teaching methods, monitors student achievement, encourages parental involvement, revises policies and procedures, administers the budget, and oversees facilities.

Name	Title	Job Duties and Responsibilities
Masoud, Gloria	School Counselor	The role of the guidance counselor is to assist students develop the academic and social skills necessary to lead independent and successful lives. Guidance counselors work cohesively with the administrative team to identify students at risk in relation to academic, attendance and/or behavior expectations.

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	312	188	186	0	0	0	0	686
Attendance below 90 percent	0	0	0	0	0	0	17	21	24	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	17	0	1	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	36	27	49	0	0	0	0	112

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	1	5	9	0	0	0	0	15

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	1	5	6	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

44

Date this data was collected or last updated

Friday 9/27/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	
Attendance below 90 percent	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	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	0%	52%	54%	0%	47%	52%
ELA Learning Gains	0%	56%	54%	0%	52%	54%
ELA Lowest 25th Percentile	0%	51%	47%	0%	44%	44%
Math Achievement	0%	59%	58%	0%	54%	56%
Math Learning Gains	0%	61%	57%	0%	58%	57%
Math Lowest 25th Percentile	0%	54%	51%	0%	50%	50%
Science Achievement	0%	47%	51%	0%	39%	50%
Social Studies Achievement	0%	77%	72%	0%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
Number of students enrolled	312 (0)	188 (0)	186 (0)	686 (0)
Attendance below 90 percent	17 ()	21 ()	24 ()	62 (0)
One or more suspensions	0 (0)	1 (0)	0 (0)	1 (0)
Course failure in ELA or Math	17 (0)	0 (0)	1 (0)	18 (0)
Level 1 on statewide assessment	36 (0)	27 (0)	49 (0)	112 (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.

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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 2017-18	C & C Accel 2017-18
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

2017 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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

As a new school, we utilized data compiled from our incoming students to formulate data trends and to move our school forward. The data component that showed the lowest performance included our English Language Learners within English Language Arts.

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

NA

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.

N/A

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

The new actions that we are taking to move our school forward for all learners includes push in support for our English Language Learners as well as additional support through Reading Plus.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

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

1.
2.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Rigorous reading and regular writing assignments will be embedded into ELA, Science, and Social Studies classes. Utilizing cross curricular components to enhance ELA will ensure all learners have ample opportunity to grow.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, there will be a 5% increase in learning gains in the lowest 25th percentile of students taking the 2019-2020 FSA ELA.
Person responsible for monitoring outcome	Kate Cucci (cuccik@manateeschools.net)
Evidence-based Strategy	Students who have received a Level 1 or Level 2 on FSA ELA will participate in the Reading Plus remedial program. Reading Plus tailors instruction at the students independent level which provides ample opportunity for students to master remedial skills.
Rationale for Evidence-based Strategy	Reading Plus is an adaptive reading intervention that integrates comprehension, vocabulary, motivation, and reading efficiency into one program. Reading Plus supports educators by providing differentiated literacy instruction for all students, grades 3-12.
Action Step	
Description	1. Cross curricular reading and writing assignments. 2. Use of Top Score Writing program which offers immediate feedback to help guide classroom instruction. 3. Administrators to oversee weekly lesson plans uploaded into Schoology. 4. Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction. 5. Weekly data chats will be conducted with students participating in the Reading Plus Remediation program.
Person Responsible	Angela Lindsey (lindseya@manateeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Implementing cross curricular reading and writing support will ensure that all learners continue to make meaningful gains outside of their ELA class.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

Part V: Budget

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

1	**III.A.**	**Areas of Focus: ELA**	**$0.00**
		Total:	**$0.00**