

Manatee County Public Schools

Dr Mona Jain Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	13
Positive Culture & Environment	22
Budget to Support Goals	22

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: 7/1/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2019-20 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
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	22

Dr Mona Jain Middle School

12205 44TH AVE, E Bradenton, FL 34211

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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.

Demographic Information

Principal start date

Monday 7/1/2019, 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.*

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.*

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2019-20 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
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 .	

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	273	334	210	0	0	0	0	817	
Attendance below 90 percent	0	0	0	0	0	0	5	18	25	0	0	0	0	48	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	3	2	0	0	0	0	0	5	
Course failure in Math	0	0	0	0	0	0	4	6	0	0	0	0	0	10	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math 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	

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/11/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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	0	1	5	9	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	0	1	5	6	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Prior Year - Updated

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

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

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	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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.

No Data - School's first year 2019-20

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

No Data - School's first year 2019-20

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.

No Data - School's first year 2019-20

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

No Data - School's first year 2019-20

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

Based on the EWS data, acceleration of student learning for all leveled learnings through student engagement, fidelity of instructional programs, and standards-based curriculum design and instruction is one potential area of concern.

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

1. Standards-Based Planning Aligned with District Curriculum Maps
2. Build Comprehension and Writing Skills
3. Acceleration of Student Learning
4. Student Engagement
5. Fidelity of Instructional Programs

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Teachers will begin all lesson planning by consulting district pacing guides to ascertain which standards to teach and subsequently develop factual, conceptual, and debatable inquiry questions to drive the instruction and increase student rigor and acceleration. The data showed that lack of curricular alignment affected student outcome on assessments and learning readiness for subsequent courses.

Measurable Outcome: By May 2021, 100% of teachers will use the district provided curriculum and template as evidenced by at least one weekly lesson plan uploaded and implemented in Schoology that directly aligns with the standards and district curriculum maps.

Person responsible for monitoring outcome: Angela Lindsey (lindseya@manateeschools.net)

Evidence-based Strategy: Instructional alignment to standards.

Rationale for Evidence-based Strategy: Teachers must instruct with the district provided curriculum maps and templates that vertically and horizontally aligns with student learning.

Action Steps to Implement

District Training on Schoology 2.0

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Ongoing Professional Development on Curriculum Maps and Standards-Based Planning.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Monthly ILT meetings.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Regular data chats to review student progress in the district curriculum.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

In-person and virtual walk-throughs of teacher instruction and lesson plans.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Teacher training on understanding and implementing differentiated lesson plans based on individual student needs (e.g., ESE, ESOL, non-proficient students).

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The data show that students with level 1 or 2 math scores consistently struggle in math classes and overall learning. Without intervention, the gap grows larger. Students on Level 3 need extra support to be successful in the accelerated math courses. Students on Level 4 or 5 need rigor to spur further development of high school readiness skills.

Measurable Outcome: By the end of the 2020-2021 school year, Math learning gains will increase in grade 7 by 5% on the FSA Math assessment and will increase in grade 8 by 5% on the FSA Math assessment. 100% of Algebra I Honors & Geometry Honors students will pass the 2020-2021 EOC (End-of-Course) test.

Person responsible for monitoring outcome: Angela Lindsey (lindsey@manateeschools.net)

Evidence-based Strategy: Math remediation classes, boot camps, and research-based effective math programs will support increased achievement for students. IXL and Algebra Nation will be utilized during weekly math boot camp sessions to support student learning and gains.

Rationale for Evidence-based Strategy: Students need to be on-level or above in math in order to complete required middle school courses and progress to high school. Students above level need rigor to prepare for higher level courses in high school leading to college readiness. Middle school math proficiency directly impacts high school math proficiency and graduation rates.

Action Steps to Implement

Determine Level 1 and Level 2 math remediation students.

Person Responsible: Steven Zickafoose (zickafos@manateeschools.net)

Schedule students for math remediation class.

Person Responsible: Gloria Masoud (masoudg@manateeschools.net)

Secure math programs (IXL and iReady) and related materials to support intensive math instruction.

Person Responsible: Bethany Gerber (gerberb@manateeschools.net)

Regular monitoring of student progress and program fidelity through math teachers, Data Room chats, and ILT.

Person Responsible: Angela Lindsey (lindsey@manateeschools.net)

Instruction for students on understanding and monitoring their own data and math learning.

Person Responsible: Loretta Pineiro (pineirol@manateeschools.net)

Implement IXL, iReady, and Algebra Nation and Geometry Nation math programs with fidelity.

Person Responsible: Loretta Pineiro (pineirol@manateeschools.net)

Quarterly benchmark assessments to monitor student progress.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Organize and schedule Algebra and Geometry EOC preparation boot camps.

Person Responsible Loretta Pineiro (pineirol@manateeschools.net)

Identify students who are Level 3 and above for Algebra I Honors. Identify Geometry Honors students.

Person Responsible Gloria Masoud (masoudg@manateeschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Rigorous reading and regular writing assignments develop students who are high school and college ready. The L25 students perform worse than their peers on reading and writing assessments creating a cycle of students who are unsuccessful in the classroom.

Measurable Outcome: By the end of the 2020-2021 school year, there will be a 5% increase in learning gains in the lowest 25th percentile of students taking the 2018-2019 FSA ELA assessment over those scored in the 2020-2021.

Person responsible for monitoring outcome: Angela Lindsey (lindseya@manateeschools.net)

Evidence-based Strategy: The WriteScore program, Close Readers, and Reading Plus program will be utilized to support learning and remediation needs. Immediate feedback from these programs will help guide classroom instruction and student learning. Weekly student-teacher data chats and regular ILT data chats will be conducted to differentiate and inform instruction. Rigorous reading and regular writing assignments will be embedded into ELA, Science, and Social Studies classes.

Rationale for Evidence-based Strategy: Students need to be able to read and write for all courses. Middle school ELA proficiency directly impacts high school ELA proficiency and graduation rates.

Action Steps to Implement

Identify the lowest 25th percentile of students.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Identify Level 1 and 2 students for Reading Plus.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Implement Reading Plus and Write Score programs with fidelity.

Person Responsible [no one identified]

Regular monitoring of student progress and program fidelity through reading and ELA teachers, Data Room chats, and ILT.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Administrators will use weekly lesson plans uploaded into Schoology to monitor rigorous reading and writing instruction and assignments as well as meet with ELA department to review data and ELA progress throughout the year.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Weekly data chats will be conducted with students participating in the Reading Plus remediation program.

Person Responsible [no one identified]

FSA Boot Camps will be implemented prior to testing as extra support.

Person Responsible [no one identified]

Elective teachers will collaborate with a weekly jump start / bell work activity to support ELA learning.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: The data show that Civics learning and resultant passing of the EOC are necessary for middle school proficiency. Understanding Civics affects student roles in society as citizens. Passing the Civics EOC is indicative of successful reading and writing skills which are critical to student progression to high school.

Measurable Outcome: By the end of the 2020-2021 school year, Dr. Mona Jain Middle school students will score at least 85% passing rate on the Civics EOC.

Person responsible for monitoring outcome: Angela Lindsey (lindseya@manateeschools.net)

Evidence-based Strategy: In Civics, we will continue to use the program "Beat the Beast" in order to maintain or increase scores from the previous year. Elective teachers will support Civics learning by providing one day per week on Civics 360 and/or weekly vocabulary review. Administrators will use weekly lesson plans uploaded into Schoology to monitor rigorous instruction and assignments as well as meet with Social Studies department to review data and progress throughout the year. Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction.

Rationale for Evidence-based Strategy: Past data show that school-wide engagement in areas of instructional need supports overall learning gains. Using strategies such as frequency of vocabulary use and exposure increases student understanding and retention. Innovative gaming strategies increases student interest and participation leading to increased understanding and learning.

Action Steps to Implement

Identify students in Civics classes.

Person Responsible: Gloria Masoud (masoudg@manateeschools.net)

Implement Civics 360 program with fidelity.

Person Responsible: Bethany Gerber (gerberb@manateeschools.net)

Schedule "Beat the Beast" sessions for Civics classes.

Person Responsible: Angela Lindsey (lindseya@manateeschools.net)

Create Civics vocabulary posters.

Person Responsible: Kristin Beck (beckk@manateeschools.net)

Provide, organize, and implement weekly supplemental Civics learning via bell work/jump starts, vocabulary review, or computer lab access for Civics 360.

Person Responsible: Angela Lindsey (lindseya@manateeschools.net)

Regular monitoring of student progress and program fidelity through Civics teachers, Data Room chats, and ILT.

Person Responsible: Angela Lindsey (lindseya@manateeschools.net)

Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction.

Person
Responsible Steven Zickafoose (zickafos@manateeschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	The data show that Science learning and resultant passing of the EOC are necessary for middle school proficiency. Understanding Science affects student understanding of nature and the world. Passing the Science EOC is indicative of successful reading and writing skills which are critical to student progression to high school.
Measurable Outcome:	By the end of the 2020-2021 school year, Dr. Mona Jain Middle school students will score at least 60% passing rate on 8th grade Science NGSSS assessment.
Person responsible for monitoring outcome:	Angela Lindsey (lindsey@manateeschools.net)
Evidence-based Strategy:	In addition to rigorous instruction and assignments in Science, 8th grade science students will use the "Study Island" program to improve scores on the 2020-2021 Science NGSSS assessment. Administrators will use weekly lesson plans uploaded into Schoology to monitor rigorous instruction and assignments as well as meet with Science departments to review data and progress throughout the year. Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction. Data received from the quarterly benchmark assessments will be used to differentiate instructions in "Study Island."
Rationale for Evidence-based Strategy:	Past data show that school-wide engagement in areas of instructional need supports overall learning gains. Using strategies such as frequency of vocabulary use and exposure increases student understanding and retention. Research-based programs increase student interest and participation leading to increased understanding and learning.

Action Steps to Implement

Regular monitoring of student progress and program fidelity through Science teachers, Data Room chats, and ILT.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Implement the Study Island program with fidelity.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Provide, organize, and implement weekly supplemental Science learning via bell work/jump starts, vocabulary review, or computer lab access for Study Island.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Identify 8th grade Science students.

Person Responsible Gloria Masoud (masoudg@manateeschools.net)

Schedule Study Island sessions.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Quarterly Benchmark Assessments will be used to monitor students' progress and guide instruction.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

Student engagement will be addressed through inquiry-based learning, student-centered classrooms, and attention to students' individual needs. SmartTVs, additional chromebooks, and online remediation programs will contribute to increased student engagement. Students will be actively engaged in the learning process through higher-ordered thinking and rigor. Additionally, the fidelity of instructional programs will be supported through the use of data-based programs (iReady, Study Island, and Reading Plus) that will be regularly monitored and analyzed through the MTSS, IST, and ILT teams.

Part IV: Positive Culture & Environment

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

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

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

DMJ is a PBIS (Positive Behavior Incentive School) based school in which a positive school culture is promoted through a reward system. The PBIS program provides an opportunity for teachers and students to have positive interactions and immediate, specific, and measurable feedback and support to promote learning and the DMJ values and expectations. The system sets clearly defined high expectations based on the RISE principles of Respect, Integrity, Safety, and Excellence. The RISE principles are applied to a variety of school areas with specific expectations related to that area (e.g., cafeteria, restroom, classroom, etc.). All stakeholders are expected to adhere to the RISE expectations. Through regular communication, ILT and Faculty meetings, SAC/PTO meetings, local business partner relationships, faculty and staff appreciation, and collaborating with families, all stakeholders have an opportunity to participate in the education and development of the DMJ students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00