

Manatee County Public Schools

Dr Mona Jain Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	16
Positive Culture & Environment	27
Budget to Support Goals	29

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2020-21 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
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	9
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	29

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2020-21
Grade	

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

64

Total number of students enrolled at the school

1,080

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

0

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

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	359	323	398	0	0	0	0	1080
Attendance below 90 percent	0	0	0	0	0	0	22	27	32	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	2	7	17	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	9	8	35	0	0	0	0	52
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	37	49	0	0	0	0	122
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	47	42	0	0	0	0	124
Number of students with a substantial reading deficiency	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	20	25	21	0	0	0	0	66

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

Thursday 9/2/2021

2020-21 - As Reported

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

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					52%	54%		50%	53%
ELA Learning Gains					56%	54%		51%	54%
ELA Lowest 25th Percentile					51%	47%		45%	47%
Math Achievement					59%	58%		55%	58%
Math Learning Gains					61%	57%		57%	57%
Math Lowest 25th Percentile					54%	51%		49%	51%
Science Achievement					47%	51%		46%	52%
Social Studies Achievement					77%	72%		84%	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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

District and Statewide Benchmark Testing

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			63%
	Economically Disadvantaged			57%
	Students With Disabilities			51%
	English Language Learners			8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			64%
	Economically Disadvantaged			52%
	Students With Disabilities			56%
	English Language Learners			11%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			64%
	Economically Disadvantaged			52%
	Students With Disabilities			56%
	English Language Learners			11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			70%
	Economically Disadvantaged			38%
	Students With Disabilities			58%
	English Language Learners			11%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			91%
	Economically Disadvantaged			60%
	Students With Disabilities			45%
	English Language Learners			12%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			66%
	Economically Disadvantaged			32%
	Students With Disabilities			47%
	English Language Learners			5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			72%
	Economically Disadvantaged			41%
	Students With Disabilities			55%
	English Language Learners			6%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			67%
	Economically Disadvantaged			32%
	Students With Disabilities			45%
	English Language Learners			5%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	41	34	32	26	30	13	57			
ELL	36	50	38	35	30	28	40	68			
ASN	89	85		92	70			100	93		
BLK	34	36	21	32	32	31	15	71	54		
HSP	48	55	35	50	39	31	50	81	90		
MUL	77	64		73	57						
WHT	74	58	37	80	51	50	81	94	92		
FRL	41	43	27	42	35	36	40	73	70		
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	630
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

No Data - School's first year 2019-2020
 Covid Year 2020-2021 - State testing not counted.

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

No Data - School's first year 2019-2020
Covid Year 2020-2021 - State testing not counted.

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

No Data - School's first year 2019-2020
Covid Year 2020-2021 - State testing not counted.

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

No Data - School's first year 2019-2020
Covid Year 2020-2021 - State testing not counted.

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

No Data - School's first year 2019-2020
Covid Year 2020-2021 - State testing not counted.

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

No Data - School's first year 2019-2020
Covid Year 2020-2021 - State testing not counted.

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.

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.

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

1. Standards-Based Planning Aligned with District Curriculum Maps (including BEST Standards)
2. Build Reading 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 2022, 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.

Monitoring: Weekly checks on lesson plans and classroom walks by administration; monthly ILT and department meetings reviewing expectations and collaborating on planning; new teacher training; pre-service professional development on curriculum alignment and teacher evaluation system; Early Warning Signs meetings; MTSS meetings.

Person responsible for monitoring outcome: Angela Lindsey (lindsey@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 and School site training on Schoology.

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

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

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Walkthroughs of teacher instruction and regular review of lesson plans.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Teacher training on understanding and implementing lesson plans based on individual student needs (e.g., ESE, ESOL, 504, non-proficient students).

Person Responsible Steven Zickafoose (zickafos@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 2021-2022 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 2022 EOC (End-of-Course) test.

Monitoring: Weekly checks on lesson plans and classroom walks by administration; monthly ILT and department meetings; new teacher training; Early Warning Signs meetings; MTSS meetings; regular review of iReady and Acaletics as well as benchmark testing data.

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 2 remediation students.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Schedule students for math remediation class.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

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

Person Responsible Loretta Pineiro (pineirol@manateeschools.net)

Regularly monitor student progress and program fidelity through math teachers, Data Room chats, Department meetings, MTSS, and ILT.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Provide instruction for students on understanding and monitoring their own data, math learning, and progress.

Person Responsible Loretta Pineiro (pineirol@manateeschools.net)

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

Person Responsible Loretta Pineiro (pineirol@manateeschools.net)

Monitor student progress through quarterly benchmark assessments.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Organize, schedule, and implement Algebra and Geometry EOC preparation boot camps.

Person Responsible Loretta Pineiro (pineirol@manateeschools.net)

Organize, schedule, and implement FSA Math preparation boot camp.

Person Responsible Kristin Beck (beckk@manateeschools.net)

Identify students who are Level 3 and above for Algebra 1 Honors. Identify Geometry Honors students.

Person Responsible Steven Zickafoose (zickafos@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 2021-2022 school year, there will be a 5% increase in learning gains in the lowest 25th percentile of students taking the 2020-2021 FSA ELA assessment over those scored in the 2021-2022.

Monitoring: Weekly checks on lesson plans and classroom walks by administration; monthly ILT and department meetings; new teacher training; Early Warning Signs meetings; MTSS meetings; regular review of Reading Plus as well as benchmark and WriteScore testing data.

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 and Reading Intervention class.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Regularly monitor student progress and program fidelity through reading and ELA teachers, Data Room chats, and ILT.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Regularly review teacher lesson plan to monitor rigorous reading and writing instruction and assignments.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Regularly meet with ELA department to review data and ELA progress.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Monitor student progress through quarterly benchmarks and use results to guide instruction.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Conduct weekly data chats with students participating in Reading Plus remediation.

Person Responsible Ketsana Phommalee (phommaleek@manateeschools.net)

Implement FSA ELA boot camps prior to testing to provide extra support.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

ELA and elective teachers will collaborate on weekly writing activities 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 2021-2022 school year, Dr. Mona Jain Middle school students will score at least 85% passing rate on the Civics EOC.
Monitoring:	Weekly checks on lesson plans and classroom walks by administration; monthly ILT and department meetings; new teacher training; Early Warning Signs meetings; MTSS meetings; regular review of as benchmark testing data.
Person responsible for monitoring outcome:	[no one identified]
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 and schedule students for Civics class.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Implement Civics 360 program with fidelity.

Person Responsible [no one identified]

Schedule "Beat the Beast" sessions for Civics classes.

Person Responsible [no one identified]

Create and display Civics vocabulary posters.

Person Responsible [no one identified]

Provide, organize, and implement supplemental Civics learning and vocabulary review for students during electives and history courses.

Person Responsible [no one identified]

Regularly monitor student progress and program fidelity through Civics teachers, Data Room chats, quartely benchmarks, and ILT.

Person
Responsible Bethany Gerber (gerberb@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 2021-2022 school year, Dr. Mona Jain Middle school students will score at least 60% passing rate on 8th grade Science NGSSS assessment.

Monitoring: Weekly checks on lesson plans and classroom walks by administration; monthly ILT and department meetings; new teacher training; Early Warning Signs meetings; MTSS meetings; review benchmark testing data.

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

Identify 8th grade science students.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Schedule Study Island sessions

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Implement Study Island sessions with fidelity.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Provide, organize, and implement weekly supplemental science learning via bell work/jump starts (8th grade workbooks), and vocabulary review.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Regularly monitor student progress and program fidelity through science teachers, Data Room chats, and ILT.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Utilize quarterly benchmark assessments to monitor student progress and guide instruction.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Students need to be explicitly taught social emotional skills in order to be successful in school and life. The school climate and SEL surveys from 2020-2021 indicate that students are lacking the tools to deal with challenging situations (e.g., peer conflict, frustration, family concerns, fears, interpersonal relationships, failure etc.). The resultant outcome is seen through the discipline data collected from 2020-2021 school year as students responded to the challenges in negative ways. Regular review of discipline data ensures that students are treated with equity regardless of race, culture, ethnicity, religion, sexual orientation, and/or economic status.

Measurable Outcome:

By the end of the 2021-2022 school year, office discipline referrals will show a 20% decrease for all students with focus on underrepresented populations (minorities, ESE, ELL, 504, etc.) as compared to the data from the 2020-2021 school year.

Monitoring:

Monthly SEL, ILT, and department meetings; new teacher training; Early Warning Signs meetings; MTSS meetings. Check in/Check out data from PBIS app. Data from School Climate Surveys will be examined regularly to review student feedback.

Person responsible for monitoring outcome:

Bethany Gerber (gerberb@manateeschools.net)

Evidence-based Strategy:

PBIS Rewards and app with digital RISE card, Character Strong programming, SEL Edgenuity programs, and Sandy Hook Promise programs will be utilized to support student social emotional learning and provide practice and options for dealing with stress, conflict, emotions, and relationships. These strategies have been proven to increase positive behaviors and outcomes while reducing negative behaviors and referrals. Students will gain applicable skills through these evidence-based strategies.

Rationale for Evidence-based Strategy:

Students who learn and internalize social-emotional skills have more empathy, resilience, positive relationships, reduced referrals, and improved academic outcomes.

Action Steps to Implement

Gather and analyze baseline data on discipline referrals for 2020-2021.

Person Responsible

Kristin Beck (beckk@manateeschools.net)

Meet monthly to review discipline data for current school year. Share specific concerns bi-weekly at EWS meetings.

Person Responsible

Kristin Beck (beckk@manateeschools.net)

Implement and review data from School Climate Surveys

Person Responsible

Alexis Rivard (rivarda@manateeschools.net)

Review, select, and implement Character Strong programming.

Person Responsible

Bethany Gerber (gerberb@manateeschools.net)

Review, select, and implement Sandy Hook Promise programming.

Person Responsible Kristin Beck (beckk@manateeschools.net)

Provide professional development for faculty and staff on PBIS digital RISE card and app as well as classroom management and de-escalation strategies.

Person Responsible Steven Zickafoose (zickafos@manateeschools.net)

Select and implement district mental health awareness programming.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Develop partnerships with families through regular communication of concerns and successes.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

According to the School Safety Dashboard, Dr. Mona Jain has a Low overall School Incident Rating. However, reported suspensions are high and violent incidents are average/middle. This year, DMJ has added a Digital RISE Card to the PBIS system to improve support and use of the program to promote positive school culture. The Digital RISE Card includes an SEL component to provide information between staff that may reduce triggering students who may already be upset. Working with the SEL team, there is a three-year plan to support student, faculty, staff, and family Social Emotional Learning with the expected outcome of improved behaviors, reduced disciplinary action, increased positive school culture and environment as well as stakeholder/family engagement. The team will implement the Character Strong program with focus on monthly traits including positive feedback and recognition for student participation in the traits.

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.

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 academic and social emotional learning as well as 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. Additionally, implementation of a three-year plan for social emotional learning (SEL) begins this year with actionable goals that focus on culturally responsive and SEL knowledgeable faculty and staff, inclusive and equitable environments, and positive impacts in school, home, and community. These areas of focus will be implemented through a variety of activities such as professional development for faculty and staff; completion of school climate and family surveys; regular review of discipline referrals; and implementation of Sandy Hook Promise programming. Through regular communication, ILT, MTSS, Department, 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.

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

Dr. Mona Jain Middle School is fortunate to have many active stakeholders who recognize the value of promoting a positive culture and environment at the school. To start the day, the Cafeteria staff believe it is important for students to have a nutritious breakfast; the cafeteria manager ensures that students receive breakfast even if there is a late bus. During lunch, the cafeteria staff promote sampling of menu items and recognize that a student may need an alternative if they do not care for something new. Teachers will be an integral part of building school culture through their use of the digital RISE card and instruction in the Character Strong and Mental Health Awareness programs. They recognize the importance of greeting students upon arrival to their classroom and taking a 3 second appraisal of the students' emotional state. Teachers regularly contact the deans, administration, or counselors when they have concerns for a student's well-being. Additionally, teachers know the value of collaborative classrooms. To this end, they promote the RISE (Respect, Integrity, Safety, Excellence) expectations in their classrooms and take the time to provide team-building activities at the beginning of the year; many utilize Kagan strategies. Further, the Character Strong lessons provide opportunities for genuine discussions and student development of empathy. All faculty and staff recognize the value of family engagement in a student's well-being and the development of a positive culture and environment at school. Teachers, counselors, and administrators regularly communicate with families individually as well as through large scale methods such as ConnectEd calls, PeachJar flyers, and newsletters. The DMJ Parent Teacher Organization (PTO) and School Advisory Committee (SAC) are actively engaged in supporting, brainstorming, trouble-shooting, and promoting a positive school culture and environment. During meetings, PTO and SAC members discuss items such as student recognition, get-to-know-you activities (e.g., dances, back to school night, etc.), teamwork through sports, safety concerns (e.g., parent pick up and car loop and student numbers, etc.), staffing, and transportation, for example. The SAC, PTO, and school members work together as a team to promote a safe, engaging, and positive culture and environment. One role that the PTO has taken is to support the teachers through monthly recognition events (often with food) and provide teacher supplies; the PTO recognizes that supported teachers who feel appreciated will contribute to a positive school environment. Community members such as business partners also contribute to the positive culture and environment by providing giveaways, gift cards, and funds to support the PBIS program which regularly rewards students each week for meeting the RISE expectations. The Administration (Principal and APs) promote a positive school culture through monthly staff recognition (e.g., Attendance Awards, Golden Bull Award, "Wheel of Fortune" Awards, and First Friday events - in conjunction with PTO). Staff members are valued through Sunshine Committee recognition on their birthdays and for any life events (e.g., marriages, births, family deaths, illness, etc.). In cases where students struggle with some outside issues, DMJ collaborates with outside agencies such as Centerstone and Palm Shores who support student mental health and wellness.

In conjunction with the Manatee County Sheriff's Office, the onsite deputy assists and supports faculty, staff, and students as warranted. Through the leadership of the Principal, stakeholders come together to support students and promote a positive culture and environment at Dr. Mona Jain Middle School.

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
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00