

Manatee County Public Schools

Dr Mona Jain Middle School



2022-23 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: 8/10/2019

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: No Grade 2017-18: 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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2021-22	2020-21
Grade	A	

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<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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lindsey, Angela	Principal	
Gerber, Bethany	Assistant Principal	
Dudczak, Jason	Assistant Principal	
Rivard, Alexis	Science Coach	
Phommalee, Ketsana	Reading Coach	

Demographic Information

Principal start date

Saturday 8/10/2019, Kate Barlaug

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

3

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

26

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

990

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

7

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

7

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	344	324	393	0	0	0	0	1061
Attendance below 90 percent	0	0	0	0	0	0	54	88	88	0	0	0	0	230
One or more suspensions	0	0	0	0	0	0	17	41	61	0	0	0	0	119
Course failure in ELA	0	0	0	0	0	0	0	1	16	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	1	4	2	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	37	48	61	0	0	0	0	146
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	41	61	52	0	0	0	0	154
Number of students with a substantial reading deficiency	0	0	0	0	0	0	61	51	59	0	0	0	0	171

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	40	61	72	0	0	0	0	173

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

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

Date this data was collected or last updated

Monday 10/10/2022

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

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

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	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	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	49%	50%					52%	54%
ELA Learning Gains	58%							56%	54%
ELA Lowest 25th Percentile	43%							51%	47%
Math Achievement	70%	35%	36%					59%	58%
Math Learning Gains	59%							61%	57%
Math Lowest 25th Percentile	49%							54%	51%
Science Achievement	68%	57%	53%					47%	51%
Social Studies Achievement	89%	54%	58%					77%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	28	40	30	26	39	36	33	56	58		
ELL	37	53	46	33	38	35	28	69	67		
ASN	75	62		88	70		75	100	88		
BLK	32	33	29	31	36	22	47	63			
HSP	47	54	42	52	52	43	42	73	71		
MUL	82	69		81	67		79	100	85		
WHT	76	61	47	77	62	59	78	96	85		
FRL	48	53	38	47	46	39	45	73	71		
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	634
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Overall, school grade and performance data show an A and exceeding state and federal expectations. However, two subgroups are below the federal index: Students with Disabilities (SWD) at 38% and African-Americans (BLK) at 37%.

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

Two subgroups (SWD and African-American) demonstrate the greatest need for improvement.

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

Discipline data, Pandemic (Covid) outcomes, and academic gaps contribute to the need for improvement. Actions to address the need for improvement include targeted instruction in remediation

courses, strategic scheduling (e.g., teachers certified in ESE and core subject area; push in support services; critical thinking courses, etc.), and credit recovery/SOAR programs.

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

We showed the most improvement in our 8th Grade Civics students. 42 students increased their score.

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

The school provided Civics vocabulary to all Reading remediation classes for students to engage in learning.

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

We are providing remediation skills to all elective classes to help support the new FAST testing. There are new progress monitoring tests for us to know how the students are accelerating their learning.

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.

Professional development opportunities will be provided in the following areas: BEST Standards, Differentiation, Student Engagement through Positive Practices, Strength-Based Leading and Learning, Relationship Building, Engagement Strategies, Implementation of Student Accommodations (best practices).

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

A summer credit recovery program to target academic support and provide opportunities to complete courses and earn credit while showing proficiency will be offered to student subgroups in need.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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. ESSA Subgroup Data show that Black/African American and SWD students scored significantly below the total school population. Black/African American students comprise 7.2% of the total school population. SWD comprise 12% of the total school population. Overall school grade was a 65% "A". In all areas (ELA, Math, Science, and Social Studies), Black/African American and SWD students had lower achievement scores and higher percentages of students with Level 1 and 2 results. Data showed the following: 68% of Black/African American students did not meet proficiency in Math, 52% in as compared to 30% of the total population in Math; 73% of SWD did not meet proficiency in Math. The data show that Black/African American and SWD students are lagging behind their peers in every tested area, with the largest discrepancies in Math and ELA.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, Math learning gains will increase in grade 7 by 5% on the FAST Math assessment and will increase in grade 8 by 5% on the FAST Math assessment. 100% of Algebra I Honors & Geometry Honors students will pass the 2023 EOC (End-of-Course) test.

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

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 DreamBox and Acaletics as well as benchmark testing data. Attendance sheets and formative weekly assessments will be monitored for students in the after-school tutoring program.

Person responsible for monitoring outcome:

Angela Lindsey (lindseya@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

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. In addition, to meet the needs of the subgroups, students will be invited to participate in a specially designed After-School Tutoring program taught by certified DMJ teachers who will use student-specific data to determine individual needs for support and instruction.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Students need to be on-level or above in math 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. In particular, Black/ African American and SWD students are historically marginalized in education and are often subjected to higher disciplinary actions. Individualized instruction, weekly checks, EWS meetings, and family communication will increase student success and support.

Action Steps to Implement

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

Identify student subgroups who are underperforming.

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

Identify and schedule students for math remediation class.

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

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

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

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

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

Instruct students on metacognitive strategies so they can monitor their own progress, learning, success, and outcomes.

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

Implement DreamBox, Acaletics, Algebra Nation, and Geometry Nation math programs with fidelity.

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

Monitor student progress through quarterly benchmark assessments.

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

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

Person Responsible Jason Dudczak (dudczak2j@manateeschools.net)

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

Person Responsible Jason Dudczak (dudczak2j@manateeschools.net)

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

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Schedule the After-School Tutoring sessions and secure teachers.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Design and send tutoring invitation/permission slip to families of identified students.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Prepare data-based tutoring material and individualize instruction for identified students.

Person Responsible Kristin Beck (beckk@manateeschools.net)

Regularly monitor student progress and attendance.

Person Responsible Kristin Beck (beckk@manateeschools.net)

Utilize EWS meetings and weekly data chats to review student needs.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

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

Rigorous reading and regular writing assignments develop students who are high school and college ready. The student subgroups who perform worse than their peers on reading and writing assessments create a cycle of students who are unsuccessful in the classroom. ESSA Subgroup Data show that Black/African American and SWD students scored significantly below the total school population. Black/African American students comprise 7.2% of the total school population. SWD comprise 12% of the total school population. Overall school grade was a 65% "A". In all areas (ELA, Math, Science, and Social Studies), Black/African American and SWD students had lower achievement scores and higher percentages of students with Level 1 and 2 results. Data showed the following: 68% of Black/African American students did not meet proficiency in ELA, as compared to 30% of the total population in ELA; 72% of SWD did not meet proficiency in ELA. The data show that Black/African American and SWD students are lagging behind their peers in every tested area, with the largest discrepancies in Math and ELA.

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

By the end of the 2022-2023 school year, there will be a 5% increase in proficiency in all grade levels of students taking the 2022-2023 FAST ELA assessment over those scored on the 2021-2022 FSA ELA assessment.

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

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 district reading programs (Lexia PowerUp and SIPPS) as well as benchmark and WriteScore testing data. Attendance sheets and formative weekly assessments will be monitored for students in the after-school tutoring program.

Person responsible for monitoring outcome:

Bethany Gerber (gerberb@manateeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

The WriteScore program, Close Readers, Lexia PowerUp, and SIPPS 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. No Red Ink for grammar and writing skills. In addition, to meet the needs of the subgroups, students will be invited to participate in a

implemented for this Area of Focus.

pecially designed After-School Tutoring program taught by certified DMJ teachers who will use student-specific data to determine individual needs for support and instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific 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. In particular, Black/ African American and SWD students are historically marginalized in education and are often subjected to higher disciplinary actions. Individualized instruction, weekly checks, EWS meetings, and family communication will increase student success and support.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Identify student subgroups who are underperforming.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Identify students for 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 Bethany Gerber (gerberb@manateeschools.net)

Monitor student progress through quarterly benchmarks (district and school-based) and use results to guide instruction.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Conduct weekly data chats with students participating in reading remediation.

Person Responsible Ketsana Phommalee (phommaleek@manateeschools.net)

Implement FAST 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 Jason Dudczak (dudczak2j@manateeschools.net)

Implement No Red Ink to supplement grammar and writing skills in ELA and Intensive Reading classes.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Schedule the After-School Tutoring sessions and secure teachers.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Design and send tutoring invitation/permission slip to families of identified students.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Prepare data-based tutoring material and individualize instruction for identified students.

Person Responsible Ketsana Phommalee (phommaleek@manateeschools.net)

Regularly monitor student progress and attendance.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Utilize EWS meetings and weekly data chats to review student needs.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Instruct students on metacognitive strategies so they can monitor their own progress, learning, success, and outcomes.

Person Responsible Ketsana Phommalee (phommaleek@manateeschools.net)

#3. Instructional Practice specifically relating to Social Studies

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

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. Success on the middle school Civics EOC supports learning and success for the Florida Civic Literacy Exam in high school.

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

By the end of the 2022-2023 school year, Dr. Mona Jain Middle school students will score at least 85% passing rate on the Civics EOC.

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

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:

Bethany Gerber (gerberb@manateeschools.net)

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

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

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 increase student interest and participation leading to increased understanding and learning.

selecting this strategy.

Action Steps to Implement

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

Identify and schedule students for Civics course.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Implement Civics 360 program with fidelity.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Schedule "Beat the Beast" sessions for Civics classes.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

Create and display Civics vocabulary posters.

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

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

Person Responsible Angela Lindsey (lindsey@manateeschools.net)

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

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

By the end of the 2022-2023 school year, Dr. Mona Jain Middle school students will score at least 60% passing rate on 8th grade Science NGSSS assessment.

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

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 (lindseya@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being

In addition to rigorous instruction and assignments in Science, 8th grade science students will use the "Study Island" program to improve scores on the 2022-2023 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 Progress Learning.

implemented for this Area of Focus.

Science labs will be implemented to promote experiential learning leading to increased understanding and retention of scientific methods and concepts.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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. When students participate in laboratory experiments, the learning becomes personal and highly engaging leading to internalized understanding and interest.

Action Steps to Implement

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

Identify 8th grade science students.

Person Responsible Bethany Gerber (gerberb@manateeschools.net)

Schedule Progress Learning sessions.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Implement Progress Learning 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 Alexis Rivard (rivarda@manateeschools.net)

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

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

Research, plan, purchase, and implement lab experiments.

Person Responsible Alexis Rivard (rivarda@manateeschools.net)

#5. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

Teachers will begin all lesson planning by consulting district and state pacing guides and BEST standards to ascertain what and when to teach standards, 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:**

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

By May 2023, 100% of teachers will use the district and state provided BEST standards curriculum and templates 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:

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

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 meeting. Vertical alignment of lesson plans to ensure transition and coherence between grade levels and courses in a subject area.

Person responsible for monitoring outcome:

Angela Lindsey (lindseya@manateeschools.net)

Evidence-based Strategy:

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

Instructional alignment to new BEST state standards.

Rationale for Evidence-based Strategy:

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

Teachers must instruct with the district and state provided curriculum maps and templates/BEST Standards that vertically and horizontally align with student learning. The data show that lack of curricular alignment affects student outcome on assessments and learning readiness for subsequent courses. To enhance teacher lesson plans and student outcomes, ELL and ESE accommodations are embedded in Studysync which is aligned to the BEST standards.

Action Steps to Implement

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

District and School site training on BEST standards and Schoology.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Ongoing Professional Development on Curriculum Maps, Standards-Based Planning and Vertical Alignment/Progression of standards.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Monthly ILT Meetings

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Regular data chats to review student progress on BEST Standards.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Walkthroughs of teacher instruction and regular review of lesson plans.

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

Utilize Benchmarks (district and school-based) with lesson planning to ensure ESE and ELL student accommodations are provided for equal access and learning of the BEST standards curriculum.

Person Responsible Angela Lindsey (lindseya@manateeschools.net)

Positive Culture & Environment

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

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

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 SPARKS/CHAMPS programming will lead to structured, inclusive, and equitable environments. 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 school culture and environment.

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 SEL/mental health 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. Classrooms will implement SPARKS/CHAMPS protocols and expectations to enhance student learning and engagement. 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 recognize 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). Additionally, this year, the Administration implemented a strengths-based focus and appreciative inquiry to enhance the school culture. Faculty and staff are recognized for their strengths, leadership, and support of each other with awards and peer mentoring. 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.