

Hillsborough County Public Schools

Jennings Middle School



2019-20 Schoolwide Improvement Plan

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Jennings Middle School

8799 WILLIAMS RD, Seffner, FL 33584

[no web address on file]

Demographics

Principal: LaTonya Anderson

Start Date for this Principal: 4/8/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: D (33%) 2017-18: C (42%) 2016-17: C (46%) 2015-16: D (40%) 2014-15: D (38%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | YEAR 1 |
| Support Tier | IMPLEMENTING |

| ESSA Status | CS&I |
|--|------|
| * 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 Hillsborough 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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Jennings Middle School

8799 WILLIAMS RD, Seffner, FL 33584

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | Yes | 95% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 76% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | D | C | C | D |

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“Jennings Middle School Jaguars exhibits P.R.I.D.E. in all we do; we are Positive, Respectful, In-control, Dependable, and Engaged.”

Provide the school's vision statement.

At Jennings Middle School will provide challenging standard based instruction in a P.R.I.D.E. focused environment to prepare students academically, emotionally, and socially for high school and beyond.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|----------------------|-----------|---|
| Anderson, Latonya | Principal | <p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor ILT's (Instructional Leadership Team) SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) |
| | | <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. |
| | | <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> |
| | | <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p> |
| | | <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital</p> |

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------------|--|
| | | <p>Management System (HCMS) to further the district's vision of instructional improvement.</p> <p>Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.</p> <p>Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.</p> <p>Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.</p> |
| McNemar, Jessica | Assistant Principal | <p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.</p> <p>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.</p> <p>4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</p> <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.</p> <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.</p> <p>Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.</p> <p>Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 282 | 232 | 286 | 0 | 0 | 0 | 0 | 800 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 54 | 89 | 0 | 0 | 0 | 0 | 194 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 46 | 51 | 0 | 0 | 0 | 0 | 157 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 59 | 90 | 0 | 0 | 0 | 0 | 182 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 173 | 169 | 185 | 0 | 0 | 0 | 0 | 527 | |

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 | 44 | 61 | 99 | 0 | 0 | 0 | 0 | 204 |

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 | 6 | 4 | 12 | 0 | 0 | 0 | 0 | 22 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 40 | 50 | 0 | 0 | 0 | 0 | 131 | |

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

53

Date this data was collected or last updated

Tuesday 6/25/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 72 | 100 | 0 | 0 | 0 | 0 | 233 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 81 | 104 | 0 | 0 | 0 | 0 | 208 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 29 | 80 | 0 | 0 | 0 | 0 | 112 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 158 | 116 | 153 | 0 | 0 | 0 | 0 | 427 |

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 | 59 | 97 | 133 | 0 | 0 | 0 | 0 | 289 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 72 | 100 | 0 | 0 | 0 | 0 | 233 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 81 | 104 | 0 | 0 | 0 | 0 | 208 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 29 | 80 | 0 | 0 | 0 | 0 | 112 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 158 | 116 | 153 | 0 | 0 | 0 | 0 | 427 |

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 | 59 | 97 | 133 | 0 | 0 | 0 | 0 | 289 |

Part II: Needs Assessment/Analysis

School Data

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

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 24% | 51% | 54% | 24% | 50% | 52% |
| ELA Learning Gains | 33% | 52% | 54% | 40% | 53% | 54% |
| ELA Lowest 25th Percentile | 30% | 47% | 47% | 37% | 45% | 44% |
| Math Achievement | 28% | 55% | 58% | 34% | 54% | 56% |
| Math Learning Gains | 39% | 57% | 57% | 55% | 59% | 57% |
| Math Lowest 25th Percentile | 32% | 52% | 51% | 56% | 51% | 50% |
| Science Achievement | 21% | 47% | 51% | 33% | 47% | 50% |
| Social Studies Achievement | 36% | 67% | 72% | 50% | 66% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|-----------|-----------|-----------|
| | 6 | 7 | 8 | |
| Number of students enrolled | 282 (0) | 232 (0) | 286 (0) | 800 (0) |
| Attendance below 90 percent | 51 (61) | 54 (72) | 89 (100) | 194 (233) |
| One or more suspensions | 60 (23) | 46 (81) | 51 (104) | 157 (208) |
| Course failure in ELA or Math | 33 (3) | 59 (29) | 90 (80) | 182 (112) |
| Level 1 on statewide assessment | 173 (158) | 169 (116) | 185 (153) | 527 (427) |

Grade Level Data

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

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 19% | 53% | -34% | 54% | -35% |
| | 2018 | 30% | 52% | -22% | 52% | -22% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 26% | 54% | -28% | 52% | -26% |
| | 2018 | 20% | 52% | -32% | 51% | -31% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -4% | | | | |
| 08 | 2019 | 23% | 53% | -30% | 56% | -33% |
| | 2018 | 30% | 54% | -24% | 58% | -28% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 18% | 49% | -31% | 55% | -37% |
| | 2018 | 21% | 48% | -27% | 52% | -31% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 31% | 62% | -31% | 54% | -23% |
| | 2018 | 32% | 61% | -29% | 54% | -22% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 10% | | | | |
| 08 | 2019 | 13% | 31% | -18% | 46% | -33% |
| | 2018 | 23% | 29% | -6% | 45% | -22% |
| Same Grade Comparison | | -10% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -19% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 19% | 47% | -28% | 48% | -29% |
| | 2018 | 25% | 48% | -23% | 50% | -25% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | 0% | 62% | -62% | 65% | -65% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 34% | 67% | -33% | 71% | -37% |
| 2018 | 38% | 65% | -27% | 71% | -33% |
| Compare | | -4% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 68% | 63% | 5% | 61% | 7% |
| 2018 | 72% | 63% | 9% | 62% | 10% |
| Compare | | -4% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | 0% | 56% | -56% | 56% | -56% |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 12 | 25 | 25 | 15 | 32 | 22 | 11 | 18 | | | |
| ELL | 16 | 34 | 26 | 23 | 40 | 29 | 11 | 41 | 75 | | |
| ASN | 42 | 50 | | 58 | 45 | | | | | | |
| BLK | 19 | 29 | 29 | 21 | 33 | 32 | 17 | 31 | 71 | | |
| HSP | 21 | 31 | 26 | 33 | 41 | 34 | 19 | 41 | 61 | | |
| MUL | 40 | 48 | | 25 | 42 | | | 45 | | | |
| WHT | 33 | 40 | 41 | 31 | 45 | 30 | 32 | 36 | 48 | | |
| FRL | 23 | 33 | 30 | 27 | 38 | 33 | 20 | 35 | 59 | | |
| 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 |
| SWD | 15 | 28 | 29 | 16 | 37 | 41 | 9 | 36 | | | |
| ELL | 19 | 35 | 31 | 25 | 49 | 61 | 15 | 26 | | | |
| BLK | 22 | 37 | 37 | 25 | 42 | 45 | 22 | 43 | 85 | | |
| HSP | 28 | 36 | 36 | 31 | 50 | 61 | 29 | 36 | 74 | | |
| MUL | 32 | 57 | | 36 | 60 | | | | | | |
| WHT | 46 | 53 | 38 | 34 | 51 | 57 | 44 | 47 | 56 | | |
| FRL | 29 | 40 | 39 | 29 | 48 | 53 | 29 | 42 | 69 | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 8 | 34 | 43 | 8 | 45 | 52 | 4 | 23 | | | |
| ELL | 16 | 44 | 49 | 29 | 46 | 56 | 17 | 50 | | | |
| BLK | 23 | 35 | 33 | 32 | 58 | 54 | 27 | 44 | 85 | | |
| HSP | 21 | 44 | 45 | 34 | 54 | 56 | 28 | 55 | 83 | | |
| MUL | 17 | 31 | | 32 | 35 | | | | | | |
| WHT | 31 | 46 | 35 | 39 | 55 | 60 | 45 | 54 | 80 | | |
| FRL | 23 | 40 | 39 | 34 | 55 | 57 | 31 | 49 | 82 | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 34 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 7 |
| Progress of English Language Learners in Achieving English Language Proficiency | 43 |
| Total Points Earned for the Federal Index | 344 |
| Total Components for the Federal Index | 10 |

| ESSA Federal Index | |
|--|-----|
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 20 |
| 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 | 34 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 49 |
| 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 | 31 |
| 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 | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 40 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 37 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 34 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Achievement Level is at @ 21% for the 1819 school year. Factors that contributed the low performance is that there were two - 8th grade vacancies from January until the end of the school year and one new 8th gr science teacher.

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

The greatest decline was in the bottom quartile math; which dropped 21%. Factors that contributed to the decline was that 8th grade math dropped 10%, Algebra dropped 4%, math coach was filling in for vacancies instead of having PLCs, and instruction/grading was based on getting through the curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

6th grade math Achievement Level had the greatest gap at -37% when compared to the state average. Math coach was filling in for vacancies instead of having PLCs and instruction/grading was based on getting through the curriculum.

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

Grade 7 ELA showed the most improvement with an increase of 7%. Factors that contributed to the increase is that both 7th grade ELA teachers planned together and tied the reading and writing standards. Standards were taught simultaneously.

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

Students With Disabilities scored the lowest in achievement level in 3 areas (ELA, Math, and Science).

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

1. Student performance
2. School culture
3. Instructional delivery
4. School-wide systems and behavior

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Increase student literacy through grade level appropriate lessons aligned to the standards. |
| Rationale | Based on our school data, our black, SWD, and ELL students are under-performing in all content areas. A focus on these students will directly impact 74% of our total population. Additionally, this focus will positively affect all of our students as school-wide and classroom strategies are implemented. |
| State the measurable outcome the school plans to achieve | By the end of the 2020 school year, the percentage of black, SWD, and ELL students who are proficient will increase by at least 20%, per subgroup. |
| Person responsible for monitoring outcome | Latonya Anderson (latonya.anderson@hcps.net) |
| Evidence-based Strategy | Implementation of daily access to grade level appropriate instruction, curriculum resources, and standards aligned tasks that incorporate the 10 steps to tacking the text, WICOR, speaking and thinking strategies. |
| Rationale for Evidence-based Strategy | The implementation of these strategies will impact all content areas and all students. The focus for these strategies is global and based on student achievement and will be utilized school wide to create a culture for learning and provide accountability for all school stakeholders. |
| Action Step | |
| Description | <p>The following actions steps will be used to increase literacy and will be monitored by SALs /Coaches / Administrators/ and District Support:</p> <ol style="list-style-type: none"> 1. Use various technology in classroom, daily. Examples of possible technology to be used: USA Testprep, LLC;; Math Nation; Math IXL b. USA Testprep for formative and summative assessments that are standards aligned c. Math Nation and Math IXL are resources aligned to content standards and helps all math students, particularly Algebra students (Daily) 2. Implementation of school wide and content specific classroom resources and materials to increase student engagement (supplies, manipulative, anchor charts, academic posters, character building and culture posters, etc.) including use of aide to support smaller learning groups (Quarterly) 3. School wide training on AVID strategies in the classroom (pre-planning / Quarterly faculty meetings) 4. Teams of teachers will attend local and national AVID Conference 5. PD on the 10 Steps to Tacking The Text (Quarter 1- rolling in-service) 6. PD on Ron Clark Academy - Conference attendance, Academy attendance (October 2019) <p>The following action steps will be used to ensure that grade level appropriate lessons are aligned to the standards and will be monitored by SALs /Coaches / Administrators/ and District Support:</p> <ol style="list-style-type: none"> 1. Instructional delivery that evidences unpacked standards and lesson plans (Daily) <ol style="list-style-type: none"> a. Use of instructional non-negotiable and classroom look for's for trend gathering via learning walks(Daily) b. Professional development for teachers regarding unpacking standards and lesson |

planning (pre-planning)

2. In the moment coaching, instructional support, and job-embedded professional development from school leaders (Math coach, Reading coach) - (Weekly)
 - a. Coaches will provide regular feedback to teachers
 - b. Coaches utilize coaching skills (coaching language, coaching cycles, co-teaching, modeling, etc.)
 - c. Coaches will pull small targeted groups of students to assist with achievement
3. Utilize ILT team and PLC's to support data driven decision making (expectation for weekly meetings with PLC/ILT)- (Bi-Weekly: notes, agendas)
4. Data chats with teachers, departments, and teams (Monthly: PLC agendas, notes)
5. Observations and feedback for teachers via administration and school leaders (to determine tiered teacher support, as needed) - Ongoing in LTM, notes, scheduled meetings with teachers for feedback.
6. Administrative Staff Meetings, daily to discuss instruction, feedback and action steps (Notes, ALT bi-weekly meetings, State walk throughs)
7. PLST meeting monthly to examine systems and determine which teachers need assistance with Tier 2 and 3 (In administrative meetings weekly and after data points)
8. Looking at student work and aligning it to the standards using a Student Work Analysis Protocol format (October 2019)

**Person
Responsible**

Latonya Anderson (latonya.anderson@hcps.net)

| #2 | |
|---|--|
| Title | Increase the perception of our school to reflect a physically, socially, and personally positive and safe environment for all school stakeholders. |
| Rationale | The current data for culture at our school reflects a negative culture, lack of support, and lack of stakeholder involvement. |
| State the measurable outcome the school plans to achieve | When surveyed at the end of the 2020 school year, the percentage of stakeholders who agree that our school is a positive place to work/learn will be at least 75%. This will be an increase of 15% from the 2018-2019 ASQI results. |
| Person responsible for monitoring outcome | Latonya Anderson (latonya.anderson@hcps.net) |
| Evidence-based Strategy | Implementation of school wide systems Team building for staff Restorative practices Trauma sensitive practices Learning Lab - Teacher |
| Rationale for Evidence-based Strategy | These strategies will increase the culture within the school as well as help to change the perception of our school stakeholders. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Implement school-wide PBIS system 2. Implementation of TAG program 3. Quarterly parent workshops 4. Family nights 5. Team Building for faculty, monthly 6. Incentives for teachers, monthly 7. Behavior Intervention Specialist and Guidance Counselor as mentor and advocate for at risk students 8. School wide behavior management plan that uses restorative practices 9. Utilize PSLT to help determine school-wide needs as well as Tier 2/3 needs, supported by Guidance Counselor 10. Implement Mental Health Matters along with restorative and trauma sensitive practices into school-wide plans 11. Form a behavior intervention team 12. Upgrade technology and PA system to host events in the cafeteria. 13. Purchase a portable PA system to have incentives outside (track, courts, patio, etc.) 14. Field trips (entry fees, transportation, etc.) for quarterly incentives |
| Person Responsible | Latonya Anderson (latonya.anderson@hcps.net) |

| #3 | |
|---|---|
| Title | Increase achievement level and learning gains with Students With Disabilities |
| Rationale | Based on our school data, SWD students are under-performing in all content areas. A focus on these students will directly impact 21% of our total population. Additionally, this focus will positively affect all of our students in area of learning gains school-wide. |
| State the measurable outcome the school plans to achieve | By the end of the 2020 school year, the percentage of SWD who are proficient will increase by at least 5%, and the percentage of SWD who have increased their learning gains will increase by 20%. |
| Person responsible for monitoring outcome | Jessica McNemar (jessica.mcnemar@hcps.net) |
| Evidence-based Strategy | Implementation of daily access to grade level appropriate instruction, curriculum resources, and standards aligned tasks that incorporate the 10 steps to tacking the text, WICOR, speaking and thinking strategies. Utilize Marzano's Proficiency Scales to have students self-assess and then build teacher capacity to grading assignments utilizing the proficiency scales to accurately assess learning. |
| Rationale for Evidence-based Strategy | The implementation of these strategies will impact all content areas and all students. The focus for these strategies is global and based on student achievement and will be utilized school wide to create a culture for learning and provide accountability for all school stakeholders. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Instructional delivery that evidences unpacked standards and lesson plans <ol style="list-style-type: none"> a. Use of instructional non-negotiables and classroom look for's for trend gathering via learning walks b. Professional development for teachers regarding unpacking standards and lesson planning 2. Use various technology in classroom, daily. Examples of possible technology to be used: Nearpod; USA Testprep, LLC; Thinklaw; DreamBox Learning; Math Nation; Math IXL <ol style="list-style-type: none"> a. Nearpod as an engagement platform for students b. USA Testprep for formative and summative assessments that are standards aligned c. ThinkLaw provides critical thinking and HOT tools and strategies to aid students in practical and engaging content d. Dreambox provides standards aligned curriculum in English and Spanish that is evidence based and promotes student growth e. Math Nation and Math IXL are resources aligned to content standards and helps all math students, particularly Algebra students 3. In the moment coaching, instructional support, and job-embedded professional development from school leaders (Math coach, Reading coach) <ol style="list-style-type: none"> a. Coaches will provide regular feedback to teachers b. Coaches utilize coaching skills (coaching language, coaching cycles, co-teaching, modeling, etc.) c. Coaches will pull small targeted groups of students to assist with achievement 4. Implementation of school wide and content specific classroom resources and materials |

to increase student engagement (supplies, manipulatives, anchor charts, academic posters, character building and culture posters, etc.)

5. Utilize ILT team and PLC's to support data driven decision making (expectation for weekly meetings with PLC/ILT)
6. Data chats with teachers, departments, and teams
7. Observations and feedback for teachers via administration and school leaders (to determine tiered teacher support, as needed) utilizing Bullseye software.
8. Administrative Staff Meetings, daily to discuss instruction, feedback and action steps
9. PLST meeting monthly to examine systems and determine which teachers need assistance with Tier 2 and 3
10. School wide training on AVID strategies in the classroom
11. Teams of teachers will attend local and national AVID Conference
12. PD on the 10 Steps to Tacking The Text
13. PD on Marzano's Proficiency Scales
14. Looking at student work and aligning it to the standards

Person Responsible Jessica McNemar (jessica.mcnemar@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

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

They are all included.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

1. Staff member has been designated as the Community Liaison.
2. Staff member has been designated as Parent Involvement Liaison.
3. Rebuild PTA
4. Conduct a quarterly parent survey to address needs / concerns
5. Offer financial workshop through Valic
6. Ice Cream & Inspiration Day
7. Grandparents Breakfast
8. Muffins for Moms
9. Donuts for Dads

PFEP Link

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

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

Social and emotional learning (SEL) is a process which helps children cultivate essential life skills including awareness of one's own emotions, fostering respect and care for others, establishing strong relationships, making ethical and responsible decisions, and handling adversity constructively. Jennings Middle School will offer social emotional learning activities to the 6th graders during their elective courses. It is 15 day course that takes students through skill such as problem solving and collaboration. The 7th & 8th graders will take Lifestyle Training during the second semester for 10 days.

As a school, we will have weekly PBIS activities that students will do in their homeroom. The skills will surround our mission and vision on PRIDE characteristics (Positive, Respectful , In-Control, Dependable, and Engaged).

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

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

Jennings Middle School uses schoolwide AVID strategies and organizational methods. Students enrolled in the program visit colleges and tour the academic facilities. Additionally, students participate in weekly collegiate pride day in which they are able to wear para associated with different colleges. Teachers also proudly display their collegiate accomplishments in various bulletins around the school and in classrooms.

Community partners are providing speakers to talk the students about their collegiate experience. Students from USF, UT, and HCC frequent the campus to advance the message of college life. Businesses also provide speakers and resources to bring career awareness to the school.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

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

| | | | | | | |
|---|----------|---|---|----------------|-----|--------------|
| 1 | III.A. | Areas of Focus: Increase student literacy through grade level appropriate lessons aligned to the standards. | | | | \$327,500.39 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 520-Textbooks | 2042 - Jennings Middle School | UniSIG | | \$26,878.25 |
| | | | Notes: Classroom libraries to promote literacy across all content areas. All Classroom Libraries will include high-interest and nonfiction titles from the Scholastic Collections, Quote available. | | | |
| | 5100 | 510-Supplies | 2042 - Jennings Middle School | UniSIG | | \$4,437.77 |
| | | | Notes: Per 5% office supply cap: Classroom supplies to include paper, pencils, markers, glue sticks to ensure all students have the necessary tools to be successful. | | | |
| | 5100 | 120-Classroom Teachers | 2042 - Jennings Middle School | | | \$41,000.00 |
| | | | Notes: A dedicated classroom where students and teachers can meet. Students will receive academic support. Teachers will utilize the lab to train each other in research based skills/ strategies to promote literacy, data support, instructional support. | | | |
| | 5100 | 360-Rentals | 2042 - Jennings Middle School | UniSIG | | \$16,750.00 |
| | | | Notes: NearPod - \$5200.00- Teachers will use this platform to create engaging , rigorous lessons for teaching the Standards. DreamBox Learning-11, 550.00 An online software program that will analyze our students needs and meet them where they struggle and provide a personalized curriculum for their growth. | | | |
| | 6400 | 310-Professional and Technical Services | 2042 - Jennings Middle School | | | \$10,000.00 |
| | | | Notes: Korey Collins (Ron Clark Academy) PD on vocabulary and literacy. The focus of Mr. Collins training will be to educate teachers in teaching vocabulary acquisition strategies to our students as well as Independent Reading strategies. Expected student outcomes will be an increase in students utilizing higher-level vocabulary words, deepening student academic conversations and increasing motivation to read during Independent Reading. Vocabulary acquisition has been identified as a need for our students to improve reading comprehension. Mr. Collins' training will assist us by enhancing teacher knowledge which will increase our students reading | | | |
| | 5100 | 730-Dues and Fees | 2042 - Jennings Middle School | UniSIG | | \$1,665.00 |
| | | | Notes: Entry fees / Tickets for Summer Camp field trip 60 Tickets to Lowry Park Zoo @27.75 each = \$1665 Students will use this trip as an extension of their learning for the Nature of Science. Students will be given specific activities to complete while visiting. | | | |
| | 7800 | 390-Other Purchased Services | 2042 - Jennings Middle School | UniSIG | | \$5,330.00 |
| | | | Notes: Transportation for Field Trips Charter Buses for College Tour in November \$1,400.00 (University of South Florida and University of Tampa) Charter Buses for College Tour in March 3000.00 (University of Florida, Florida State University and Florida Agriculture and Mechanical University Charter Buses for Extension of learning for Lowry Park Zoo \$930.00 | | | |
| | 5100 | 120-Classroom Teachers | 2042 - Jennings Middle School | UniSIG | | \$8,100.00 |
| | | | Notes: Certified teachers for Summer Transition Camp 5 teachers x 5 hours x 12 days @ \$27.00/hr = 300 hours or \$8,100.00 | | | |
| | 6400 | 120-Classroom Teachers | 2042 - Jennings Middle School | UniSIG | 1.0 | \$52,753.59 |

| | | | | | | |
|--|------|---|---|--------|-----|-------------|
| | | | <i>Notes: Reading Coach</i> | | | |
| | 6400 | 210-Retirement | 2042 - Jennings Middle School | UniSIG | | \$4,468.23 |
| | | | <i>Notes: 8.47% Reading Coach Retirement</i> | | | |
| | 6400 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$3,270.72 |
| | | | <i>Notes: 6.2% Reading Coach FICA</i> | | | |
| | 6400 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$764.93 |
| | | | <i>Notes: 1.45% Reading Coach</i> | | | |
| | 6400 | 230-Group Insurance | 2042 - Jennings Middle School | UniSIG | | \$9,337.39 |
| | | | <i>Notes: 17.7% Reading Coach</i> | | | |
| | 6400 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$269.04 |
| | | | <i>Notes: .51% Reading Coach</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 2042 - Jennings Middle School | UniSIG | | \$880.00 |
| | | | <i>Notes: Reading Coach Supplement</i> | | | |
| | 6400 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$54.56 |
| | | | <i>Notes: 6.2% Supplement FICA</i> | | | |
| | 6400 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$12.76 |
| | | | <i>Notes: 1.45% Supplement</i> | | | |
| | 6400 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$4.49 |
| | | | <i>Notes: .51% Supplement</i> | | | |
| | 5100 | 150-Aides | 2042 - Jennings Middle School | UniSIG | 1.0 | \$14,243.44 |
| | | | <i>Notes: aide to support small group instruction</i> | | | |
| | 5100 | 210-Retirement | 2042 - Jennings Middle School | UniSIG | | \$1,206.42 |
| | | | <i>Notes: 8.47% aide retirement</i> | | | |
| | 5100 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$883.09 |
| | | | <i>Notes: 6.2% aide FICA</i> | | | |
| | 5100 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$206.53 |
| | | | <i>Notes: 1.45% aide Medicare</i> | | | |
| | 5100 | 230-Group Insurance | 2042 - Jennings Middle School | UniSIG | | \$2,521.09 |

| | | | | | | |
|--|------|---|---|-----------------|--|-------------|
| | | | Notes: 17.7% aide | | | |
| | 5100 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$72.64 |
| | | | Notes: .51% aide | | | |
| | | | 2042 - Jennings Middle School | Title, I Part A | | \$210.00 |
| | | | Notes: Math resource aligned to standards for Algebra 1 Honors and pre Algebra students | | | |
| | | | 2042 - Jennings Middle School | Title, I Part A | | \$7,800.00 |
| | | | Notes: A quick and transparent feedback system for teachers. They get immediate and automatic communication of feedback from walk throughs. Reporting is actionable / targeted. School level trends are easily identified to help address gaps and informed professional development. | | | |
| | 5100 | 520-Textbooks | 2042 - Jennings Middle School | UniSIG | | \$897.50 |
| | | | Notes: The Gateway to Government: Bridge to Success on Florida's Civics EOC Test. 179.50 x 5 sets (50 books per set) =897.50 2 Teacher Guides- Free Students will benefit by using these guides to prepare for the Florida's Civics EOC assessment. Teacher's will instruct students as they navigate through history. | | | |
| | 5100 | 520-Textbooks | 2042 - Jennings Middle School | UniSIG | | \$608.00 |
| | | | Notes: Act Now Grade 7 Classroom Set 1 @ \$99.00 Act Now Grade 8 Classroom Set 1 @ \$99.00 Act Now Grade 7 Student Book Set 3 @ \$59.00 ea = \$177.00 Act Now Grade 8 Student Book Set 3@ \$59.00 ea=\$177. Shipping and Handling = \$56.00 Grand Total= \$608.00 Quote Available These materials will be used to to help students become more proficient readers through teacher directed instruction. | | | |
| | 5100 | 520-Textbooks | 2042 - Jennings Middle School | UniSIG | | \$731.00 |
| | | | Notes: Subscription to 1 year of 6th Grade World History to 1500 @ \$425.00 1 year of 8th Grade US History@ \$425.00 One Time Discount 14% -\$119.00 = \$731.00 Students will be taken through history using this effective comprehensive on line tool. This subscription is aligned to the standards and is sure to engage students as they navigate through time to gain knowledge of this era. | | | |
| | 5100 | 520-Textbooks | 2042 - Jennings Middle School | UniSIG | | \$363.00 |
| | | | Notes: The Ancient World Subscription 2 years 1 @363.00 This subscription will assist teachers in planning rigorous lessons to meet the standards and engage students in a historical time that is not always the easiest. | | | |
| | 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 2042 - Jennings Middle School | UniSIG | | \$3,524.00 |
| | | | Notes: Laptops and Carts 4 Carts @881.00 ea. = \$3,524.00 58 laptops @ 547.00 each= \$31,726.00.00 Lawson HP 3019607 CASA@\$75.00 x 58=\$4350.00 Quote available These computers will be used to support the use of on line software subscriptions, and specific targeted intervention for students have been assigned. | | | |
| | 5100 | 120-Classroom Teachers | 2042 - Jennings Middle School | UniSIG | | \$12,771.00 |
| | | | Notes: ELP/Tutoring 11 Teachers x \$27.00hr @43 hours =\$12,771 Teachers will offer content area tutoring specifically in the FSA areas. Targeted students will be the Upper level 1's and 2's to help them reach the level 3 on Reading, Math Science and Civics. | | | |
| | 6300 | 390-Other Purchased Services | 2042 - Jennings Middle School | UniSIG | | \$13,200.00 |

| | | | | | | |
|--|------|---------------------------------------|--|--------|--|-------------|
| | | | Notes: Substitutes for planning / data analysis after common assessments: ELA : 8 teachers X 3 times for the year x 110.00 per day= \$2,640.00 Read: 4 teachers X 3 times for the year x 110.00 per day= \$1320.00 Math: 8 teachers x 4 times for the year x 110.00 per day= \$2,640.00 Science: 9 teachers X 4 times for the year x 110.00 per day= \$3,960.00 Social Studies: 8 teachers X 3 times for the year x 110.00 per day= \$2,640.00 | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 2042 - Jennings Middle School | UniSIG | | \$36,076.00 |
| | | | Notes: 58 laptops @ 547.00 each= \$31,726.00.00 Lawson HP 3019607 CASA@\$75.00 x 58=\$4350.00 Quote available These computers will be used to support the use of on line software subscriptions, and specific targeted intervention for students have been assigned. | | | |
| | 5100 | 210-Retirement | 2042 - Jennings Middle School | UniSIG | | \$1,081.70 |
| | | | Notes: ELP/Tutoring 11 Teachers x \$27.00hr @43 hours =\$12,771 Teachers will offer content area tutoring specifically in the FSA areas. Targeted students will be the Upper level 1's and 2's to help them reach the level 3 on Reading, Math Science and Civics. | | | |
| | 5100 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$791.80 |
| | | | Notes: FICA - ELP/Tutoring 11 Teachers x \$27.00hr @43 hours =\$12,771 Teachers will offer content area tutoring specifically in the FSA areas. Targeted students will be the Upper level 1's and 2's to help them reach the level 3 on Reading, Math Science and Civics. | | | |
| | 5100 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$185.18 |
| | | | Notes: Medicare - ELP/Tutoring 11 Teachers x \$27.00hr @43 hours =\$12,771 Teachers will offer content area tutoring specifically in the FSA areas. Targeted students will be the Upper level 1's and 2's to help them reach the level 3 on Reading, Math Science and Civics. | | | |
| | 5100 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$65.13 |
| | | | Notes: ELP/Tutoring 11 Teachers x \$27.00hr @43 hours =\$12,771 Teachers will offer content area tutoring specifically in the FSA areas. Targeted students will be the Upper level 1's and 2's to help them reach the level 3 on Reading, Math Science and Civics. | | | |
| | 6300 | 120-Classroom Teachers | 2042 - Jennings Middle School | UniSIG | | \$37,800.00 |
| | | | Notes: T-pay PLCs and planning for teachers with content coaches for focused instructional collaboration 40 tchrs x 1 hr/wk for 27 weeks @ \$35/hr = \$37,800 | | | |
| | 6300 | 210-Retirement | 2042 - Jennings Middle School | UniSIG | | \$3,201.66 |
| | | | Notes: T-pay PLCs and planning for teachers with content coaches for focused instructional collaboration 40 tchrs x 1 hr/wk for 27 weeks @ \$35/hr = \$37,800 | | | |
| | 6300 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$2,343.60 |
| | | | Notes: FICA - T-pay PLCs and planning for teachers with content coaches for focused instructional collaboration 40 tchrs x 1 hr/wk for 27 weeks @ \$35/hr = \$37,800 | | | |
| | 6300 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$548.10 |
| | | | Notes: Medicare - T-pay PLCs and planning for teachers with content coaches for focused instructional collaboration 40 tchrs x 1 hr/wk for 27 weeks @ \$35/hr = \$37,800 | | | |
| | 6300 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$192.78 |
| | | | Notes: T-pay PLCs and planning for teachers with content coaches for focused instructional collaboration 40 tchrs x 1 hr/wk for 27 weeks @ \$35/hr = \$37,800 | | | |

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|---|----------|---|--|-----------------|-----|---------------------|
| 2 | III.A. | Areas of Focus: Increase the perception of our school to reflect a physically, socially, and personally positive and safe environment for all school stakeholders. | | | | \$220,782.08 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 2042 - Jennings Middle School | UniSIG | 1.0 | \$60,003.78 |
| | | | <i>Notes: Behavior Specialist</i> | | | |
| | 5100 | 210-Retirement | 2042 - Jennings Middle School | UniSIG | | \$5,082.32 |
| | | | <i>Notes: 8.47% Behavior Specialist Retirement</i> | | | |
| | 5100 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$3,720.23 |
| | | | <i>Notes: 6.2% Behavior Specialist FICA</i> | | | |
| | 5100 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$870.05 |
| | | | <i>Notes: 1.45% Behavior Specialist</i> | | | |
| | 5100 | 230-Group Insurance | 2042 - Jennings Middle School | UniSIG | | \$10,620.67 |
| | | | <i>Notes: 17.7% Behavior Specialist</i> | | | |
| | 5100 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$306.02 |
| | | | <i>Notes: .51% Behavior Specialist</i> | | | |
| | 6120 | 130-Other Certified Instructional Personnel | 2042 - Jennings Middle School | UniSIG | 1.0 | \$39,216.12 |
| | | | <i>Notes: Guidance Counselor</i> | | | |
| | 6120 | 210-Retirement | 2042 - Jennings Middle School | UniSIG | | \$3,321.61 |
| | | | <i>Notes: 8.47% Guidance Counselor Retirement</i> | | | |
| | 6120 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$2,431.40 |
| | | | <i>Notes: 6.2% Guidance Counselor FICA</i> | | | |
| | 6120 | 220-Social Security | 2042 - Jennings Middle School | UniSIG | | \$568.63 |
| | | | <i>Notes: 1.45% Guidance Counselor</i> | | | |
| | 6120 | 230-Group Insurance | 2042 - Jennings Middle School | UniSIG | | \$6,941.25 |
| | | | <i>Notes: 17.7% Guidance Counselor</i> | | | |
| | 6120 | 240-Workers Compensation | 2042 - Jennings Middle School | UniSIG | | \$200.00 |
| | | | <i>Notes: .51% Guidance Counselor</i> | | | |
| | | | 2042 - Jennings Middle School | Title, I Part A | | \$20,000.00 |

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|---------------|----------|--|---|-----------------|-----|---------------------|
| | | | <i>Notes: Student incentives is major component of the PBIS rewards. The PA system in the cafeteria needs to be upgrade to host awards and incentives in the cafeteria. The sound and digital systems are currently out dated.</i> | | | |
| | | | 2042 - Jennings Middle School | Title, I Part A | | \$37,500.00 |
| | | | <i>Notes: Two Mentoring (1 for boys, 1 for girls)- 8 week programs that focuses on academic achievement, behavior, and attendance. Topics include bullying prevention, anger management, leadership development, self-discovery, and social media awareness.</i> | | | |
| | | | 2042 - Jennings Middle School | Title, I Part A | 1.0 | \$30,000.00 |
| | | | <i>Notes: Teacher Assistant: Manages substitute personnel as appropriate. Answers phones and takes messages as necessary. Monitors students in the office for various reasons. Meets public; provides assistance in filling out forms, questionnaires, and/or applications. Performs basic computer skills such as keyboarding, spreadsheets, and presentation software. Monitors the sign-in and sign-out process if so directed. Manages / update student enrollment information. Work with PTA to establish communication to parents and the community. Work with SSW to contact parents and students concerning attendance. Work with Secretary 1 to ensure that attendance is accurately updated. Any other duty assigned by principal</i> | | | |
| 3 | III.A. | Areas of Focus: Increase achievement level and learning gains with Students With Disabilities | | | | \$11,763.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 2042 - Jennings Middle School | Title, I Part A | | \$11,763.00 |
| | | | <i>Notes: Online / web based software that have common assessments tied to standards. Use for enrichment and remediation platform. It helps improve test performance. Critical thinking / Higher order tool and strategies.</i> | | | |
| Total: | | | | | | \$569,767.88 |