

Hillsborough County Public Schools

Jennings Middle School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* 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%)
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“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, position title, and job duties/responsibilities 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: Assistant Principal / ELP Coordinator ALT's (Academic Leadership Team) BLT (Behavior Leadership Team) CLT (Culture Leadership Team) SAC Chairs Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) PLC Liaisons for each grade level and/or content area Hiring of Staff Observations Data Collection FTE Evaluations</p> <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. 5. Conduct Root Cause Analysis to problem solve around the areas of Academic, Behavior, and Culture. <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs. PLCs are designed to build teacher capacity. A system of building time to look at student data, reflect on instruction, provide mentoring and professional development.</p>
McNemar, Jessica	Assistant Principal	<p>Leadership team meetings can include the following: Assistant Principal / ELP Coordinator Guidance Counselor School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Subject Area Leaders / Academic Coaches (Writing, Reading, Math, Science, Social Studies) PLC Liaisons for ELA and Reading Academic ILT ACP Teachers Administrator for Curriculum and Instruction Articulation Assessment Data Processing Coordinator-Dropout reports, Student Withdrawals, DNE's</p>

Name	Title	Job Duties and Responsibilities
		Extended Learning Program FTE In-Service / Professional Development Interns Observations Overage Students / STEP / Rise UP / Alternative Services Site Administrator in Charge in the Absence of the Principal Student Progression Plan Unit Allocations

Lynn, Ryan	Assistant Principal	Leadership team meetings can include the following: Assistant Principal Assemblies Athletics Behavior Leadership Team PLC Liaisons for Science and Social Studies Behavior Matrix Building Maintenance Calendar Duty Assignment End of Year Procedures MTSS / RTI Positive Behavior System Safety, Emergency Procedures, Report, CEMP Scheduling campus activities (non-field trip) Supervise Custodial and Food Service Staff Student Incentives
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Frazier, Andrea	Assistant Principal	Leadership team meetings can include the following: Assistant Principal Assessment Attendance Committee Culture Leadership Team New Teacher Orientation PTSA SIP/SAC Student Orientation Teacher Orientation PLC Liaisons for Math
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Demographic Information

Principal start date

Monday 4/8/2019, LaTonya Anderson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

36

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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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 .	

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	255	246	218	0	0	0	0	719
Attendance below 90 percent	0	0	0	0	0	0	40	41	48	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	25	41	28	0	0	0	0	94
Course failure in ELA	0	0	0	0	0	0	2	7	4	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	8	25	4	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	92	93	96	0	0	0	0	281
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	114	100	79	0	0	0	0	293

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	75	117	60	0	0	0	0	252

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	19	37	5	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	0	40	41	29	0	0	0	0	110

Date this data was collected or last updated

Monday 6/8/2020

Prior Year - As Reported

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

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

Prior Year - Updated

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

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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	23%	29%	-6%	45%	-22%
Same Grade Comparison		-10%				
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

ESSA Federal Index	
Total Components for the Federal Index	10
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%	2
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%	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	49
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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?

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. Standards Based Instruction
2. Building a positive culture and environment
3. Increase Student/Teacher Attendance
4. Increase the number of students with zero out of school suspensions

Part III: Planning for Improvement

Areas of Focus:

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

A focus on Standards-aligned instruction within the specific content areas, while supporting core academic teachers with research-based best instructional practices.

Area of Focus Description and Rationale: 2019-2020 Standard based data points based from FSA, common assessments, district formative assessments, and walkthroughs, showed students performing below grade level in ELA, Math, Science, and Civics. Students were not consistently provided the opportunity to grade-level appropriate tasks because of teachers' lack of understanding what the standard is asking students to do and to the rigor of the on grade-level standard.

2019-2020 Walkthrough data collected showed that 40% of the daily task were aligned to the grade-level, task aligned standard.

A walkthrough conducted by August 2020, will show that at least 25% of the teachers will provide opportunities for students to engage in task aligned grade-level standards; with an increase of 25% each month, so that 100% of the teachers will engage students in standard-aligned tasks by December 2020.

Measurable Outcome: 2021 Common Assessment data in ELA will show 32% of students performing at or above proficiency.
 2021 Common Assessment data in Math will show 36% of students performing at or above proficiency.
 2021 Common Assessment data in Science will show 29% of students performing at or above proficiency.
 2021 Common Assessment data in Civics will show 44% of students performing at or above proficiency.

Person responsible for monitoring outcome: Latonya Anderson (latonya.anderson@hcps.net)

Evidence-based Strategy: All content area look for's have been derived from Achieve The Core's Instructional Planning Guides and Classroom Indicators. The guide identifies core actions around planning, reflection, collaboration, and coaching that allow instructional shifts to teacher's practice.

Rationale for Evidence-based Strategy: In a Root Cause Analysis with the Academic Instructional Leadership Team, it was determined that teachers do not understand the depth of knowledge of the standards nor do they know how to close the skill gap. In order to provide opportunities to engage in grade appropriate standard based tasks, teachers will be supported through professional development, instructional content walkthroughs with designed look fors, PLCs, and coaching around Instructional Planning Guides and Classroom Indicators derived from the Achieve The Core.

<https://achievethecore.org/page/1119/instructional-practice-guide>

Action Steps to Implement

- Structure and Expectations (pre-planning)
1. Common planning by grade level and content area in the master schedule.
 2. Unpacking Standards and task alignment professional development training.
 3. Through PLCs, Help teachers identify grade level standards.
 4. Teacher Clarity on Learning Targets training (W- What are they learning, T- Task / what are they doing, H- How will they know they have learned it).

5. Understanding Depth of Knowledge Levels when crafting learning targets and designing lessons / tasks.

6. Content area departments will collectively develop norms and expectations for before, during, and after PLCs.

Build Teacher Capacity

1. Principal will review the Instructional Walkthrough Look Fors that are centered around standards-aligned tasks and the instructional planning guides:

a. The lesson and tasks are aligned to the rigor and complexity of the standard by providing grade level content (written text, graphics, or auditory resource).

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

i. teacher feedback / coaching took place from August – September (100% of teachers have master clear learning targets)

b. Provides multiple opportunities for students to work with the text or content (questioning strategies, facilitated discussions, authentic engagement).

i. Walk throughs / teacher feedback / coaching around grade level tasks / lessons

ii. Faculty Meeting / Training on Opportunity Myth

iii. Academic ILT Review the Four Principles of Excellent Instruction

iv. Use the Four Principles of Excellent Instruction as attributes to plan lessons / reflect on student learning

v. Use Achieve 3000 and Common Lit for grade level text and extension text for lessons.

vii. Reading teachers, Reading Coach, Writing Coach, and administrators participate in Thinking Core training with Diana Carry to learn how to plan to the rigor of the reading standards.

c. Employ questions, both oral and written that are content specific and accurately addresses the analytical thinking required by the grade level standards.

2. Leadership team and Academic ILT will walk classrooms to collect data on Instructional Look Fors and student learning outcomes.

3. Individual feedback will be communicated to teachers by administration and content coaches

4. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed.

5. Coaches will develop coaching plans for teachers based on specific criteria of support needed.

Analyzing Student Data

1. Teachers will create/use common assessments that are aligned to the standards.

2. Teachers will analyze student assessments and student work to monitor student progression and understanding the standard(s).

3. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary.

Person Responsible Latonya Anderson (latonya.anderson@hcps.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: We want to create an environment that helps all students achieve important behavior changes by increasing student achievement and creating a more positive school climate, safer learning environment, and more trusting and respectful student-teacher relationships. We want to be proactive in lowering the number of suspensions.

Measurable Outcome: During the 3rd and 4th quarters of the 2019 school year the percentage of students with zero suspensions was approximately 80 percent. The goal is to increase the percentage of students with zero suspensions to 85 percent by the end of the 2020-2021 school year.

Person responsible for monitoring outcome: Ryan Lynn (ryan.lynn@sdhc.k12.fl.us)

Evidence-based Strategy: The strategies that will be used to reach these goals include the implementation of a Positive Behavior System as well as the House System that was designed by The Ron Clark Academy.

Rationale for Evidence-based Strategy: According to the National Education Association, "PBIS improves the social culture and the behavioral climate of classrooms and schools which ultimately lead to enhanced academic performance." We have chosen The House System and PBIS in an effort to increase desired behaviors while at the same time decreasing student suspensions.

Action Steps to Implement

1. Develop and utilize a Behavior Instructional Leadership Team to ensure all stakeholders are involved in the process of creating a behavior management plan.
2. Create a PBIS team that meets weekly to plan and implement school wide incentives
3. Hold bi-weekly and monthly incentives promoting the positive behavior we wish to see at our school.(PBIS Team)
4. Fidelity checks for stakeholders to ensure PBIS is being utilized, schoolwide

Person Responsible Ryan Lynn (ryan.lynn@sdhc.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

A focus on Standards-aligned instruction within the specific content areas, while supporting core academic teachers with research-based best instructional practices.

Area of Focus Description and Rationale: 2019-2020 Standard based data points based from FSA, common assessments, district formative assessments, and walkthroughs, showed students performing below grade level in ELA, Math, Science, and Civics. Students were not consistently provided the opportunity to grade-level appropriate tasks because of teachers' lack of understanding what the standard is asking students to do and to the rigor of the on grade-level standard.

2019-2020 Walkthrough data collected showed that 40% of the daily task were aligned to the grade-level, task aligned standard.

Measurable Outcome: A walkthrough conducted by August 2020, will show that at least 25% of the teachers will provide opportunities for students to engage in task aligned grade-level standards; with an increase of 25% each month, so that 100% of the teachers will engage students in standard-aligned tasks by December 2020.

2021 Common Assessment data for SWD, ELL, Black, Hispanic, Multiracial, White and Economically Disadvantaged students will show 41% of students to make gains and/ or perform or above proficiency.

Person responsible for monitoring outcome: Latonya Anderson (latonya.anderson@hcps.net)

Evidence-based Strategy: A multi-tier system of supports (MTSS) will focus on the outcomes of multiple subgroups. The Academic Instructional Leadership Team will analyze data of common assessments and student work. Trends will be identified (subject area, teacher, standard), and adjustments made as necessary with suggested intervention(s).

Rationale for Evidence-based Strategy: The goal of MTSS is to intervene early so students can catch up with their peers. Teachers, specialists and other school staff work as a team when they assess students and plan MTSS interventions. Teachers will be supported with the MTSS/RTI team that will help develop and monitor intervention plans.

John Hattie's Effect Size on Interventions for students with disabilities :0.77

<https://www.fastbridge.org/assessments/mtssrti/>

Action Steps to Implement

Structure and Expectations (pre-planning)

1. Common planning by grade level and content area.
2. Unpacking Standards and task alignment professional development training.
3. Content area departments will collectively develop norms and expectations for before, during, and after PLCs.
4. MTSS/RTI structures are outlined

Build Teacher Capacity

1. Principal will review the Instructional Walkthrough Look Fors that are centered around standards-aligned tasks and the instructional planning guides:
2. Leadership team and Academic ILT will walk classrooms to collect data on Instructional Look Fors and student learning outcomes. 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.

3. Individual feedback will be communicated to teachers by administration and content coaches
4. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed.

Person Responsible Latonya Anderson (latonya.anderson@hcps.net)

5. Coaches will develop coaching plans for teachers based on specific criteria of support needed.

Analyzing Student Data

1. Teachers will create/use common assessments that are aligned to the standards.
2. Teachers will analyze students assessments and student work to monitor student progression and understanding the standard(s).
3. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary.
4. ILT / teachers will refer student or subgroups to MTSS/RTI team once Tier 1 supports are not working for Tier 2 interventions.
5. MTSS/RTI team will monitor interventions every 2 weeks.

Person Responsible Latonya Anderson (latonya.anderson@hcps.net)

Additional Schoolwide Improvement Priorities

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

N/A

Part IV: Positive Culture & Environment

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

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

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

A Culture LT (Leadership Team) has been established to work collaboratively towards creating a positive school culture in which all stakeholders share a common belief that they are valued, emotionally and physically safe, and successful. The Culture ILT will determine the school's cultural priorities by gathering

stakeholder data from the Asqui survey and survey polls, identify trends within the data that shows areas of need, and develop cultural goals and strategies to address identified needs.

Using established guiding questions, the Culture LT will problem-solve and share ideas that addresses building a collaborative and supportive environment among adults and students. Our school environment will: (1) be characterized by openness, trust, and respect; (2) celebrate and honor the diversity of stakeholders; (3) recognize individual and school-wide successes; (4) encourage a culture of self-care; (5) create leadership opportunities for teachers and students; (6) portray a more positive school image for Jennings within the community; (7) increase parent and community involvement; and (8) focus on school beautification and safety.

The following Identifiers have been developed to address the goals of the guided questions:

1. Teacher / Student Leadership and collaboration
 - a. Professional Development
 - b. Leadership clubs (students) - Peer mediators / SGA / Men of Distinction / Blueprint for girls
 - c. Monthly meetings for new teachers
 - d. Leadership opportunities for staff
 - e. Team building activities
 - f. Off-site activities (bowling; movies, etc.)

2. Teacher / Student appreciations, celebrations, and incentives
 - a. School-wide programs (Veteran's Day, Black History Month, Hispanic History Month, etc)
 - b. Monthly appreciation / Sunshine committee
 - c. Monthly recognition for success
 - d. Mindfulness / Self-care

3. Community / Parent Involvement and Engagement
 - a. Social Media
 - b. School Beautification
 - c. Food pantry
 - d. Family nights / Conference nights / monthly parental Zoom meetings
 - e. Resources / classes / classroom observations and participation
 - f. PTSA
 - g. SAC
 - h. Quarterly newsletters / flyers
 - i. Volunteer opportunities
 - j. Community meetings (off site meetings)
 - k. Improved communications – text, Edsby, email

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$309,885.56
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	2042 - Jennings Middle School	UniSIG	1.0	\$62,201.30

			<i>Notes: Reading Coach: Coach teachers on standard based instruction. The Reading coach will be responsible for providing ongoing needs based job-embedded Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading.</i>			
2110	100-Salaries	2042 - Jennings Middle School	Title, I Part A	0.66	\$55,000.00	
			<i>Notes: Writing Coach teachers on standard based instruction. The Writing coach will be responsible for providing ongoing needs based job-embedded Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Writing strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Writing</i>			
		2042 - Jennings Middle School	Title, I Part A		\$7,686.80	
			<i>Notes: Think Core: Materials / resources on standard based planning for ELA & Reading for teachers to utilize for planning and instructing standard based lessons and tasks Word Compass Vocabulary Cards 30 @ \$11.95 (\$358.50), Gr 6 College & Career Ready Blueprints (Teacher - 10- @ \$14.95, Student 120 @ \$9.95), Gr 7 College & Career Ready Blueprints (Teacher - 10- @ \$14.95, Student 100 @ \$9.95), Gr 8 College & Career Ready Blueprints (Teacher - 10- @ \$14.95, Student 120 @ \$9.95), Teacher's Desk Reference for Understanding and Applying ELA Standards (20 @ \$79.95), Standards Based Graphic Organizers (20 @ 59.95), Shipping & Handling (\$698.80)</i>			
		2042 - Jennings Middle School	Title, I Part A		\$20,724.00	
			<i>Notes: Think Core: Contract Diana Carry to train 14 ELA/Reading teachers on decoding and breaking down the standards so they can be taught in the clearest, most effective way possible. The teacher learning is focused on the standards and their relationships with standards, assessment, curriculum, and practice.</i>			
		2042 - Jennings Middle School	Title, I Part A		\$4,536.00	
			<i>Notes: Think Core: After hour Stipends for 9 ELA Teachers, 5 Reading Teachers PD Stipends for 3 cycles: Cycle 1 (NA- during work hours); Cycle 2 (2 hr sessions x 3 days @ \$27 / hr); Cycle 3 (2 hr sessions X 3 @ \$27/ hr)</i>			
		2042 - Jennings Middle School	Title, I Part A	0.66	\$65,000.00	
			<i>Notes: Math Coach: Coach teachers on standard based instruction. The Math coach will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Math strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Math.</i>			
		2042 - Jennings Middle School	Title, I Part A		\$10,500.00	
			<i>Notes: Nearpod is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons. Across all content and elective teachers. Teachers design lessons and students are able to engage in the lessons electronically. Use by 65 teachers, 720 students, 2-3 times weekly</i>			
		2042 - Jennings Middle School	Title, I Part A		\$4,234.65	
			<i>Notes: 35 Graphing calculators @ \$120.99 for Algebra 1 students to utilize during instruction and common assessments. Algebra students need to know how to utilize the graphing calculators. To use all year.</i>			
5100	500-Materials and Supplies	2042 - Jennings Middle School	UniSIG		\$3,617.54	
			<i>Notes: "Days of Tears" by Julius Lester. Novel. Three class sets of the novel to be used as resource for the US History classes. Teachers will use the novels 20 min a day, for 4 weeks. The teachers will focus on craft and structure and benchmark SS.8.A.1.7 (American History)</i>			

			<p>90 books X \$7.99 = \$719.10 + shipping (23.54) = \$742.64 "The United States Constitution: A Graphic Novel" by Jonathan Hennessey Three class sets of novels to be used a resource for the Civics class. Teacher will use the novels, 15 min a days, for 2 weeks when studying Civics & Government (SS.7.C.1.7). Students will use the novel along with informational text to compare and contrast to gain a understanding of how authors of fiction use or alter history. 90 books X \$16.16 = \$1454.40 + shipping (23.40) = \$1431.00 Book study with 20 targeted minority males in guided reading. Males will be selected based on KPI data and MTSS/RTI referrals. Guidance Counselor will use the books to promote and build comprehension strategies and as a SEL component in 30 minutes guided reading time. "The Other Wes Moore: One Name, Two Fates" by Wes Moore \$16 / book X 25 Total: \$400.00 5 classroom subscriptions of Scholastic Action \$1043.90</p>		
			2042 - Jennings Middle School	Title, I Part A	\$250.00
			<p>Notes: SDHC School Bus transportation to transport students to their grade level academic field trips. After Civics Students study about laws and naturalization, student will take a field trip to the court house to view the process. Only transportation is needed to the court house.</p>		
			2042 - Jennings Middle School	Title, I Part A	\$500.00
			<p>Notes: SDHC School Bus transportation to transport students to their grade level academic field trips. First Tee is sponsored by Roger's Golf Course. Students only need transportation to the venue. 6h gr students go through a 6 week training of golf instruction and then apply he skills learned at Roger's Golf Course.</p>		
			2042 - Jennings Middle School	Title, I Part A	\$20,350.00
			<p>Notes: Substitutes for Data Analysis: PLCs and planning for teachers with content coaches for focused instructional collaboration. Substitutes for whole day planning / data analysis after common assessments. September ELA Department - 9 teachers October Science - 7 teachers December Social Studies Department- 7 teachers January Math Department - 9 teachers February Reading Department - 5 teachers 37 teachers X \$110 X 5</p>		
			2042 - Jennings Middle School	Title, I Part A	\$11,695.00
			<p>Notes: MobyMax is a valuable remediation tool that can generate progress monitoring data. It is cross content and the license can be purchased for the school (720 students)for \$4995., . PENDA. It is an awesome science skills builder tool built around the standards. It is learning through gaming of better quality than legend of learning. It can be tailored for students. It generates data for monitoring student progress (\$5000) . Legends of Learning: Science game based learning for \$1700 (720 students)</p>		
	5100	519-Technology-Related Supplies	2042 - Jennings Middle School	UniSIG	\$11,000.00
			<p>Notes: DreamBox Learning is an online software provider that focuses on mathematics education at the middle school level. DreamBox Learning provides pre-kindergarten through 8th-grade students with over 1,800 lessons presented as animated adventures, games, and challenges. Aides in closing the skill gap in mathematics. Site license for 720 students \$11,000.</p>		
			2042 - Jennings Middle School	Title, I Part A	\$6,250.00
			<p>Notes: Whetstone's communication tools make it easy to share the right data and feedback with the right people at the right time, and help leaders and teachers work collaboratively toward instructional coaching goals. Whetstone's built-in reports make it easy to see every teachers' unique professional growth needs, so that leaders can provide high-leverage, targeted instructional coaching and data-driven professional development sessions.</p>		
			2042 - Jennings Middle School	Title, I Part A	\$5,000.00
			<p>Notes: Resource Science Period Daily to provide support to science department and 8th gr teachers on NGSSS. Coach teachers on standard based instruction. The Science Resource teacher will be responsible for providing ongoing needs based job-embedded Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of NGSSS strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of the Nature of Science.</p>		

			2042 - Jennings Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Resource Civics/Social Studies period daily to Provide support to social studies department and Civics teachers. Provide support to he Social Studies department and 7th gr teachers on Civics Benchmarks. Coach teachers on standard based instruction. The Social Studies Resource teacher will be responsible for providing ongoing needs based job-embedded Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Civics EOC strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of the Social Studies and Civics.</i>			
	6400	210-Retirement	2042 - Jennings Middle School	UniSIG	1.0	\$3,884.43
			<i>Notes: Reading Coach Retirement 8.47% Less Indirect Costs</i>			
	6400	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$2,843.38
			<i>Notes: Reading Coach FICA 6.2% Less Indirect Costs</i>			
	6400	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$664.98
			<i>Notes: Reading Coach Medicare 1.45% Less Indirect Costs</i>			
	6400	240-Workers Compensation	2042 - Jennings Middle School	UniSIG	1.0	\$233.89
			<i>Notes: Reading Coach Workers Comp .51% Less Indirect Costs</i>			
	6400	231-Health and Hospitalization	2042 - Jennings Middle School	UniSIG	1.0	\$8,713.59
			<i>Notes: Reading Coach Health Ins 19% Less Indirect Costs</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$339,522.21
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	2042 - Jennings Middle School	Title, I Part A		\$14,040.00
			<i>Notes: MTSS/RTI PD Before Pre Planning Training: Faculty & Staff will be trained on MTSS/ Rti interventions and procedures, Restorative Practices, PBIS, Parent Involvement. 4 days X 5 hr/day x 65 instructional staff</i>			
	5100	120-Classroom Teachers	2042 - Jennings Middle School	UniSIG	1.0	\$54,201.31
			<i>Notes: MTSS/ RTi Resource Teacher will create a systematic approach to interventions for academics, behavior, and attendance. The MTSS Resource teacher will work with classroom teachers to assist in looking at data, determining in the need for MTSS, planning and implementing MTSS in the classrooms alongside the teachers for academics, attendance, and behavior.</i>			
		100-Salaries	2042 - Jennings Middle School	Title, I Part A	1.0	\$70,000.00
			<i>Notes: The Student Success Coach will work to provide support with students and teachers. The Student Success Coach will provide targeted students the necessary guidance and related opportunities to improve participation and performance in their grade level course work, attendance, and behavior. The Student Success Coach will support the school wide efforts of improvement and help with intervention management to support the targeted students.</i>			
			2042 - Jennings Middle School	Title, I Part A		\$30,000.00

			<p><i>Notes: Consultant: TAG Movemeant: Services Rendered: Journey is a program where an emphasis is placed on transitioning, through a combination of innovative seminars, group activities, interactive discussions, and participant's journaling their journey. Topics span from Bullying Prevention, Anger Management, Leadership Development, Self-Discovery: Who Are You, Healthy Relationship Building, Goal Setting, Social Media Awareness, See Something Say Something, and many more. This package will include the following: Videography, End of the Celebration and Personal Journals. My Journey will be implemented at Jennings Middle School for 8 weeks in which the students will meet once per week for a total of 8 sessions. 3 Groups meeting once per week 1st group (10-25 students) meeting once per week for 8 weeks 45 mins per session 2nd group (10-25 students) meeting once per week for 8 weeks 45 minutes per 3rd group (10-25 students) meeting once per week for 8 weeks 45 minutes per</i></p>		
			2042 - Jennings Middle School	Title, I Part A	\$3,000.00
			<p><i>Notes: Consultant: TAG Movemeant Journey Books and Materials for (30 -75 students) My Journey will be implemented at Jennings Middle School for 8 weeks in which the students will meet once per week for a total of 8 sessions. 3 Groups meeting once per week 1st group (10-25 students) meeting once per week for 8 weeks 45 mins per session 2nd group (10-25 students) meeting once per week for 8 weeks 45 minutes per 3rd group (10-25 students) meeting once per week for 8 weeks 45 minutes per</i></p>		
			2042 - Jennings Middle School	Title, I Part A	\$4,500.00
			<p><i>Notes: Consultant: TAG Movemeant- 2 day teacher PD Training: SCORE- Teacher professional Development</i></p>		
5100	510-Supplies		2042 - Jennings Middle School	UniSIG	\$5,997.19
			<p><i>Notes: Classroom supplies for teachers and students to provide equity to access to resources / supplies. Provide materials 2020-2021 school year Item #404599 craft paper rolls 1 @ \$55.12 = \$55.12; Item #430743 Kraft paper rolls 1 @ \$23.32 = \$23.32; Item #404601 Kraft paper rolls 1 @ \$68.10 = \$68.10; Item #404618 Kraft paper rolls 1 @ \$55.37 = \$55.37; Item #404596 Kraft paper rolls 1 @ \$49.66 = \$49.66; Item #2707211 Heavyweight coated paper roll 1 @ \$35.74 = \$35.74; Item #123455 Red pens 70 dz @ \$1.17 = \$81.90; Item #127878 Black pens 70 dz @ \$1.19 = \$83.30; Item #2056102 Whiteboard markers 140 pk @ \$.89 = \$124.60; Item #105809 Post-it notes 70 pk @ \$2.06 = \$144.20; Item #601593 pencils 140 bx @ \$12.59 = \$1762.60; Item #130674 tape dispenser 25 ea @ \$1.22 = \$30.50; Item #487908 tape 11 Pk @ \$6.44 = \$70.84; Item #112284 staples 70 pk @ \$.60 = \$42.00; Item #103846 stapler 25 ea @ \$2.77 = \$69.25; Item #49141 canary card stock 3 rm @ \$7.76 = \$23.28; Item #521864 white out 3 ea @ \$.88 = \$2.64; Item #472506 jumbo paper clip 14 pk @ \$.56 = \$7.84; Item #24389455 cap eraser 2 pk @ \$23.99 = \$47.98; Item #887114 whiteboard cleaner 100 ea @ \$1.99 = \$199.00; Item \$116657 manila file folders 20 bx @ \$4.87 = \$97.40; Item #112383 70 ea @ \$.79 = \$55.30; Item #436632 electric pencil sharpener 10 ea @ \$28.98 = \$289.80; Item #501304 green highlighters 2 dz @ \$2.88 = \$5.76; Item #501312 blue highlighters 2 dz @ \$2.88 = \$5.76; Item # 616224 sheet protectors 50 pk @ \$.74 = \$37.00; Item #812127 white poster board 2 ct @ \$49.00 = \$98.00; Item #2329304 2 pocket pronged plastic folders 100 pk @ \$12.61 = \$1261.00; Item #910000 fine point permanent markers 5 pk @ \$2.82 = \$14.10; Item #958103 chart paper sticky 5 pk @ \$19.41 = \$97.05; Item #826368 Prismacolor pencil pack 2 pk @ \$27.32 = \$54.64; Item #824742 dry-erase whiteboard 12X9 4 st @ \$35.23 = \$140.92; Item #247445 construction paper 20 pk @ 2.95 = \$59.00; Item #442901 black pens 9 pk @ \$4.69 = \$42.21; Item #406388 elmer's glue gallon 2 ea @ \$21.41 = \$42.82; Item #374816 black 1" binders 150 ea @ \$2.03 = \$304.50; Item #679481 assorted colored copy paper 10 pk @ \$4.71 = \$47.10; Item #739318 assorted highlighters 50 dz @ \$4.78 = \$239.00; Grand total \$5,868.60 Item #849372 1 subject spiral notebooks 1207 pk @ \$3.72 = \$4490.04</i></p>		
			2042 - Jennings Middle School	Title, I Part A	\$3,750.00
			<p><i>Notes: Academic Field Trip: JA Finance is the 8th grade field trip that teaches 8th grader financial literacy through their social studies class. Student given a pre assessment, instruction, he field trip and then post assessed. JA Finance (250 x \$15)</i></p>		
7800	330-Travel		2042 - Jennings Middle School	UniSIG	\$1,000.00
			<p><i>Notes: Academic Field Trip: USF Botanical Gardens is the 7th grade field were students are able apply their learning on genetics. Students will get apply learning from genetics units to determine flowers probability of color and growth. USF Botanical Gardens (200 x \$5- 7th)</i></p>		

			2042 - Jennings Middle School	Title, I Part A		\$2,000.00
			<i>Notes: Academic Field Trip: Nature's Classroom is the 6th grade academic field trip that focuses on environmental preservation, which is aligned to curriculum. There is curriculum that is assessed before and after field trip provided by the content supervisor and Nature's Classroom. Nature's Classroom (250 X \$8 -6th grade), 3 days</i>			
			2042 - Jennings Middle School	Title, I Part A		\$1,750.00
			<i>Notes: Transportation: JA Finance (8th grade) - 1 day (\$250) and Nature's Classroom (6th grade)- 3 days (\$1500.00)</i>			
	7800	330-Travel	2042 - Jennings Middle School	UniSIG		\$250.00
			<i>Notes: Transportation: USF Botanical Gardens (7th grade) - 1 day (\$250)</i>			
			2042 - Jennings Middle School	Title, I Part A		\$30,000.00
			<i>Notes: Assistant teacher will host Monthly Parent Involvement Activities, recruit Community Partners, and assist with daily Attendance Calling.</i>			
	5100	210-Retirement	2042 - Jennings Middle School	UniSIG	1.0	\$3,384.83
			<i>Notes: MTSS/ RTi Resource Teacher Retirement 8.47%</i>			
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$2,477.68
			<i>Notes: MTSS/ RTi Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$579.46
			<i>Notes: MTSS/ RTi Resource Teacher Medicare 1.45%</i>			
	5100	240-Workers Compensation	2042 - Jennings Middle School	UniSIG	1.0	\$203.81
			<i>Notes: MTSS/ RTi Resource Teacher Workers Comp .51%</i>			
	5100	231-Health and Hospitalization	2042 - Jennings Middle School	UniSIG	1.0	\$7,592.90
			<i>Notes: MTSS/ RTi Resource Teacher Health Ins 19%</i>			
	5100	150-Aides	2042 - Jennings Middle School	UniSIG	1.0	\$17,992.80
			<i>Notes: Aide Less Indirect Costs</i>			
	5100	210-Retirement	2042 - Jennings Middle School	UniSIG	1.0	\$1,123.64
			<i>Notes: Aide Retirement 8.47% Less Indirect Costs</i>			
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$822.50
			<i>Notes: Aide FICA 6.2% Less Indirect Costs</i>			
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$192.36
			<i>Notes: Aide Medicare 1.45% Less Indirect Costs</i>			

	5100	240-Workers Compensation	2042 - Jennings Middle School	UniSIG	1.0	\$67.66
			<i>Notes: Aide Workers Comp .51% Less Indirect Costs</i>			
	5100	231-Health and Hospitalization	2042 - Jennings Middle School	UniSIG	1.0	\$2,520.56
			<i>Notes: Aide Health Ins 19% Less Indirect Costs</i>			
	6120	130-Other Certified Instructional Personnel	2042 - Jennings Middle School	UniSIG	1.0	\$65,000.00
			<i>Notes: Counselor Less Indirect Costs</i>			
	6120	210-Retirement	2042 - Jennings Middle School	UniSIG	1.0	\$4,059.21
			<i>Notes: Counselor Retirement 8.47% Less Indirect Costs</i>			
	6120	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$2,971.32
			<i>Notes: Counselor FICA 6.2% Less Indirect Costs</i>			
	6120	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	\$694.91
			<i>Notes: Counselor Medicare 1.45% Less Indirect Costs</i>			
	6120	250-Unemployment Compensation	2042 - Jennings Middle School	UniSIG	1.0	\$244.41
			<i>Notes: Counselor Workers Comp .51% Less Indirect Costs</i>			
	6120	231-Health and Hospitalization	2042 - Jennings Middle School	UniSIG	1.0	\$9,105.66
			<i>Notes: Counselor Health Ins 19% Less Indirect Costs</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$93,965.76
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2042 - Jennings Middle School	Title, I Part A		\$55,678.00
			<i>Notes: Purchase 120 Chrome Notebooks for use by 4 classrooms for eLearning, skill building, and support programs such as Khan Academy, DreamBox, USATestPrep, Brainpop, and myOn. @ \$388.99 . CASA @ \$75 / tablet = \$9000</i>			
			2042 - Jennings Middle School	Title, I Part A		\$3,524.00
			<i>Notes: Laptop Carts to store, secure, and charge lap tops for classroom use 4 carts @ \$881 from UDT</i>			
	5100	319-Technology-Related Professional and Technical Services	2042 - Jennings Middle School	UniSIG		\$29,175.00
			<i>Notes: Univ of Tampa, Univ South Florida, HCC. ELP/Tutoring. Four Tutors will work 3 days a week for 5 hrs each day with target students in Reading, Math, Science, and Civics. Pre assess and post assess target students based on the focus standard. Academic Coaches / Resource teachers as well as teachers will progress monitor each student to determine when mastery is met. @ \$25 / hour</i>			
	5100	519-Technology-Related Supplies	2042 - Jennings Middle School	UniSIG		\$2,690.00

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			<i>Notes: BrainPop (\$1895) and Brain Pop ELL (\$795) is a group of educational websites with over 1,000 short animated movies for students in grades K-12, together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music (720 students)</i>			
5100	500-Materials and Supplies	2042 - Jennings Middle School	UniSIG			\$2,898.76
			<i>Notes: USATestprep, LLC is a curriculum resources and test preparation for high schools, middle schools, and elementary schools. The program is tailored to both individual state and/or Common Core standards. All 3 grade level of students (720 students) will be progress monitored on standards</i>			
					Total:	\$752,197.20