

Hillsborough County Public Schools

Jefferson High School



2020-21 Schoolwide Improvement Plan

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Jefferson High School

4401 W CYPRESS ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Brittney Wilhelm

Start Date for this Principal: 6/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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: C (51%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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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Jefferson High School

4401 W CYPRESS ST, Tampa, FL 33607

[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)
High School 9-12	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Jefferson High School will provide the educational services, support, and caring environment needed to enable every student to become a productive citizen.

Provide the school's vision statement.

Every Jefferson High School Student will graduate with the skills and tools necessary for a successful life.

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
Quinn, Robert	Principal	<ul style="list-style-type: none"> -Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. - Administers and develops educational programs for students with mental or physical disabilities. -Confers with teachers, students, and parents concerning educational and behavioral problems in school. -Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. -Requisitions and allocates supplies, equipment, and instructional material as needed. -Directs preparation of class schedules, cumulative records, and attendance reports. -Walks about school building and property to monitor safety and security. -Plans and monitors school budget. -Plans for and directs building maintenance.
	Assistant Principal	<ul style="list-style-type: none"> -Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. -Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. -Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non evaluative manner; is able to write clearly and concisely. -Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. -Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. -Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. -Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.
Serrano, LeShea	Assistant Principal	<ul style="list-style-type: none"> -Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. -Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. -Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to

Name	Title	Job Duties and Responsibilities
		<p>present ideas to others in an open, informative, and non evaluative manner; is able to write clearly and concisely.</p> <ul style="list-style-type: none"> -Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. -Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. -Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. -Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.
Cannon, Bernard	Assistant Principal	<ul style="list-style-type: none"> -Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. -Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. -Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non evaluative manner; is able to write clearly and concisely. -Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. -Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. -Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. -Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.
Crews, Partick	Assistant Principal	<ul style="list-style-type: none"> -Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. -Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. -Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non evaluative manner; is able to write clearly and concisely. -Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives

Name	Title	Job Duties and Responsibilities
		<p>and perspectives when solving a problem or making a decision.</p> <ul style="list-style-type: none"> -Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. -Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. -Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.
Pines, Dana	School Counselor	<ul style="list-style-type: none"> - Assist with conflict resolution - Assist students with peer relationships, self-concept, and family relationships - Advocate for students - Provides individual and small group counseling - Communicate and exchange information with parents via conferences, parent education workshops, and newsletters - Provide consultation with parents to facilitate their child's school attendance, academic achievement, personal/social development, and future plans
Aguilera, Mariela	Psychologist	<ul style="list-style-type: none"> - Support student's social emotional, and behavioral health. - Consult with school-based teams in defining academic and behavioral difficulties, developing interventions, and monitoring students' response to interventions. - Promote and participate in school-wide programs that help maintain positive school climates conducive to learning. - Provide individual and group counseling. - Enhance understanding of diverse cultures and backgrounds.
Wright, Loletha	Attendance/Social Work	<ul style="list-style-type: none"> - Serve as the liaison between the school, family, and community agencies. - Refer and help families access community, medical, mental health, and social welfare services. - Consult with the classroom teacher, administrators, and others to provide insight for students and understanding regarding a particular child's (or group of children's needs) behavior. - Serve on the Problems Solving Leadership Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems. - Advocate, ensuring that the child and family's rights are observed. - Encourage an understanding of, and sensitivity to, multicultural values and traditions.
Amos, Shawn	Instructional Coach	<ul style="list-style-type: none"> - Support the development of high-quality/effective ELA instruction in all schools, grades K-12; observe and coach developing ELA teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. - Work with ELA cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year, and end of year common

Name	Title	Job Duties and Responsibilities
		<p>assessments for each grade level.</p> <ul style="list-style-type: none"> - Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Act as cadre leader in the event there is no qualified applicant. Help teacher teams develop both school-wide and classroom intervention plans. - Work to develop policies and school structures that facilitate the improvement of ELA instruction and the appropriate interventions and supports for students. - Support and deliver guidance on literacy using 21st Century learning techniques and the transition to the Common Core Standards - Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.
Moore, Tyesha	Instructional Coach	<ul style="list-style-type: none"> - As an Instructional leader, the AVID Coordinator shares techniques and materials through formal or informal professional development to help staff members across disciplines work with all learners. Assisting teachers who request help in implementing AVID strategies in their classroom and as part of their instruction. - The Coordinator operates as an AVID liaison with the principal, counselor, and other staff members as well as with AVID District Director. - Co-Lead in building AVID site team in facilitating monthly meetings, focusing on instructional elements of content areas. -The coordinator meets monthly with other site coordinators to collaborate on K-12 AVID alignment and plan district-wide AVID professional development that matches the district improvement plan. Work with AVID Elective teacher to facilitate the planning and scheduling of college field trips, guest speakers, and special programs with other teachers. - Co-Facilitate campus parent involvement activities. - Assist with data collection as it relates to school-wide implementation. - Support recruitment of new AVID learners.
Hall, Jessica	Instructional Coach	<ul style="list-style-type: none"> -Develop and conduct professional development for targeted audience in specified content areas regarding instructional strategies, best practices, and specific instructional topics. -Provide coaching to targeted audience in order to improve instruction, classroom organization and management, and effective implementation of district provided resources. - Conduct data conferences with classroom teachers to interpret data and plan instruction. -Model effective teaching techniques when presenting to groups and other professionals. -Assist specified content supervisor in developing model lesson plans and curriculum development. -Meet regularly with building administrators regarding classroom practices and provide on-going feedback with specified content supervisor.

Name	Title	Job Duties and Responsibilities
Fitzpatrick, Rochelle	SAC Member	<ul style="list-style-type: none"> - Facilitate the SAC meetings. - Keep up-to-date files of minutes of each meeting. - Request volunteers to serve as subcommittee members if applicable. - If needed, assist the principal and leadership team in preparing the SIP to be uploaded to the FLDOE online SIP template website (https://www.floridacims.org). - Oversee the planning and implementation process of SAC activities that support the SIP's goals. - Inform the SAC of relevant training. - Inform the SAC of relevant issues as they relate to school improvement activities. - Assist the principal in reviewing the SIP to ensure it meets all federal, state, and district requirements.

Demographic Information

Principal start date

Wednesday 6/24/2020, Brittney Wilhelm

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.*

13

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	Students With Disabilities* English Language Learners Black/African American Students

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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	0	0	0	0	414	361	405	412	1592
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	135	171	163	176	645
One or more suspensions	0	0	0	0	0	0	0	0	0	0	17	16	22	5	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	109	91	117	101	418
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	77	79	126	49	331

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	14	19	5	47

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 10/29/2020

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	63	69	84	94	310
One or more suspensions	0	0	0	0	0	0	0	0	0	18	25	14	19	76
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	98	75	121	98	392
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	40	31	41	44	156

The number of students identified as retainees:

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

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	71	75	80	281
One or more suspensions	0	0	0	0	0	0	0	0	0	63	84	83	63	293
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	151	186	146	108	591
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	77	94	92	72	335

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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	45%	56%	56%	47%	52%	53%
ELA Learning Gains	48%	54%	51%	44%	50%	49%
ELA Lowest 25th Percentile	33%	41%	42%	34%	39%	41%
Math Achievement	37%	49%	51%	39%	51%	49%
Math Learning Gains	40%	48%	48%	34%	47%	44%
Math Lowest 25th Percentile	37%	45%	45%	28%	38%	39%
Science Achievement	62%	69%	68%	58%	62%	65%
Social Studies Achievement	71%	75%	73%	69%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(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
09	2019	47%	55%	-8%	55%	-8%
	2018	43%	53%	-10%	53%	-10%
Same Grade Comparison		4%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	41%	53%	-12%	53%	-12%
	2018	47%	52%	-5%	53%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	66%	-5%	67%	-6%
2018	58%	62%	-4%	65%	-7%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	73%	-5%	70%	-2%
2018	65%	70%	-5%	68%	-3%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	63%	-40%	61%	-38%
2018	34%	63%	-29%	62%	-28%
Compare		-11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	57%	-12%	57%	-12%
2018	40%	56%	-16%	56%	-16%
Compare		5%			

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	11	23	20	23	32	19	32	41		86	34
ELL	20	45	42	31	36	48	35	44		83	63
BLK	37	38	27	26	33	31	57	58		89	41
HSP	46	51	37	39	42	43	61	76		90	54
MUL	59	44		25				90		85	82
WHT	69	62		65	68		85	89		89	51
FRL	43	46	33	33	37	36	57	70		89	51
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	10	34	32	19	29	26	21	28		87	18
ELL	22	37	31	30	44	31	40	34		71	47
BLK	38	45	45	32	36	30	53	68		94	42
HSP	46	49	39	42	46	36	61	66		84	53
MUL	68	71		33	40		58			100	67
WHT	66	54		54	49		78	69		91	43
FRL	44	49	42	38	43	32	58	64		85	49
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	11	31	32	14	23	16	16	43		56	14
ELL	18	37	31	27	34	28	35	42		67	43
ASN	80			58	60						
BLK	44	39	30	33	32	27	52	62		87	38
HSP	45	44	34	37	33	30	56	67		81	52
MUL	68	47		65	33		90	75		92	42
WHT	60	52	70	58	38	29	73	87		80	55
FRL	44	43	32	38	34	26	56	67		81	46

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)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Algebra showed the lowest performance. The use of a new curriculum that did not adequately speak to standards being assessed impacted performance. Not having a full faculty in the Math department was a hindrance. There were also issues with attendance avoidance among students, which played a contributing role as well.

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

English Language Arts showed a 10% decline among the lowest 25th percentile. The Literacy Instructional Coach position was vacant following the first month of the school year. As a result, not enough resources were available to adequately reach those in need.

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.

Math Achievement had the greatest gap because of departmental, course and attendance issues. The Math department did not have a full staff. As a result of having teachers on leave and positions being vacant, it was difficult to have a consistent instructor in front of the students. The nature of the Algebra course in a high school setting serves as a factor. Attendance and avoidance behaviors among students contributed to the decline as well.

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

Social Studies showed the most improvement. There was more of a focus on ESE, more tutoring opportunities were made available to provide support for students and teachers effectively used PLCs to plan and discuss the needs of their students.

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

Attendance and Avoidance are areas of concern

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

1. Attendance
2. Avoidance (skipping, tardiness, etc.)
3. ELA and Math Achievement
4. (Bottom quartile ELA and Math)

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	We will establish a culture where all stakeholders feel psychologically and physically supported by implementing Social and Emotional Learning (SEL) structures, building meaningful relationships and modeling exceptional character to positively impact a school-wide culture for learning.
Measurable Outcome:	Our goal is to improve EWS indicators in each grade level for attendance below 90% and students with one or more suspensions by 5%.
Person responsible for monitoring outcome:	Robert Quinn (robert.quinn@hcps.net)
Evidence-based Strategy:	<p>Teachers will...</p> <ul style="list-style-type: none"> - Hone Growth Mindset ideals. - Empower students by using a gradual release of student learning thereby entrusting students with the ability to own their learning. - Create high expectations by incorporating accountability into the learning process. - Focus on positive behaviors, and praise that behavior more often. <p>Students will</p> <ul style="list-style-type: none"> - Be present in class on time. - Put in effort by engaging in the lesson and asking for help when needed. - Collaborate responsibly with peers and take risks with their learning
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> - Student Attendance has decreased and there has been an increase in avoidance behaviors. - Both teacher surveys and Student Perception Surveys (SCIP) indicate concerns over student motivation. - Observation and Evaluation data show a need for focus on engagement for student learning. - Sub Group Data as well as achievement and learning gain data indicates that there is need for research-based interventions when students are not performing.

Action Steps to Implement

1. The idea of homeroom as an Advisory period where students are able to build a rapport with their homeroom teacher to foster an environment of support and connection to the school culture will be fortified.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

2. Teacher Leaders will offer monthly professional development opportunities that will be tailored to teacher needs and interests. Ways to develop and maintain a culturally responsive environment consisting of positive connections between students and teachers that center academically rigorous content will center each training.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

3. Onward: Cultivating Emotional Resilience in Educators will be the focus of a book study to help educators with personal SEL support which will enable them to better support students.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

4. PBIS Initiatives such as students being able to earn incentives for adhering to school-wide P.R.I.D.E. (Punctuality, Responsibility, Integrity, Determination, Engagement) expectations also known as the Dragon 5 will be strengthened and utilized school-wide.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

5. AVID Culturally Relevant Teaching (CRT) initiatives to build social emotional learning, leadership skills, student empowerment, and student voice throughout the school will be utilized. AVID, a student centered program, will provide celebratory events for students to come together and celebrate differences of peers, faculty and staff members.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

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

Area of Focus	Increase Student Achievement by focusing on appropriate grade-level tasks.
Description and Rationale:	Jefferson will earn a grade of B in the 2020-2021 school year by providing students with culturally responsive and rigorous tasks that have clear learning targets aligned with content area standards and appropriate grade level expectations.
Measurable Outcome:	Our goal is to increase ELA and Math Achievement, (Learning Gains Gains, and Bottom 25%) by 3% each. SWD and ELL subgroup's Federal Index Scores will increase.
Person responsible for monitoring outcome:	Robert Quinn (robert.quinn@hcps.net)
Evidence-based Strategy:	<ul style="list-style-type: none"> -Professional Development on grade level tasks. -Subject areas will align assessment strategies with appropriate grade-level standards. -All subject areas will develop interventions for students not meeting standards.
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> -Through observation, we have noticed that not all classrooms are assessing students at the level of the standards. -Sub Group Data as well as achievement and learning gain data indicates that there is need for research-based interventions when students are not performing.

Action Steps to Implement

1. There will be ongoing PD sessions focused on closing the opportunity gap by challenging students with grade-level tasks and assessments. PD will be overseen by Teacher Leaders with ongoing feedback from and to teachers. The professional development plan will be differentiated based on teacher needs and skill levels.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

2. Professional Learning Communities will use knowledge of students, authentic goal setting, and formative assessment to drive instructional decisions. This will improve teachers' ability to meet student needs.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

3. Remediation plans will incorporate a recursive approach by revisiting student developed goals addressing baseline and formative assessment data to reteach in order to meet student needs in preparation for summative assessments. Opportunities to remedy content based areas of need will be offered through ELP, and through peer tutoring.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

4. Literacy, Math, and Rtl coaches will work with teachers to share and model their knowledge of best practices using strategies including WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), AVID, KAGAN, etc. to facilitate teacher and student success. ELL and ESE Resource Teachers will assist with strategies for differentiation to support teachers and students.

Person Responsible Robert Quinn (robert.quinn@hcps.net)

Additional Schoolwide Improvement Priorities

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

MTSS/ RTI and PBIS initiatives will be utilized to improve student attendance. Surveys will be conducted to identify ways to create more buy in. Student voice will shape the decisions that are made to minimize attendance avoidance. Student Leadership through campus clubs will work in concert with administration to increase community and parent engagement.

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.

Our goal is to establish a culture where all stakeholders feel psychologically and physically supported by implementing Social and Emotional Learning (SEL) structures, building meaningful relationships and modeling exceptional character to positively impact a schoolwide culture for learning. As such we will work collaboratively to help students gain the skills and habits needed for personal and academic success. We will continue to

communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. We will also encourage parents to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media.

Some examples of how the school builds relations with stakeholders include:

- Open House
- Conference Nights
- *A set time each quarter for parents to come in and discuss student progress
- Dragon Fest
- *Community partners, Leadership Academies and school clubs come together to create a fun family event
- N.A.P.S. Conference
- Health & Wellness Expo
- AVID District Awareness Day (ADAD)
- AVID College Spirit Week and Career Exploration Day
- College Signing Day & National Sports Signing Day (Athletic Department and AVID)
- PBIS
- * Working with local business partners to create incentives for students and staff
- Parent School Partnership - ELL MALDEF
- *Empowering ELL parents to advocate for their children
- SAC/PTSA
- Parent Link/Remind (phone text system)

- Community Events
 - Great American Teach-In
 - Volunteer Orientation/Recognition
 - Ongoing community partnerships
- * Jefferson has a Suncoast Branch where students, faculty and staff can open accounts and make deposits. A Suncoast representative is present to take any money and applications back to the branch. Teachers can also request that the Suncoast Student Team deliver financial presentations to their classes

Parent Family and Engagement Plan (PFEP) Link

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