



## 2013-2014 SCHOOL IMPROVEMENT PLAN

Jennings Middle School  
8799 WILLIAMS RD  
Seffner, FL 33584  
813-740-4575

### School Demographics

<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 94%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 78%

### School Grades History

<b>2013-14</b> D	<b>2012-13</b> F	<b>2011-12</b> D	<b>2010-11</b> C	<b>2009-10</b> C
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### SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

  

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Jennings Middle School

##### Principal

Richard Scionti

##### School Advisory Council chair

Jermaine Chapel

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Richard Scionti	Principal
Rebecca Smith	Assistant Principal
David Lowry	Assistant Principal
Karen Learmond	Math Coach
Loranda Salley	Reading Coach
Jessica Francis	Writing Coach
Nakkia Sturrup	Science Coach

#### District-Level Information

##### District

Hillsborough

##### Superintendent

Mrs. Maryellen Elia

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

#### Involvement of the SAC in the development of the SIP

#### Activities of the SAC for the upcoming school year

#### Projected use of school improvement funds, including the amount allocated to each project

#### Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

#### If not in compliance, describe the measures being taken to comply with SAC requirements

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Administrators

#### # of administrators

3

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Administrator Information:

##### Richard Scinti

Principal

Years as Administrator: 13

Years at Current School: 1

#### Credentials

BS Marketing Education  
 MEd in Educational Leadership  
 FL Teaching Certification in Marketing  
 FL Principal Certification

#### Performance Record

##### Rebecca Smith

Asst Principal

Years as Administrator: 8

Years at Current School: 8

#### Credentials

FL Certification in English 6-12 and Ed Leadership  
 MS Ed Leadership  
 BS Elementary Ed

#### Performance Record

##### David Lowry

Asst Principal

Years as Administrator: 4

Years at Current School: 4

#### Credentials

BS Computer Engineering  
 MEd Ed. Leadership  
 FL Teaching Certification in Physics and Ed. Leadership

#### Performance Record

### Instructional Coaches

#### # of instructional coaches

4

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Instructional Coach Information:

<b>Karen Learmond</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Mathematics	
<b>Credentials</b>		
<b>Performance Record</b>		

<b>Jessica Francis</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Other	
<b>Credentials</b>		
<b>Performance Record</b>		

<b>Nakkia Sturup</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Science	
<b>Credentials</b>		
<b>Performance Record</b>		

<b>Loranda Salley</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	66
<b># receiving effective rating or higher</b>	0%
<b># Highly Qualified Teachers</b>	95%
<b># certified in-field</b>	52, 79%
<b># ESOL endorsed</b>	16, 24%
<b># reading endorsed</b>	9, 14%
<b># with advanced degrees</b>	26, 39%
<b># National Board Certified</b>	1, 2%

**# first-year teachers**

9, 14%

**# with 1-5 years of experience**

19, 29%

**# with 6-14 years of experience**

20, 30%

**# with 15 or more years of experience**

18, 27%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

7

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Description of Strategy Person Responsible Projected Completion Date

1 Teacher Interview Day District Staff June 2013

2 Recruitment Fairs Supervisor of Teacher Recruitment Ongoing

3 Regular meetings between Principal Monthly  
new teachers and Principal

4 Sunshine Committee for Ongoing

Faculty

5 District Mentor Program District Mentors Ongoing

6 District Peer Program District Peers Ongoing

7 Opportunities for teacher Principal Ongoing  
leadership

8 Regular time for teacher Principal Ongoing  
collaboration

9 Pay for Performance District Ongoing

10 Renaissance Pay Federal Program Ongoing

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**



New teachers are provided with a district mentor teacher. At the school level, each teacher new to Jennings Middle School is assigned a "Buddy Teacher"

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

School wide and grade specific data is reviewed by leadership team to identify and best allocate resources to achieve school wide academic, attendance, and behavior goals. The needs of groups of students and individual students are addressed to provide a continuum of services to best serve the school as a whole and the student as an individual.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Principal - Provide leadership and direction to the team

APs and ART - Analyze and report on grade level data. Provide behavior interventions. Perform walk troughs and formal teacher observations to monitor implementation of interventions.

Academic coaches - Provide curriculum specific data. Identify individual students and groups of students who need interventions and ensure that the interventions are taking place.

BIT (Behavior Intervention Team) - Provide behavior and attendance data. Identify individual students and groups of students who need interventions and ensure that the interventions are taking place.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Bi-monthly meetings of the Instructional Leadership Team will monitor school wide trends.

Weekly BIT meetings will focus on grade level and individual student attendance and behavior data.

Check and Connect Initiative pairs high need students with mentors on campus who progress monitor students behavior and attendance both daily and weekly.

Weekly meetings between the academic coaches and administration will focus on academic progress of curricula based groups as well as students a specific achievement levels.

Content area PLCs monitor student progress through curricula. Grade level PLCs collect and monitor behavior and attendance data.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data is gathered on common unit assessments, formative assessments, FAIR test, discipline, and attendance reports. These reports are analyzed and dis-aggregated in BIT and instructional leadership team meetings. Data is gathered from district provided systems, specifically: Edconnect, the Instructional Planning Tool, Reports on Demand, Achievement Series, etc.

#### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Members of Instructional Leadership Team is made up of the administration, psychologist, social worker, guidance counselors, student intervention specialist, academic coaches, and team leaders. All of which are tasked to work with teachers to collect data, implement interventions, and report findings of the ILT. MTSS is also a part of SAC and PTSO meetings.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,800

An ELP program for tutoring in reading and mathematics; grade enhancement; and course recovery.

### **Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	30%	No	51%
American Indian				
Asian				
Black/African American	36%	21%	No	42%
Hispanic	50%	30%	No	55%
White	54%	41%	No	59%
English language learners	43%	16%	No	48%
Students with disabilities	37%	15%	No	43%
Economically disadvantaged	44%	30%	No	50%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		31%	
Students scoring at or above Achievement Level 4		9%	

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	626	56%	
Students in lowest 25% making learning gains (FCAT 2.0)	171	64%	

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	87	53%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	90	29%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	88	31%	

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	225	40%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	30%	No	57%
American Indian				
Asian				
Black/African American	43%	23%	No	49%
Hispanic	53%	32%	No	58%
White	59%	39%	No	63%
English language learners	54%	22%	No	59%
Students with disabilities	39%	17%	No	45%
Economically disadvantaged	51%	28%	No	56%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		21%	
Students scoring at or above Achievement Level 4		9%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	631	55%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	176	61%	

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		96%	100%
Middle school performance on high school EOC and industry certifications		72%	85%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	22%	
Students scoring at or above Achievement Level 4	219	9%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams		0%	
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** To increase proficiency across all content by increasing rigor in the classroom.
- G2.** Writing across the curriculum will be incorporated into all classrooms.

## Goals Detail

**G1.** To increase proficiency across all content by increasing rigor in the classroom.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- Science - High School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- School level academic coaches District on-the-ground coaches Master schedule with common planning built in ELP program Professional Development State DOE support Data collection and monitoring systems

### Targeted Barriers to Achieving the Goal

- Classroom instruction does not contain high levels of rigor.



## Plan to Monitor Progress Toward the Goal

Mid-year exams, FAIR, formative exams

### Person or Persons Responsible

Administration and academic coaches

### Target Dates or Schedule:

End of January - beginning of February

### Evidence of Completion:

Test results

## G2. Writing across the curriculum will be incorporated into all classrooms.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

### Resources Available to Support the Goal

- Content area coaches
- Literacy Monday plan
- District DRTs and on-the-ground coaches
- Expectation of writing focus is built into the curriculum for LA, Reading, Science, and Social Studies.
- Funding is available

### Targeted Barriers to Achieving the Goal

- Teachers lacking in experience and training to incorporate writing with their curriculum.
- Curriculum pacing and volume of content Expectation of writing focus is not fully built into the curriculum for Mathematics

## Plan to Monitor Progress Toward the Goal

Monitor school wide writing performance and the performance of key students on the border of proficient and non-proficient.

**Person or Persons Responsible**

Writing Coach

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Student scores increase

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase proficiency across all content by increasing rigor in the classroom.

**G1.B1** Classroom instruction does not contain high levels of rigor.

**G1.B1.S1** Develop a system to align efforts and resources to maximize the ability of teachers to infuse rigor in classroom instruction.

#### Action Step 1

School-wide data driven PLCs

#### Person or Persons Responsible

Teachers, School level academic coaches, Administration, District resource teachers, District supervisors

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

PLC logs and focused classroom walk-throughs evidence collecting tool

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Focused walk-throughs

#### Person or Persons Responsible

Academic coaches, Administration, District resource teachers, District supervisors, and DA team

#### Target Dates or Schedule

Weekly to monthly depending on curriculum

#### Evidence of Completion

Data collection from walk-throughs

## Plan to Monitor Effectiveness of G1.B1.S1

Application of skills

### **Person or Persons Responsible**

Teachers, academic coaches, team leaders, administration

### **Target Dates or Schedule**

Weekly or determined by unit content

### **Evidence of Completion**

Lesson plans, Student work samples and assessments

## Appendix 2: Budget to Support School Improvement Goals