Jennings Middle School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	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.

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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	Position Title	Job Duties and Responsibilities
Anderson, Latonya	Principal	Leadership team meetings can include the following: Assistant Principal ALT's (Academic Leadership Team) BLT (Behavior Leadership Team) CLT (Culture Leadership Team) SAC Chair 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 The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to: 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. 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. Monitor Math / Algebra
McNemar, Jessica	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
		Assessment Data Processing Coordinator-Dropout reports, Student Withdrawals, DNE's 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 Monitor Writing and Reading SIP/SAC
Vasaturo, Troy	Assistant Principal	Leadership team meetings can include the following: Assistant Principal Assemblies Athletics Attendance 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 PTSA Safety, Emergency Procedures, Report, CEMP Scheduling campus activities (non-field trip) Supervise Custodial and Food Service Staff Student Incentives Student Orientation Monitor Social Studies (Civics) & Science (8th grade)

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.*
9

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
731

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	239	219	241	0	0	0	0	699
Attendance below 90 percent	0	0	0	0	0	0	103	127	138	0	0	0	0	368
One or more suspensions	0	0	0	0	0	0	34	43	19	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	16	14	6	0	0	0	0	36
Course failure in Math	0	0	0	0	0	0	21	15	16	0	0	0	0	52
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	92	93	96	0	0	0	0	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	114	100	79	0	0	0	0	293
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	79	80	0	0	0	0	247

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	156	180	81	0	0	0	0	417

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	29	24	22	0	0	0	0	75
Students retained two or more times	0	0	0	0	0	0	68	59	63	0	0	0	0	190

Date this data was collected or last updated

Monday 6/14/2021

2020-21 - 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	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

2020-21 - 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	255	246	218	0	0	0	0	719	
Attendance below 90 percent	0	0	0	0	0	40	41	48	0	0	0	0	129	
One or more suspensions	0	0	0	0	0	25	41	28	0	0	0	0	94	
Course failure in ELA	0	0	0	0	0	2	7	4	0	0	0	0	13	
Course failure in Math	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	92	93	96	0	0	0	0	281	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	114	100	79	0	0	0	0	293	

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	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				24%	51%	54%	30%	52%	53%
ELA Learning Gains				33%	52%	54%	41%	53%	54%
ELA Lowest 25th Percentile				30%	47%	47%	39%	48%	47%
Math Achievement				28%	55%	58%	30%	56%	58%
Math Learning Gains				39%	57%	57%	48%	59%	57%
Math Lowest 25th Percentile				32%	52%	51%	53%	52%	51%
Science Achievement				21%	47%	51%	29%	47%	52%
Social Studies Achievement				36%	67%	72%	42%	66%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	19%	53%	-34%	54%	-35%
Cohort Comparison						
07	2021					
	2019	26%	54%	-28%	52%	-26%
Cohort Comparison		-19%				
08	2021					
	2019	23%	53%	-30%	56%	-33%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	18%	49%	-31%	55%	-37%
Cohort Comparison						
07	2021					
	2019	31%	62%	-31%	54%	-23%
Cohort Comparison		-18%				
08	2021					
	2019	13%	31%	-18%	46%	-33%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	19%	47%	-28%	48%	-29%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	67%	-33%	71%	-37%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	63%	5%	61%	7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring for the 2020-2021 school year was complied by district baseline and formative assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.79	5.48	
	Economically Disadvantaged	3.60	5.44	
	Students With Disabilities	3.54	4.62	
	English Language Learners	3.53	3.85	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.60	46.85	
	Economically Disadvantaged	30.26	46.48	
	Students With Disabilities	26.85	41.33	
	English Language Learners	27.37	47.60	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.60	5.23	
	Economically Disadvantaged	5.56	5.06	
	Students With Disabilities	5.18	4.00	
	English Language Learners	4.18	4.02	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.02	42.80	
	Economically Disadvantaged	27.46	41.65	
	Students With Disabilities	25.13	39.71	
	English Language Learners	24.47	38.97	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	31.94	40.63	
	Economically Disadvantaged	31.30	39.65	
	Students With Disabilities	30.91	35.30	
	English Language Learners	29.58	35.43	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4.98	5.53	
	Economically Disadvantaged	4.99	5.56	
	Students With Disabilities	3.71	4.14	
	English Language Learners	2.80	4.59	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.48	40.77	
	Economically Disadvantaged	26.71	40.76	
	Students With Disabilities	28.18	31.89	
	English Language Learners	25.50	35.17	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.83	47.80	
	Economically Disadvantaged	43.27	48.63	
	Students With Disabilities	34.00	42.96	
	English Language Learners	36.89	40.76	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	40	37	21	43	43	25	33			
ELL	11	31	41	13	44	55	11	33			
BLK	25	38	33	17	35	46	11	38			
HSP	23	39	43	24	45	54	19	41	53		
MUL	47	50		33	46						
WHT	35	44	38	36	45	47	30	49	50		
FRL	27	40	39	25	41	50	21	41	46		
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						

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	10
Percent Tested	93%
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%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

ELA: All 3 grade levels consistently scored below level on the baseline and mid year assessment. There was some growth in 6th and 8th grade; however there was a decrease in 7th grade. This was because of scoring practices / training was not done until after baseline for a new teacher in 7th grade ELA. The growth in 6th and 8th grade was not a significant improvement.

Math: The most significant increase was in 6th grade scores (All students and Economically disadvantaged). Every grade level increased; however ELL and SWD in grades 8 and 7 still remained under 40%.

Science: Increase 23.16 points from baseline to midyear assessment. Each cell was at or above 40% of the number students who were assessed at the proficient level.

Civics: Increase 27.28 points from baseline to midyear assessment. However, 3:4 cells were below 40% proficiency (Economically Disadvantage, SWD, and ELL).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019-2020: 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. 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.

2020-2021: Writing/Reading was a concern across all three grade levels, due to all new teachers in the ELA/Reading departments. Students with disabilities and ELL students scored below the 40% department goal across all content areas.

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

Writing: New teachers. Teachers didn't know how to score.

Writing NA: Writing focus begin Quarter 1. Having writing conferences with students earlier. Begin with body paragraphs, focusing on identifying claim evidence/commentary. Small group instruction. Use Thinking Core planning and instruction. Writing Coach with Impact Cycle for focus on writing instruction. All grades will write a full essay once a month, used in writing conferences/small group

instruction.

Reading: Teachers trained with Diana Carry mid-year(20-21). Teachers learned how to: plan to teach multiple standards/developing standard-based questions/learning how to get students to think and speak using the standards. Teachers taught one article/text at a time for majority of the year.

Reading NA: Teachers will begin where planning ended; after baselines, begin planning/using multiple texts, at least weekly, with standards-based questions aligned to monitor progress. Use Achieve with reading instruction in Social Studies/Science monthly and progress monitor data.

SWD: New teachers. Balancing content/pedagogy/IEPs. No identified system to refer/support an SWD with academic concerns.

SWD NA: PM student data during monthly scheduled RTI meetings. SST/Content Specialists available to suggest accommodations/monitor data. Earlier detection of students referred to PSLT to address concerns.

ELL: LYA/LYB students in reading classes with new teachers.

ELL NA: PM student data during the monthly scheduled RTI meetings. AT will work with small groups of ELL students, implementing teacher-developed lesson plans, under the supervision of a classroom teacher in

ELA/Civics classes. AT will aide in implementation of instructional resources/appropriate accommodations to curriculum/assessment materials, under supervision of classroom teacher. Translates basic home/school communication.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019-2020: Grade 7 ELA showed the most improvement with an increase of 7%. Factors that contributed to he increase is that both 7th grade ELA teachers planned together and tied the reading and writing standards. Standards were taught simultaneously. 2020-2021 Progress monitoring: Civics and Science showed the most improvement in the progress monitoring data. Civics teachers planned together, used reading strategies, with grade level text, and used mini assessments on the heavy tested standards to guide instruction. Grade level Science teachers planned with the science resource teachers weekly. After each common assessment, they determined how to spiral the standards that they students did not master into their future lessons. Science teachers' goal was to assess daily student learning to determine instruction for the next day.

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

Master schedule planning, pairing of teachers, standard alignment of instruction and tasks, progress monitoring, determining teacher readiness through walk throughs to set department goals and instructional coaching through their PLCs.

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

Standard based instruction with grade level aligned tasks with a minor focus on differentiating learning through small group / personalized instruction, while assessing learning acquisition before, during, and after instruction at the grade level standard.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Task alignment to the grade level standard (PLCs)
2. Why Accelerating Student Learning (during pre planning)
3. Small group / Differentiating instruction (during Qrt 1, progress monitor during the 2021-2022 school year)

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

Student thinking / problem solving / productive struggle (pre planning / Qrt 1; progress monitor during the 2021-2022 school year

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Description / Instructional Priority: For the 2021-2022 school year, Jennings Middle School will focus on the task alignment of the DOK, grade level standard; while aggressively monitoring and providing feedback towards mastery of the grade level standard. Rationale: 2020-2021 Standard based data points from common assessments, district formative assessments, and walkthroughs, showed that when task were aligned to the grade level standards, 50% or more students consistently were performing below grade level in ELA, Math, Science, and Civics. However, students were not consistently assessed or regrouped to accelerate learning. 2020-2021 Walkthrough data collected showed that 85% of the daily lessons and tasks were aligned to the grade-level standard.
Measurable Outcome:	Baseline data will be conducted by August 27, 2021 to determine the percentage of teachers who are assessing learning and then creating learning groups while teaching or reteaching while continuing to assess learning. The goal is to increase small group instruction by 15% each month so that 100% of the core content area teachers will assess learning during small group instruction to increase student proficiency on the 2022 Florida State Assessment: Teachers will participate in PLC sessions and grade level planning sessions to increase teacher content knowledge and align student learning tasks to grade level standards. 2022 Common Assessment data... in ELA will show + 5% increase or 37% in Math will show + 5% increase or 41% in Science will show + 5% increase or 25% in Civics will show +2% increase or 48% ... of students performing at or above proficiency.
Monitoring:	School wide and content area look-fors will be created and administrators, SALs, and Coaches, with input from teachers. We will use the district's Frameworks as a guide to monitor the implementation of small group instruction. We will continue to look for / monitor grade level appropriate task alignment to the standard. At the conclusion of the walk-through period, teachers will be given specific feedback on current trends and next steps in relation to their task/question alignment. Teacher monitoring will be based on evidence of planning and implementation of the newly learned strategies from coaching cycle as observed during classroom walkthroughs. SWD / ELL ESSA groups will be monitored quarterly (academic grades / grade level common assessments) to determine course level placement ,reteach, and/or enrichment activities. During MTSS/ RTI Quarterly reviews; Black, Hispanic, Multiple Racial, and White ESSA group, will be monitored for academic grades, attendance, behavior, and grade level common assessments to be tracked in our Achievement Level, Gains, and Bottom Quartile school goals.
Person responsible for monitoring outcome:	Latonya Anderson (latonya.anderson@hcps.net)

Evidence-based Strategy:	The Four Principles of Excellent Instruction 1.Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/assessments provide the teacher with information about the student's level of mastery) 2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work) 3. Teacher provide student feedback toward mastery via whole group, small group, or individual. 4. There is evidence of aggressive monitoring (the four types of feedback and/or the use of aggressive monitoring codes).
Rationale for Evidence-based Strategy:	At the end of the 2020-2021 school year, Jennings Middle School's Academic Instructional Leadership Team conducted a reflection meeting and then a root cause analysis and determined: 1. Majority of the teachers understood and could identify grade level standards to be taught and that task were aligned to the standards. 2. For the 2021-2022 school year, Jennings Middle School teachers will continue their knowledge and understanding of identifying grade level standards and creating tasks that are aligned, with a deeper dive into differentiating grade level tasks through small groups to determine academic growth in student learning and comprehension. after assessing learning before, during, and after the lesson.

Action Steps to Implement

Reading Coach will work with teachers and students to ensure student learning task alignment with ELA Standards through at a minimum:
1. Coach model, and lesson plan with all Reading teachers, grades 6-8, for standard aligned tasks utilizing Thinking Core.
2. Facilitate PLC protocol for Reading (before, during, after)
3. Conduct classroom walk through's to monitor evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies,
4. Deliver professional development as walk through data defines instructional need,
5. Provide a schedule to administration outlining the weekly support of Reading/ELA teachers,
6. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000,
7. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8,
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction,

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

Writing Coach will work with teachers and students to ensure student learning task alignment with ELA Standards through at a minimum:
1. Coach, model, and co-plan lesson for standards aligned tasks (reading and writing instruction), with all ELA teachers.
2. Facilitate PLC protocol for ELA (before, during, after)
4. Conduct classroom walk through's to monitor evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies,
5. Deliver professional development as walk through data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of ELA teachers, monthly support of Civics PLC, and feedback schedule for each ELA teacher,
7. Collaborate with Reading Coach weekly to align all literacy development,
8. Prioritize incorporating Reading and CCC writing strategies across content areas, specifically in Civics,
9. Coach, model, co-plan to increase differentiated tasks aligned to grade level reading and writing standards through small group instruction,

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

Math Coach Teacher will work with teachers and students to ensure student learning task alignment with Math Standards through at a minimum:
1. Coach, model, and co-plan lesson for standards aligned tasks with all Math teachers grades 6-8
2. Facilitate PLC protocol for Math teacher (before, during, after),
3. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies,
4. Deliver professional development as walk through data defines instructional need,
5. Provide a schedule to administration outlining the weekly support of Math teachers, monthly collaboration with Science teachers,
6. Prioritize incorporating productive struggle, student practice time, and checks for understanding strategies
7. Coach, model, co-plan to increase differentiated tasks aligned to grade level math standards through small group instruction,
8. Conduct data analysis sessions with teachers after common assessments to determine next steps, spiral instruction, and small group instruction.

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

Science Resource Teacher will work with teachers and students to ensure student learning task alignment with Science Standards through at a minimum:
1. Coach, model, and lesson plan for standards aligned tasks (NGSSS), with all Science teachers.
2. Facilitate PLC protocol for Science (before, during, after)
3. Conduct classroom walk through's to monitor evidence of standards aligned tasks,
4. Deliver professional development as walk through data defines instructional need,
5. Provide schedule to administration outlining the weekly support of Science teachers
6. Collaborate with Math Coach to determine alignment of math skills during science instruction
7. Incorporate reading instruction within the department using Achieve 3000,
8. Coach, model, co-plan for implementation of differentiating learning tasks through small group instruction,
9. Daily push-in / pull / provide tutoring for the targeted 8th grade students to work on closing content / skill gaps to meet goal of 34% on 2022 NGSSS

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

Math Resource Teacher will work with teachers and students to ensure student learning task alignment with Science Standards through at a minimum:
1. Daily push in / pull / provide tutoring for the targeted LPS and/ or AL for grades 6-8 students to work on closing content / skill gaps,
3. Conduct classroom walk through's to monitor evidence of standards aligned tasks and effective implementation of school-wide instructional strategies,
4. Coach, model, and co-plan lessons for standards-aligned tasks with 7th gr Math teachers.
5. Facilitate PLC protocol for grade 7 Math teachers (before, during, after),
6. Provide a schedule to administration outlining the weekly support of 7th grade Math teachers
8. Model, co-plan for implementation of differentiating learning tasks through small group instruction,
9. Math Resource teacher will be under the supervision of the Math Coach and Principal with weekly coaching and feedback sessions,

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

Assistant Teacher BD Level will work with teachers and students to ensure student progress towards mastering grade level standards.:

1. Participate in Writing / Reading PLCs
2. Assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for LYA & LYB students in grade 6-8.
3. Assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher.

Supervised by the ESOL Resource Teacher and administrator who will monitor implementation through walkthroughs and observations.
Beginning July 2021 – June 2022,.

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

School wide professional development on Differentiating learning tasks through Small Group standards based Instruction:
1. Identify resources
2. Develop / Create training
3. Provide PD for all teachers prior to the end of the 1st quarter.
4. Implementation and fidelity checks will be monitored bi-weekly, via Academic ILT walk-through's (beginning October 2022 - May 2022).

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

Contract Thinking Core
1. To assist with planning and instructional practices that will be utilized on a daily basis in Reading and ELA classes.
2. All ELA and Reading teachers will receive after school day PD with Diana Carry
3. Fidelity checks / monitoring will take place through walk throughs with identified look fors.
4. Implementation and fidelity checks will be monitored bi-weekly, via Academic ILT walk-through's.
5. Materials and books are resources that will used for teacher learning during and after the training.
6. Training beginning September 2021 - February 2022
7. Implementation, fidelity checks, monitoring teacher effectiveness beginning September 2021- May 2022

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

Legends of Learning:
1. Math and Science standard based online games for $2200 (720 students, Grade 6-8) to use for skill gap mastery.
2.Science Resource Teacher will monitor usage, data analysis, and implementation.
3. Begin September 2021- May 2022

Monitoring: Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

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

PENDA: This 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, grades 6-8)for $5000. 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). 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) .
Monitoring:
PENDA will be used bi-weekly/weekly to progress monitor mastery of grade level science standards.

Science Resource Teacher and Principal will monitor usage and student progression. Walkthroughs/observations made by Administration and Coaches will monitor science standards-based differentiated instruction.

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

"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).
Monitoring:
Reading Coach, Writing Coach, and Administration will monitor implementation through classroom walkthroughs and student achievement through formative assessment data analysis.

Person Responsible   Troy Vasaturo (troy.vasaturo@hcps.net)

Gateway to American Government: set of 60 books that has text and questions that are aligned with Civics EOC. Social Studies SAL/ Writing Coach will monitor how resources are used and implemented. Thinking Core will progress monitoring student reading achievement.
Booster training will be offered in the summer to maximize skills and strategies learned during the school year.
Reading Coach, Writing Coach, and Administration will monitor implementation through classroom walkthroughs and student achievement through formative assessment data analysis.

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

Nature's Classroom is the 6th grade academic field trip that focuses on environmental perseveration, 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.
Monitoring:
Principal will monitor. implementation, lesson plans and alignment with curriculum standards.

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

JA Finance is the 8th grade academic field trip that teaches 8th grader financial literacy through their social studies class.

Field trip will extend and apply curriculum standards that students would not receive if not provided within a school day experience.

Monitoring:
Students given a pre assessment, instruction, the field trip and then post assessed. Principal will monitor implementation, lesson plans and alignment with curriculum standards.

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

Purchase 130 student laptops for use by 4 ELA /Civics classrooms for skill building and support programs such as Achieve 3000, Springboard Digital, Common Lit, USATestPrep, common assessments on School City.

Laptop Carts (4) to store, secure, and charge lap tops for classroom use.
The purchase of the carts and laptops are crucial to allow teachers and students the access to the

necessary programs and applications to differentiate and individualize instruction for all tier 1-2 students and ESSA groups.

Monitoring:
Tech specialist and media specialist will monitor usage. Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

Evaluation: Lesson plans, classroom walkthroughs, data analysis of program usage

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

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, Grades 6-8) will be progress monitored on Social Studies (World History, Civics, U.S. History) standards. Beginning August 2021- May 2022.

Monitored by Social Studies SAL and administrator through usage reports and classroom walkthroughs.

Person Responsible	Troy Vasaturo (troy.vasaturo@hcps.net)

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 7 thousand, 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 55 teachers, 720 students, 2-3 times weekly.

Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

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

Plickers, Gimkit, Kahoot, Quizizz & Quizlet are interactive platforms that engage learning and assessing. Teachers can electronically check for understanding for individual, small groups, or whole class. The platforms also have content specific already created that teachers can use to help students master skill gaps. SAL/Academic coaches will monitor usage.

Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

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

Classroom supplies and materials such as paper, pens, books, etc to support family engagement events and help support parents with their child's academic success.

Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

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

Instructional / Classroom supplies to support instruction and offer equity of access to supplies. Supplies will also be used to support AVID / learning strategies in the classroom.

Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

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

Substitute teachers for Data Dives for quarters 1-3 for each content area. Each core content area (Reading, ELA, Math, Science, Civics) will participate in a full day of data analysis and planning. This will take place once per quarter and will be facilitated by the SAL or Coach as well as the administrator who is responsible for the content area. Substitute teachers for Content Area/Department PLCs, planning, learning walks and/or data analysis. Substitutes for whole day planning and data analysis each quarter. Academic Coaches and administrators will monitor implementation. Held after each baseline, school wide, or department data collection and/or end of each quarter.

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

Technology supplies such as ink to support communication with families to promote family engagement e Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.vents.

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

State Assessment testing materials: Scientific Calculators for Math FSA (100), Standard Function Calculators for Science NGSS (75), Headphones for FSA Reading (100)

Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing standards-based differentiated instruction.

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

Classroom Libraries to support reading in the classroom for pleasure after an assessment, weekly during Mentoring time, or as the teacher assigns. All teachers will work with their grade level ELA/Reading teacher to write generic questions for any book that is read, to ensure reading comprehension.

Monitoring:
Walkthroughs and observations made by Administration and Coaches will monitor usage aligned to enhancing ELA standards-based differentiated instruction.

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

Teacher / Staff Lap tops (71): to access digital platforms and plan for instruction and PLCs.

Laptops are crucial to allow students the access to the necessary programs and applications to differentiate and individualize instruction for all tier 1-2 students and ESSA groups.
Evaluation: Lesson plans, classroom walkthroughs, data analysis of program usage

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

Newline Monitors (9): Built in white board and collaboration for whole / small group. Wireless interactive display online software used by teachers.

Monitors are crucial to enhance ability of teachers and students to actively engage with learning tasks and to differentiate and individualize instruction for all tier 1-2 students and ESSA groups.
Evaluation: Lesson plans, classroom walkthroughs, data analysis of program usage

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

RtI Resource Teacher will ensure alignment of MTSS with Standards Based Instruction through at a minimum:
1. Train faculty and staff on the MTSS/RTI process
2. Model and facilitate MTSS/RtI with teachers in grades 6-8.
3. Hold monthly grade level RTI meetings to identify students who are in need of Tier 2 / Tier 3 Interventions
4. Create a system for teachers to refer students who are having academic, behavior, or social concerns.
5. Work with Student Services Team to publish Tiered interventions for Attendance, Academics, Behavior, and Mental Health
7 Monitor students and analyze data related to students who have 3 early warnings around attendance, behavioral and academic progress.
6. Assist in monitoring the Panorama data to develop interventions.
7. Follow up data will be collected monthly to progress monitor implementation of interventions with fidelity.
8. Conduct classroom observations to document student behaviors (academics / discipline)

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

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 (booster)
3. 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). (booster)
4.. Understanding Depth of Knowledge Levels when crafting learning targets and designing lessons / tasks. (booster)
5. Content area departments will collectively develop norms and expectations for before, during, and after PLCs.
6. Accelerate Learning while addressing skill building (training)
7. Small group instruction (Frameworks) and Differentiating Instruction

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

Building Teacher Capacity
1. Principal / Administrators / Academic ILT will review the Instructional Walkthrough Look Fors 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.
b. Provides opportunities for students to work with the text or content (questioning, discussion, engagement).
i. Walk throughs / teacher feedback / coaching around grade level tasks / lessons
ii. Use the Four Principles of Excellent Instruction as attributes to plan and reflect
iii. Use Achieve 3000 and Common Lit for grade level text and extension for lessons.
iv. Reading and ELA teachers, Reading and Writing Coach, and administrators participate in Thinking Core training to learn how to plan to the rigor of the reading standards.

c. Questions are standard focused and accurately address the thinking required by the grade level standards.

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

Building Teacher Capacity to ensure Standards Based Instructional practice

1. Leadership team and Academic ILT will walk classrooms to collect data on Instructional Look Fors and student learning outcomes every two weeks.

2. Individual feedback will be communicated to teachers by administration and content coaches on areas of strengths and area of focus.

3. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed and how many walkthroughs / coaching cycles to increase academic achievement.

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

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

Analyzing Student Data
1. Teachers will administer district baseline, formatives, and semester exams.
2. Teachers will create/use common assessments that are aligned to the standards.
3. Teachers will analyze student assessments and student work to monitor student progression and understanding the standard(s).
4. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary.
5. Through PLCs, Content Coaches / SALs, will coach their respective departments on small group instruction and differentiating instruction to the grade level standard to ensure equity to match student readiness..
6. Academic Leadership Team will create common look fors to collect data on teachers use of small groups and differentiating instruction as well as how teachers collect data on student learning before, during, and a lesson.
7. Teachers will plan / adjust standard based lesson / tasks based on data collected from prior day's lesson.

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

Analyzing Teacher Data / Building Teacher Capacity

1. Administrators will participate in Content Area PLCS as thought partners around instruction, data analysis, small group / differentiation instruction, and problem solving,
2. Leadership team and Academic ILT will walk classrooms to collect data on Instructional Look Fors and student learning outcomes every two weeks.
3. Individual feedback will be communicated to teachers by administration and content coaches on areas of strengths and area of focus.
4. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed and how many walkthroughs / coaching cycles to align teacher practice with standards based instruction and lead to increased student academic achievement.
5. Coaches will develop coaching plans for teachers based on specific criteria of support needed and keep running records of teacher progress / support

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-2020 school year, Jennings Middle School was ranked 42 out of 46 middle schools in the county and 545 out of 553 statewide on the School Safety Dashboard. Comparative data for the 2019-2020 and the 2020-2021 school year for the number of Discipline Types:
Discipline Type 2019-2020 # of Incidents 2020-2021 # of Incidents
Disobedience 160 65
Disrespect 70 11
Disruptive 137 68
Fighting 26 64
Skipping 26 11
Tobacco 1 21

2020-2021 Panaroma data showed that 31% of the students had a sense of belonging and are valued members of the school community. Only 36% of the students felt that they could self regulate their own emotions and believed that they could succeed in achieving academic outcomes.

For the 2021-2022 school year, Jennings Middle School's schoolwide mission is to create a positive learning environment to prepare students academically, emotionally, and socially for high school and beyond. Studies show that when students are connected to a person on campus, student attendance and achievement increases. Students can only have access to SEL if they attend school regularly. Building strong connections between the stakeholders with 7 Mindsets will increase student desire to attend school and be part of the larger, positive school community.

Jennings Middle School will create / develop / implement a Mentoring Program using the 7 Mindsets SEL Coaching and Curriculum to build a foundation to achieve positive student learning outcomes, create a culture of trust, significance, and belonging, increase SEL adoption throughout the entire school community, strengthen adult SEL for greater teacher confidence, sense of value, and positive relationship building, and ignite teacher passion and increase student engagement. (www.7mindsets.com)

Student Success Coach. Success Coach will provide academic counseling for overaged students, particularly in grades 6 (coming from 4th and STEP students), analyze data related to selected at-risk youth including attendance, behavioral and academic progress. Coach will hold Data Chats and serve on Behavior ILT. Coach will function as an intervention for students in Tier 2 and Tier 3. Coach will meet bi-weekly with caseload of students under the supervision of the APA.

During the monthly RTI meetings, schoolwide and individual data will be analyzed. During the RTI meetings school wide or individual student problem solving / next steps will be determined.

RTI Meetings will be held by the Student Services Team (RTI Coordinator, Student Success Coach, Grade Level Guidance Counselor, School Psychologist, School Social Worker, ESE Specialist)
Monitored by the Grade Level Administrator and Principal

Assist teacher will do daily attendance calling for students who are missing multiple days of school. Assist with Parent Involvement Activities and recruitment of PTSA members and community partners. Assist teacher will work with Social Worker, Student Success Coach, and RTI Coordinator to contact parents and do home visits. Assist teacher will meet with weekly with SSW and AP to review attendance and suspension rates.

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.

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 Vision / Blueprint for girls
c. School wide mentoring program (7 Mindsets, Attendance, Behavior and Course Performance)
d. Leadership opportunities for staff
e. Team building activities
f. Off-site / On-site activities (bowling; Family Fun Nights, sports, 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 (Teacher Planning Area, Yoga, Working Out, Office 365 Goals, etc.)

3. Community / Parent Involvement and Engagement

a. Social Media
b. School Beautification (Hallway / Cafeteria Murals)
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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Latonya Anderson Rhodes, Principal: Implementation, oversee all programs
Jessica McNemar. Assistant Principal: Academic Celebrations , SAC
Troy Vasaturo, Assistant Principal: Attendance Celebrations
Loundy Bennett, Guidance Counselor: Parent/ Family Involvement
Jennifer Harris, Principal Secretary: Sunshine Committee, Monthly appreciations
April Cobb, Math Teacher: Blueprint for Girls, PTSA, Go 365 Captain, Teacher Mental Health
Joe Reagan, RTI Coordinator: 7 Mindsets implementation, community outreach to businesses
Ebonee Wilson, Student Success Coach: Team Building activities, 7 Mindsets implementation
Fritza Valbrun, School Social Worker: Food Pantry, Attendance Monitoring / Celebrations
Marneese Mitchell, Assistant Teacher: Parent Volunteers, community outreach to philanthropic organizations
Wildens Cajuste, Reading Teacher: Men of Vision
Tamara Craddock, Media Specialist: Student Government
Lolita Horton, Math Teacher: Exercise / Wellness
Demetria Perry Aice, AVID teacher: SEL Champion, implementation

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				$319,562.73
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2042 - Jennings Middle School	UniSIG	1.0	$58,751.06
			Notes: *RTI Teacher will train faculty and staff on the MTSS/RtI process. The teacher will model and facilitate MTSS/RtI with teachers in grades 6-8. The teacher will hold monthly grade level RtI meetings to identify students who are in need of Tier 2/ Tier 3 interventions. The teacher will create systems for teachers to refer students who are having academic, behavior, or social concerns.			
	5100	210-Retirement	2042 - Jennings Middle School	UniSIG		$6,356.86
			Notes: *RTI Teacher-Retirement (10.82%)			
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG		$3,642.57
			Notes: *RTI Teacher-FICA (6.2%)			

	5100	220-Social Security	2042 - Jennings Middle School	UniSIG		$851.89
			Notes: *RTI Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	2042 - Jennings Middle School	UniSIG		$10,972.70
			Notes: *RTI Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	2042 - Jennings Middle School	UniSIG		$299.63
			Notes: *RTI Teacher-Workers Comp (.51%)			
	6120	130-Other Certified Instructional Personnel	2042 - Jennings Middle School	UniSIG	1.0	$49,350.15
			Notes: Student Success Coach is a new position that will provide academic counseling for overaged students, particularly in grades 6(coming from 4th and STEP students). The coach will analyze data related to selected at-risk youth (2 early warning indictors) including attendance, behavioral and academic progress. The coach will hold data chats with caseload of approximately 100 students on a bi-weekly basis.			
	6120	210-Retirement	2042 - Jennings Middle School	UniSIG		$5,339.69
			Notes: Student Success Coach-Retirement (10.82%)			
	6120	220-Social Security	2042 - Jennings Middle School	UniSIG		$3,059.71
			Notes: Student Success Coach-FICA (6.2%)			
	6120	220-Social Security	2042 - Jennings Middle School	UniSIG		$715.58
			Notes: Student Success Coach-Medicare (1.45%)			
	6120	230-Group Insurance	2042 - Jennings Middle School	UniSIG		$9,376.53
			Notes: Student Success Coach-Health and Life Insurance (19%)			
	6120	240-Workers Compensation	2042 - Jennings Middle School	UniSIG		$251.69
			Notes: Student Success Coach-Workers Comp (.51%)			
	5100	120-Classroom Teachers	2042 - Jennings Middle School	UniSIG	1.0	$58,800.14
			Notes: Math Resource Teacher is a new position that will provide the following support to teachers and students: daily push in/pull/provide tutoring for targeted LPS and/or AL for grades 6-8 students to work on closing content/skill gaps. The teacher will conduct walkthroughs to gather evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies. The teacher will coach, model and co-plan lesson for standards aligned task with 7th grade math teachers. The teacher will also model and co-plan to increase and provide school-wide with implementation of differentiating learning tasks through small group instruction.			
	5100	210-Retirement	2042 - Jennings Middle School	UniSIG		$6,362.18
			Notes: Math Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG		$3,645.61
			Notes: Math Resource Teacher-FICA (6.2%)			

	5100	220-Social Security	2042 - Jennings Middle School	UniSIG		$852.60
		Notes: Math Resource Teacher-Medicare (1.45%)				
	5100	230-Group Insurance	2042 - Jennings Middle School	UniSIG		$11,172.03
		Notes: Math Resource Teacher-Health and Life Insurance (19%)				
	5100	240-Workers Compensation	2042 - Jennings Middle School	UniSIG		$299.88
		Notes: Math Resource Teacher-Workers Comp (.51%)				
	5100	150-Aides	2042 - Jennings Middle School	UniSIG	1.0	$25,593.75
		Notes: Assistant Teacher is a new position that will assist with small group instruction and implementing teacher developed lesson plans, under the direct supervision of a classroom teacher for LYA and LYB students in grades 6-8				
	5100	210-Retirement	2042 - Jennings Middle School	UniSIG	1.0	$2,769.24
		Notes: Assistant Teacher AA Lvl-Retirement (10.82%)				
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	$1,586.81
		Notes: Assistant Teacher AA Lvl-FICA (6.2%)				
	5100	220-Social Security	2042 - Jennings Middle School	UniSIG	1.0	$371.11
		Notes: Assistant Teacher AA Lvl-Medicare (1.45%)				
	5100	230-Group Insurance	2042 - Jennings Middle School	UniSIG	1.0	$4,862.81
		Notes: Assistant Teacher AA Lvl-Health and Life Insurance (19%)				
	5100	240-Workers Compensation	2042 - Jennings Middle School	UniSIG	1.0	$130.53
		Notes: Assistant Teacher AA Lvl-Workers Comp (.51%)				
	5100	644-Computer Hardware Non-Capitalized	2042 - Jennings Middle School	UniSIG		$29,600.00
		Notes: Purchase 74 student laptops at $400 for use by 4 ELA /Civics classrooms for skill building and support programs such as Achieve 3000, Springboard Digital, Common Lit, USATestPrep, common assessments on School City.				
	6200	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	2042 - Jennings Middle School	UniSIG		$1,762.00
		Notes: Purchase 2 laptop carts to house the student laptops to support Achieve 3000, Springboard Digital, Common Lit, USATestPrep, common assessments on School City.				
	5100	510-Supplies	2042 - Jennings Middle School	UniSIG		$12,331.80
		Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.				
	5100	519-Technology-Related Supplies	2042 - Jennings Middle School	UniSIG		$3,587.87

	5100	520-Textbooks	2042 - Jennings Middle School	UniSIG		$5,000.00

Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.

Notes: PENDA: This 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, grades 6-8)for $5000. 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) . This 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) . 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) . PENDA will be used bi-weekly / weekly to progress monitor mastery of grade level standards in grades 6-8 in science.

	5100	520-Textbooks	2042 - Jennings Middle School	UniSIG		$1,866.31

Notes: Gateway to American Government: set of 60 books that has text and questions that are aligned with Civics EOC. Social Studies SAL/ Writing Coach will monitor how resources are used and implemented. Reading Coach, Writing Coach, and Administration will monitor implementation and student achievement

					Total:	**$334,376.25**