

Hillsborough County Public Schools

# Jennings Middle School



2022-23 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: 4/2/2019

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2021-22 Title I School</b>  | Yes   |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2021-22: D (40%)<br>2018-19: D (33%)<br>2017-18: C (42%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Central   |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  | YEAR 1  |
| <b>Support Tier</b>  | IMPLEMENTING  |
| <b>ESSA Status</b>   | CSI   |

\* 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Jennings Middle School

8799 WILLIAMS RD, Seffner, FL 33584

[ no web address on file ]

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2021-22 Title I School</b> | <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Middle School<br>6-8                                    | Yes                           | 100%  |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 77%   |

## School Grades History

|       |         |         |         |         |
|-------|---------|---------|---------|---------|
| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | D       | D       | D       | D       |

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name              | Position Title      | Job Duties and Responsibilities  |
|-------------------|---------------------|--|
| Anderson, Latonya | Principal           | <p>Leadership team meetings can include the following:<br/>                     Assistant Principals<br/>                     ALT's (Academic Leadership Team)<br/>                     BLT (Behavior Leadership Team)<br/>                     CLT (Culture Leadership Team)<br/>                     School Accountability Committee<br/>                     Steering Committee<br/>                     Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)<br/>                     PLC Liaisons for each grade level and/or content area<br/>                     Math and Science<br/>                     Hiring of Staff<br/>                     Observations<br/>                     Data Collection<br/>                     FTE<br/>                     Evaluations</p>   |
|                   |                     | <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.</li> <li>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.</li> <li>4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.</li> <li>5. Conduct Root Cause Analysis to problem solve around the areas of Academic, Behavior, and Culture.</li> </ol> <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs. PLCs are designed to build teacher capacity. A system of building time to look at student data, reflect on instruction, provide mentoring and professional development.<br/>                     Monitor Math / Algebra</p> |
| McNemar, Jessica  | Assistant Principal | <p>Leadership team meetings can include the following:<br/>                     Assistant Principal / ELP Coordinator<br/>                     Guidance Counselor<br/>                     School Psychologist/ Behavior team Representative<br/>                     School Social Worker/ Attendance Committee Representative<br/>                     Subject Area Leaders / Academic Coaches (Writing, Reading, Math, Science, Social Studies)<br/>                     PLC Liaisons for ELA / Reading and Civics<br/>                     Academic ILT<br/>                     ACP Teachers</p>  |
|                   |                     |  |



| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | Administrator for Curriculum and Instruction<br>Articulation<br>Assessment<br>Data Processing Coordinator-Dropout reports, Student Withdrawals, DNE's<br>Extended Learning Program<br>FTE<br>In-Service / Professional Development<br>Interns<br>Observations<br>Overage Students / STEP / Rise UP / Alternative Services<br>Site Administrator in Charge in the Absence of the Principal<br>Student Progression Plan<br>Unit Allocations<br>Monitor Writing and Reading<br>SIP/SAC |

|                  |                        |  |
|------------------|------------------------|--|
| Retsos,<br>Peter | Assistant<br>Principal | Leadership team meetings can include the following:<br>Assistant Principal<br>Assemblies<br>Athletics<br>Attendance<br>Behavior Leadership Team<br>PLC Liaison for Social Studies<br>Behavior Matrix<br>Building Maintenance<br>Calendar<br>Duty Assignment<br>End of Year Procedures<br>MTSS / RTI<br>Positive Behavior System<br>PTSA<br>Safety, Emergency Procedures, Report, CMP<br>Scheduling campus activities (non-field trip)<br>Supervise Custodial and Food Service Staff<br>Student Incentives<br>Student Orientation<br>Monitor Social Studies |
|------------------|------------------------|--|

**Demographic Information**

**Principal start date**

Tuesday 4/2/2019, LaTonya Anderson

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

14

**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

761

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

14

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

12

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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 | 238 | 262 | 261 | 0 | 0  | 0  | 0     | 761 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 84  | 84  | 105 | 0 | 0  | 0  | 0     | 273 |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 28  | 33  | 38  | 0 | 0  | 0  | 0     | 99  |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 2   | 10  | 4   | 0 | 0  | 0  | 0     | 16  |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 2   | 5   | 7   | 0 | 0  | 0  | 0     | 14  |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 122 | 162 | 142 | 0 | 0  | 0  | 0     | 426 |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 118 | 168 | 138 | 0 | 0  | 0  | 0     | 424 |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 78  | 81  | 76  | 0 | 0  | 0  | 0     | 235 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 168 | 169 | 105 | 0 | 0  | 0  | 0     | 442 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

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

**Date this data was collected or last updated**

Tuesday 7/12/2022

**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 | 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 |

**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 | 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 |

**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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 22%    | 50%      | 50%   |        |          |       | 24%    | 51%      | 54%   |
| ELA Learning Gains          | 30%    |          |       |        |          |       | 33%    | 52%      | 54%   |
| ELA Lowest 25th Percentile  | 25%    |          |       |        |          |       | 30%    | 47%      | 47%   |
| Math Achievement            | 23%    | 36%      | 36%   |        |          |       | 28%    | 55%      | 58%   |
| Math Learning Gains         | 43%    |          |       |        |          |       | 39%    | 57%      | 57%   |
| Math Lowest 25th Percentile | 52%    |          |       |        |          |       | 32%    | 52%      | 51%   |
| Science Achievement         | 30%    | 52%      | 53%   |        |          |       | 21%    | 47%      | 51%   |
| Social Studies Achievement  | 64%    | 58%      | 58%   |        |          |       | 36%    | 67%      | 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                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 53%      | -34%                       | 54%   | -35%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 26%    | 54%      | -28%                       | 52%   | -26%                    |
| Cohort Comparison |      | -19%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 23%    | 53%      | -30%                       | 56%   | -33%                    |
| Cohort Comparison |      | -26%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 18%    | 49%      | -31%                       | 55%   | -37%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 31%    | 62%      | -31%                       | 54%   | -23%                    |
| Cohort Comparison |      | -18%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 13%    | 31%      | -18%                       | 46%   | -33%                    |
| Cohort Comparison |      | -31%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 47%      | -28%                       | 48%   | -29%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 34%    | 67%      | -33%                  | 71%   | -37%               |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 68%    | 63%      | 5%                    | 61%   | 7%                 |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |

**Subgroup Data Review**

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 7        | 18     | 23          | 18        | 38      | 40           | 23       | 38      |           |                   |                     |
| ELL                                       | 18       | 26     | 16          | 10        | 40      | 56           | 17       | 88      |           |                   |                     |
| BLK                                       | 18       | 28     | 23          | 20        | 43      | 52           | 24       | 57      |           |                   |                     |
| HSP                                       | 19       | 29     | 21          | 18        | 40      | 48           | 30       | 65      | 57        |                   |                     |
| MUL                                       | 15       | 17     |             | 33        | 42      |              |          |         |           |                   |                     |
| WHT                                       | 36       | 35     | 40          | 36        | 52      | 58           | 39       | 72      | 83        |                   |                     |
| FRL                                       | 22       | 30     | 24          | 23        | 43      | 53           | 30       | 64      | 67        |                   |                     |
| 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      |           |                   |                     |

| 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 |
| 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      |              |          |         |           |                   |                     |
| 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        |                   |                     |

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | CSI |
| OVERALL Federal Index – All Students  | 41  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 5   |
| Progress of English Language Learners in Achieving English Language Proficiency | 51  |
| Total Points Earned for the Federal Index                                       | 409 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 99% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 27  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 3   |
| English Language Learners   |     |
| Federal Index - English Language Learners                                       | 36  |
| English Language Learners Subgroup Below 41% in the Current Year?               | YES |

| English Language Learners  |     |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        | 0   |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 33  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 37  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 27  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            | 1   |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students                                      |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?              | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%       | 0   |
| White Students   |     |
| Federal Index - White Students   | 50  |
| White Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                  | 0   |



| Economically Disadvantaged Students  |    |
|--|----|
| Federal Index - Economically Disadvantaged Students                                | 42 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0  |

## Part III: Planning for Improvement

### 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?

According to 2021-2022 FSA/EOC data:

Strengths: 8th grade students made gains in both ELA and Math in proficiency and learning gains.

Civics made significant gains across all subgroups.

Grade 8 Science made gains in all subgroups. T

The most significant areas for opportunity were:

6th grade ELA in both proficiency and bottom quartile

7th grade ELA bottom quartile

7th grade regular math dropped significantly in proficiency.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While the progress monitoring assessments throughout the school year indicated meeting achievement and learning gains goals in all areas except math, FSA scores indicated the strongest need in ELA proficiency and BQ in grade 6 as well as gains in grade 7. There is also a need in grade 7 math and 6th grade advanced math.

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

Of the four teachers in Reading and ELA in grade 6:

Reading Teacher A was on maternity leave until after Thanksgiving.

Reading Teacher B resigned in January.

ELA Teacher A was an NI teacher

ELA Teacher B was a brand new teacher.

Both ELA Teacher A and B were resistant to coaching and planning.

New actions taken: NI teacher has been moved. Vacancies have been filled with certified teachers. A plan of multi-weekly support will be put in place to focus on improvement in 6th grade ELA and Reading, including reassigning coaches.

In grade 7 math, there was a disconnect between the curriculum being taught and the tested material. There was a lack of small group instruction as well as a lack of differentiated instruction in the classes. Management of student behavior played a role in teacher ability to teach effective lessons.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to progress monitoring from baseline and midyear assessments, ELA, Science, and Civics consistently showed improvement in proficiency. At midyear, district assessment results indicated that schoolwide ELA was at 49% proficiency. Civics was at 50% proficiency and Science was at 24%. On FSA, however, ELA proficiency was at 22% schoolwide. The most improvement was in Civics from a 37% to 64%, with the next highest improvement in grade 8 Science going from a 20% to 30%.

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

The improvement in Civics was a result of removing level 1 students from Civics courses, focusing on asking EOC questions daily in class, targeting benchmarks and using Reading Coach to model lessons to aid in deeper level understanding of benchmarks, and pushing students to get all level 1 questions correct.

Improvement in Science was a result of scheduling all students in advance science, creating small groups based on progress monitoring data from district PMAs and PENDA, and then scaffolding lessons in PENDA for reteaching. Science teachers also created SSA type questions as bell work and/or exit tickets and taught the students how to read, interpret, and answer the questions.

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

**ELA/Reading**

Individual planning sessions will take place at least twice a week for all reading and ELA teachers in grade 6. The focus will be on standards aligned tasks, grade level appropriate questions, progress monitoring of student work. All ELA teachers will utilize a before, during and after planning protocol for PLC's and will utilize one of the lesson plan templates provided. ELA and reading teachers will be provided written feedback on a weekly basis with documented next steps for growth.

**Math**

Teachers will examine student work and data in PLC to drive instruction and determine if any standards need reteaching/reassessing. Spiral review will be used to prioritize standards for students throughout the year using bell-work, exit slips, etc., which will determine additional acceleration needs for students. Teachers will use progress monitoring data from state PMAs and district common assessments and unit and quarterly assessments to inform instruction and formation of small group instructional/acceleration groups.

Science will continue with scaffolded tasks alignment and SSS styles questioning as well as use the district provided, weekly common assessments to determined areas of student need.

Civics will continue with focusing on the high leveraged questioning and style of questioning along with scaffolded task alignment.

**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.**

All teachers will have training on unpacking the new standards.

All teachers will be provided professional development on question design and discussion strategies.

All teachers will be provided professional development on progress monitoring.

Based on walk-through trend data, additional PD needs will be determined.

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

To ensure sustainability of improvement in the next year and beyond, it is imperative to have academic coaches with content knowledge, instructional practice, and the ability to build teacher capacity instructionally in core / tested content areas. They also serve as problem solvers and data strategist to determine next steps in supporting teachers to increase achievement.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

**Area of Focus  
Description and  
Rationale:  
Include a rationale  
that explains how it  
was identified as a  
critical need from  
the data reviewed.**

Description / Instructional Priority: For the 2022-2023 school year, Jennings Middle School's instructional focus is on task alignment to the depth of knowledge / intent of the grade level standard.

Rationale: 2021-2022 Standard based data points from common assessments, district formative assessments, and walkthroughs, showed that when tasks / resources were partially 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.

At the end of the 2021-2022 school year, the Academic ILT conducted a root cause analysis to determine opportunities to increase student learning:  
Teacher questions / questioning to deepen understanding to the grade level standard/benchmark.  
Teacher questions aligned to grade level standard/benchmark.  
Plan and provide time student discussion around grade level task.  
Students provided time / opportunity to practice grade level task.  
Instruct / teach the full standard/benchmark.

Baseline data will be conducted by September 30, 2022 to determine the percentage of teachers who are assessing learning and then creating learning groups while teaching or reteaching while continuing to assess learning.

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.

**Measurable  
Outcome:  
State the specific  
measurable  
outcome the school  
plans to achieve.  
This should be a  
data based,  
objective outcome.**

Instructional walk-through data trends will be collected from a school created form based on Principle 4, Demonstration of Learning: Do all students demonstrate that they are learning?

Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning outcomes aligned to grade-level standards and provides for lesson adjustments.

Students demonstrate how well they understand lesson content and their progress toward learning outcomes through their work and/or responses.

Student responses, work, and interactions demonstrate that students are on track to achieve stated or implied learning outcomes.

2023 Common Assessment data...  
in ELA will show + 5% increase or 27%  
in Math will show + 5% increase or 28%  
in Science will show + 5% increase or 35%  
in Civics will have at least 50%  
in Acceleration will have at least 90%  
... of students performing at or above proficiency.

**Monitoring:  
Describe how this  
Area of Focus will  
be monitored for**

School wide look-fors will be created by Academic ILT. The look for's will be aligned with the instructional priority and will be used on a weekly basis to gather trend data for the school.

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.

**the desired outcome.**

**Person responsible for monitoring outcome:**

Latonya Anderson (latonya.anderson@hcps.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

At the end of the 2021-22 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 and questions that are aligned, with a deeper dive into differentiating grade level tasks through small groups to determine academic growth in student learning and comprehension. Teachers will utilize progress monitoring during classroom instruction and will examine student work to determine future lessons.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Science Coach 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 blended learning platforms to support student learning.
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 35% on 2022 NGSSS

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

School wide professional development on Questioning and progress monitoring

1. Identify resources
2. Develop / Create training
3. Provide PD for all teachers prior to the end of the 1st quarter.

Monitoring: Implementation and fidelity checks will be monitored bi-weekly, via Academic ILT walk-through's (beginning October 2022 - May 2023).

**Person Responsible** Jessica McNemar (jessica.mcnemar@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. To provide additional progress monitoring
3. Implementation, fidelity checks, monitoring teacher effectiveness beginning September 2022- May 2023

**Person Responsible** Jessica McNemar (jessica.mcnemar@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)

Nature's Classroom is the 6th grade academic field trip that focuses on environmental perseverance, 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)

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** Jessica McNemar (jessica.mcnemar@hcps.net)

Technology supplies such as ink to support communication with families to promote family engagement

**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)

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)

**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**

Latonya Anderson (latonya.anderson@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)

Headphones

Headphones will be utilized for required PMA testing as well as curriculum support for both ELA and Math.

**Person**

**Responsible**

Latonya Anderson (latonya.anderson@hcps.net)

Calculators

Calculators will be utilized for required testing and for daily use in math classrooms.

**Person**

**Responsible**

Latonya Anderson (latonya.anderson@hcps.net)

Plickers

Plickers provides teachers the availability to quickly assess and provide feedback to students. This aligns with our focus on providing feedback to students and their mastery of standards.

Monitoring: Implementation and fidelity checks will take place monthly beginning September 2022-May 2023

**Person**

**Responsible**

Jessica McNemar (jessica.mcnemar@hcps.net)

Quizzes

Quizzes provides teachers the availability to quickly assess and provide feedback to students. This aligns



with our focus on providing feedback to students and their mastery of standards.

Monitoring: Implementation and fidelity checks will take place monthly beginning September 2022-May 2023

**Person Responsible** Latonya Anderson (latonya.anderson@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)

7 Mindsets Coach / Curriculum

1. The curriculum coach who will assist in implementation of the 7 mindsets curriculum.
2. Coach will train the Student Services Team and Administrators in July 2021 on the use of the portal and using the SEL lessons.
3. Teachers will select 20-25 students who they will mentor during the 2021-2022 school year.
4. Teachers will implement the online designed, 30 min, SEL lessons / activities weekly with fidelity with their 20-25 mentees.
5. Mentors / Teachers will monitor mentees' attendance, behaviors, and grades.
6. 7 Mindsets Coach will assist in the monthly fidelity checks of implementation and data collection
7. Coach will meet with Assistant Principal post meeting with Student Services Team for implementation of next steps.
8. Beginning July 2021 – June 2022,

**Person Responsible** Peter Retsos (peter.retsos@hcps.net)

Science

1. Capture, in walkthroughs, a look for of question alignment. Protocol implementation of questions that can be captured in lesson planning to discuss delivery and connections to nature of science that can be monitored. Walkthrough start w/o 8-29 Academic ILT walkthrough data trend 1x a week. A walkthrough feedback 1x a month
2. Use of PLC protocol.
3. DRT to facilitate a PD on questioning types, scaffold that will assist with walkthrough evidence.
4. Hire full-release Science Coach to ensure task alignment to the depth of standard is implemented along with student engagement
5. Reward student success. Incentivize with community partners core curriculum (Penda) growth and gains to increase and sustain student achievement
6. Upon PMA's the data will target pull-outs of students' that need support for 6th and 7th grade and push in with 8th through small group instruction.

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

ELA

1. Restructured Coaching. Full-Release Instructional Coach Restructuring PLC to department Reading with ELA to connect instructional practices.
2. Walkthrough start w/o 8-29 Academic ILT walkthrough data trend 1x a week. A walkthrough feedback

1x a month

3. Use of PLC Protocol. Protocol implementation of questions captured in lesson planning to discuss task(s) alignment and mastery in standards and evidence in student work.
4. Reward student success. Incentivize with community partners core curriculum (Study Sync) growth and gains to increase and sustain student achievement
5. Follow the new curriculum with fidelity.
6. ELA pull-outs in October with Writing Coach and Literacy Coach to review foundational strategies rotating through level 1 and 2. See Schedule outside core curriculum minutes.

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

Math

1. Requested Full-Release Instructional Coach Restructuring PLC focusing on lesson delivery and balancing instruction to practice.
2. Initiating small group instruction with aligned scaffold support.
3. PLC protocol implementation of questions captured in lesson planning to discuss word problem fluency and application.
4. Reward student success. Incentivize with community partners core curriculum growth and gains to increase and sustain student achievement.
5. ELP begins Aug 22nd with 3-4 teachers targeting and rotating a minimum of 8-10 students per session, offered to approximately 60% of the student body.

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

Civics-Mini Test Bank  
(420 Assessment Items), EOC style question to progress monitor student learning.  
(\$249.00)

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

FastTEP: Software to assist case managers in writing IEP goals, tracking student data, and progress monitoring. (\$5000.00)

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

Document Cameras for Newline monitors: (\$13,000.00)

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

SWD / ELL / Black / Hispanic / Multiracial ESSA groups:

1. Will be monitored quarterly using grade level common assessments via School City or iReady
2. Hire certified ESE, content teachers (ELA / Math).
3. Master schedule designed to level course placement in ELA, Science, and Social Studies.
4. Will be tracked in our Achievement Level, Gains, and Bottom Quartile school goals at 41% threshold (ELA, Math, Science, Civics).
5. Will be included in the pull out / push in groups (ELA, Math)

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

Parent Involvement postage (\$3000.00)

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

SAM Calendar for administrators to track instructional priority data trends. (\$1500.00)

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

Florida State Assessments Grade 8 Science Success Strategies: \$30.00 x 100 books= \$3000.00

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

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### 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 school culture and environment.**

Latonya Anderson Rhodes, Principal: Implementation, oversee all programs  
Jessica McNemar. Assistant Principal: Academic Celebrations  
Peter Retsos, Assistant Principal: Attendance Celebrations  
Dr. Ilfaut Joseph: Parent/ Family Involvement  
Jennifer Harris, Principal Secretary: Sunshine Committee, Monthly appreciations  
Kathryn Gresham: Sunshine Committee  
April Cobb, Math Teacher: Blueprint for Girls, PTSA, Go 365 Captain, Teacher Mental Health  
Eboney Wilson, Student Success Coach: Team Building activities, 7 Mindsets implementation  
Neisha Weller, School Social Worker: Food Pantry, Attendance Monitoring / Celebrations  
Marneese Mitchell, Assistant Teacher: Parent Volunteers, community outreach to philanthropic organizations , Saul Ivy, Math Teacher: Men of Vision  
Emily Navaie, Science Teacher, Student Government  
John Steele, PE coach: Exercise / Wellness  
Christal Lewis, AVID teacher: SEL Champion, implementation