George W. Jenkins Senior High

2022-23 Schoolwide Improvement Plan

Table of Contents

George W. Jenkins Senior High

6000 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

http://schools.polk-fl.net/gjhs

Demographics

Principal: Tom Patton

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (58%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Polk 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.

Table of Contents

George W. Jenkins Senior High

6000 LAKELAND HIGHLANDS RD, Lakeland, FL 33813

http://schools.polk-fl.net/gjhs

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is that each student is prompt, polite and prepared.

Provide the school's vision statement.

Our vision is that each student will graduate with the skills necessary to be successful in college or in a career.

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
Patton, Tom	Principal	Provides a common vision for the use of data-based decision making, ensures that the school -based team implements sound instructional practices, conducts evaluation of school staff, ensures implementation as well as documentation of multi-tiered system of interventions and supports, ensures that adequate professional development opportunities represent research base, educational best practices that serve to enhance both the depth and breadth of the school's abilities both academic and beyond. The principal also ensures that appropriate and diverse methods of communication are in place to inform parents and other community stakeholders of school based plans and activities.
Emmerling, Lacy	Assistant Principal	Assist and facilitate the common vision for the use of data-based decision making, ensure that the school base team is implementing research-based, effective instructional strategies, conduct both informal and formal assessments of school staff, ensure implementation/documentation of multi-tiered system of interventions and supports, ensure that adequate professional development opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the campus instructional capacity, and communicate with parents regarding school based plans and activities.
Hiers, William	Assistant Principal	Assist and facilitate the common vision for the use of data-based decision making, ensure that the school base team is implementing research-based, effective instructional strategies, conduct both informal and formal assessments of school staff, ensure implementation/documentation of multi-tiered system of interventions and supports, ensure that adequate professional development opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the campus instructional capacity, and communicate with parents regarding school based plans and activities.
Simpson, Tanishia	Assistant Principal	Assist and facilitate the common vision for the use of data-based decision making, ensure that the school base team is implementing research-based, effective instructional strategies, conduct both informal and formal assessments of school staff, ensure implementation/documentation of multi-tiered system of interventions and supports, ensure that adequate professional development opportunities represent research-based, educational best practices that serve to enhance both the depth and breadth of the campus instructional capacity, and communicate with parents regarding school based plans and activities.
Durham, Dan	Assistant Principal	Assist and facilitate the common vision for the use of data-based decision making, ensure that the school base team is implementing research-based, effective instructional strategies, conduct both informal and formal assessments of school staff, ensure implementation/documentation of multi-tiered system of interventions and supports, ensure that adequate professional development opportunities represent research-based,

Name	Position Title	Job Duties and Responsibilities
		educational best practices that serve to enhance both the depth and breadth of the campus instructional capacity, and communicate with parents regarding school based plans and activities.
Iatarola, Nicole	Instructional Coach	The instructional Coach provides information about core instruction, participates in student data collection, helps facilities instructional and intervention supports, collaborates with staff to improve and implement intervention supports, and integrates materials and instructional techniques within the framework of the district curriculum maps.

Demographic Information

Principal start date
Sunday 7/1/2018, Tom Patton

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.*
2

Total number of teacher positions allocated to the school
106

Total number of students enrolled at the school
2,463

Identify the number of instructional staff who left the school during the 2021-22 school year.
13

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

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	0	0	0	657	602	506	484	2249
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	25	23	18	83
One or more suspensions	0	0	0	0	0	0	0	0	0	128	114	87	64	393
Course failure in ELA	0	0	0	0	0	0	0	0	0	119	139	112	60	430
Course failure in Math	0	0	0	0	0	0	0	0	0	93	125	109	108	435
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	134	145	103	110	492
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	134	119	70	84	407
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	134	63	59	399

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	0	0	0	152	170	131	106	559

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	0	0	35	38	19	5	97
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	19	14	12	59

Date this data was collected or last updated

Tuesday 8/2/2022

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	0	0	0	615	585	503	452	2155
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	135	136	127	84	482
One or more suspensions	0	0	0	0	0	0	0	0	0	92	64	47	37	240
Course failure in ELA	0	0	0	0	0	0	0	0	0	57	57	38	5	157
Course failure in Math	0	0	0	0	0	0	0	0	0	75	59	59	16	209
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	199	176	134	90	599
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	198	168	183	208	757
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	199	176	134	90	599

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	40	40	18	17	115

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	91	81	84	47	303
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	33	20	18	92

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	615	585	503	452	2155
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	135	136	127	84	482
One or more suspensions	0	0	0	0	0	0	0	0	0	92	64	47	37	240
Course failure in ELA	0	0	0	0	0	0	0	0	0	57	57	38	5	157
Course failure in Math	0	0	0	0	0	0	0	0	0	75	59	59	16	209
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	199	176	134	90	599
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	198	168	183	208	757
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	199	176	134	90	599

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	40	40	18	17	115

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	91	81	84	47	303
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	33	20	18	92

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	53%	41%	51%				55%	47%	56%
ELA Learning Gains	52%						51%	46%	51%
ELA Lowest 25th Percentile	42%						40%	37%	42%
Math Achievement	39%	35%	38%				57%	43%	51%
Math Learning Gains	40%						45%	45%	48%
Math Lowest 25th Percentile	34%						44%	44%	45%
Science Achievement	61%	26%	40%				60%	58%	68%
Social Studies Achievement	62%	39%	48%				63%	61%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	54%	6%	67%	-7%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	57%	6%	70%	-7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	50%	0%	61%	-11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	53%	9%	57%	5%

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	19	32	26	18	18	12	30	31		94	18
ELL	23	56	47	20	38	40	47	43		92	87
ASN	76	77		60			80	73		100	82
BLK	37	49	39	18	23	30	45	43		100	49
HSP	44	51	43	33	39	23	50	61		95	62
MUL	57	50		42	70		57	58		95	67
WHT	61	52	42	49	43	42	69	69		96	71
FRL	38	47	38	24	33	30	49	52		96	55

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	14	35	34	11	39	41	26	31		92	33
ELL	24	38	30	15	20	23	35	36		92	57

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
ASN	68	64		45			67	71		100	92
BLK	32	43	40	13	16	25	33	47		96	63
HSP	47	53	43	21	22	26	55	59		95	62
MUL	43	44	36	12	7		35	56		100	81
WHT	57	53	43	32	27	34	66	69		98	80
FRL	32	40	40	16	21	27	45	49		95	61
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	18	32	28	30	35	21	26	28		89	39
ELL	17	46	33	40	46		30			85	68
ASN	65	55		57	37		55	82		94	81
BLK	35	42	39	42	37	54	41	44		97	53
HSP	50	48	35	47	53	48	52	64		96	73
MUL	58	53		63	35		56	63		90	83
WHT	62	54	44	65	45	35	71	68		98	75
FRL	36	42	40	40	42	44	47	53		95	61

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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
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	46
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?

The trends that emerged across grade levels, subgroups, and core content areas show that there is a need for improvement for SWD students, ELA, Biology, US History and Geometry content areas when compared to the state average.

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

The data component, based off progress monitoring and 2022 state assessments, that requires the greatest need for improvement is Geometry with an emphasis on the lowest 25% of students scoring below level 3.

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

The contributing factor for this need for improvement is the lack of common planning which resulted in fragmented lessons in the geometry classrooms. The new actions that will be taken to address this need for improvement is a strategic focus on standard base instruction and student task alignment. Collaborative and common planning will be structured and emphasis will be placed on various methods of instruction to remediate and reteach as necessary. Formative and Summative assessments will be used to drive instruction for all geometry average students.

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

The data component that showed the most improvement based off progress monitoring and 2022 state assessments is the Algebra EOC data.

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

The actions that our school took to improve in this area was intentional common planning, common assessments, reteaching of various standards and integration of district support in this area of need.

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

The strategies that will be implemented in order to accelerate learning will be intentional common planning, common assessments, analyzing and reviewing progress monitoring and state exam data. In addition, we will utilize District and school level coaching with an emphasis on standards base instruction in the classroom. There will be multiple tutoring opportunities for students throughout the week hosted by

teachers and academic clubs. There will be personalized PSAT tutoring for gifted students, and cohort scheduling for higher achieving ninth and tenth graders. We will also utilize Collegeboard AP Potential to ensure students are placed in AP courses.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders will consist of coaching from district and school level personnel. The District leadership will also conduct Instructional Review (IR) and provided feedback so instruction can be improved. The administration will be working with teachers during their common planning to analyze assessments and discuss strategies on improvement. In addition, the District will provide off campus trainings for teachers and school leaders to introduce new state standards and new curriculum.

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

The services that will ensure sustainability will be continual review of student data to implement necessary instructional strategies. The school leadership and teachers will continue to build the instructional capacity for new teachers which will be done via strategic peer observational opportunities, where teachers are given the time to observe a highly effective teacher for instructional strategies to reciprocate in their own classroom.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021-22 test data demonstrates that our students perform well in terms of achievement on their FSA Algebra and Geometry End of Course Exams. However, this data shows that the learning gains demonstrated by our lowest 25% is not consistent with our campus-wide learning gains and level of achievement. When compared to 2020-21 test data, our mathematics achievement increased by 14 percentage points and our mathematics learning gains increased by 18 percentage points. However, the learning gains of our lowest 25% only increased by 7 percentage points. This area of focus can be narrowed to our Geometry average students since students in Algebra 1 who were placed in Algebra 1A the prior school year do not factor into the learning gains calculation due to their not having consecutive years of comparable test scores.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school plans to achieve a five percentage point gain in 2022-23 mathematics learning gains of the lowest 25%, when compared to 2021-22 test data. As a result of this, our overall mathematics learning gains will increase by three percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will meet biweekly in common planning meetings. The focus of these common planning meetings will be to implement all phases of the Learning Arc, produce high-quality tasks that are both aligned to and at the full depth of the standard, and building common assessments designed to provide all students with an equivalent experience as it relates to the standards. Our mathematics teachers will utilize the Big-M, CPalms, and district Schoology resources in their common planning meetings to ensure that appropriate resources are driving the tasks in front of our students. Administration will be present in common planning meetings to guide the planning process. While this will be done across the math department, a specific focus will be placed on our Geometry average classrooms.
Person responsible for monitoring outcome:	William Hiers (william.hiers@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being	As common assessments and tasks are designed in common planning meetings and given to students, teachers will track student mastery and present their data in subsequent common planning meetings. This classroom evidence, along with evidence from District Progress Monitoring assessments, will allow teachers to track students' levels of mastery towards each standard/benchmark.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Tracking student progress is crucial to teachers' ability to adjust instruction, as needed, to address benchmarks that lack sufficient demonstration of mastery. Considering that there are new mathematics courses, new standards and new resources this year, it is increasingly important that teachers have a deep understanding of their student's level of mastery. As we emphasize the need to give all students an equivalent experience by exposing them to tasks at the full depth of the standard, attention to partial demonstration of mastery and an understanding of the individual skills required of students in order to demonstrate mastery of the benchmark will be of growing importance.

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.

1.Administration will be present in common planning meetings and will discuss the learning arc, resources needed to drive planning, and the focus on designing tasks at the full depth of the standard.
2.The BIG-M documents will be used to drive planning and to ensure teachers understand the intention behind each standard, relevant horizontal/vertical benchmarks, relevant vocabulary, etc.
3.Historical summative data and classroom prerequisite skills data will give teachers an understanding of students' current abilities, while District Progress Monitoring data will be used to monitor growth.
4.Support from district math coaches will be utilized, as needed, to facilitate necessary professional development.

Person Responsible   William Hiers (william.hiers@polk-fl.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An examination of 2021-2022 test data indicates that Learning Gains for our lowest 25% of students is not consistent with our school culture and expectations. While our achievement level for 9th and 10th graders has stayed relatively consistent, we want to continue to improve upon learning gains for some of our struggling students. A focus on students' current skill set indicates that central idea is a sub skill in which the lowest 25% of both our 9th graders and 10th graders have room for improvement. This skill is critical in improving other dimensions of our students' ELA achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our lowest 25% of learning gains in ELA will increase by 4 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will meet weekly for common planning. Common planning sessions will focus exclusively on building students tasks that are rigorous and that ultimately built to the full depth of the benchmarks. Included in these tasks will be a focus on implementing writing assignments that focus on central idea. The topic of central idea links to several benchmarks in the ELA curriculum and is crucial to students' being able to comprehend and apply information from their reading. Teachers will select one class period in which they will submit data twice a month related to their students' growth on this focus skill. This focus will be in all 9th and 10th grade average ELA classrooms, including Intensive Reading.
Person responsible for monitoring outcome:	Lacy Emmerling (lacy.emmerling@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	As teachers meet in common plannings and track their student data twice a month, they will be able to make adjustments to their instructional design, as well as to the extent that they are holding students accountable for their engagement with their tasks. This data component is ongoing throughout the year and gives teachers a continuous look at where students are improving and where instruction may need to be focused.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Tracking student progress is crucial to teachers' ability to adjust instruction, as needed, to address benchmarks that lack sufficient demonstration of mastery. As we emphasize the need to give all students an equivalent experience by exposing them to tasks at the full depth of the standard/benchmark, attention to partial demonstration of mastery and an understanding of the individual skills required of students in order to demonstrate mastery of the benchmark will be of growing importance.

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.

1.Administration will be present in common planning meetings and will discuss the learning arc, resources needed to drive planning, and the focus on designing tasks at the full depth of the standard. The instructional coach will lead discussions of benchmark understanding and the learning arc.
2.District-provided scope and sequence charts will be used to guide common planning and to ensure that teachers are covering the breadth of material to prepare students for their assessment. Embedded within this scope and sequence focus will be a school focus on building student capacity with the skill of central idea.
3.An ongoing analysis of current student data (formative checks from their twice a month skills assignments) will give teachers up-to-date information on where adjustments should be made. These conversations will occur in common planning, one-on-one with the instructional coach, and with administration.

Person Responsible Lacy Emmerling (lacy.emmerling@polk-fl.net)

#3. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	A review of Focus attendance data for 2021-2022 indicates that 77% of students attended 90% of our school days.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measurable outcome the school plans to achieve is a 5 % increase in student attendance in school year 2022-2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Attendance managers will be monitoring and updating student attendance on a daily basis. Students who are absent for five consecutive days will be flagged for attendance review. Attendance meetings will be conducted to ensure supports are provided to parents and student to increase student attendance.
Person responsible for monitoring outcome:	Tanishia Simpson (tanishia.simpson@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy that will be implemented for this area of focus is to review and track attendance and implement strategies to improve attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	School attendance is an important factor that influences students academic performance. Research shows that when students attend school consistently they are able to learn more, have better grades and are more successful in graduating high school within four years.

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.

1. Create a uniform attendance policy for GJHS that adheres to the district's Student Progression Plan.
2. Advertise the attendance policy to all stakeholders, including teachers, students, families, support staff.
3. Train office staff in appropriate procedures for updating student attendance records.
4. School Counselors, teachers, administrators, attendance managers and community outreach facilitator with assist with ensuring that attendance is a prior for this academic year by having open communication when students are not attending school consistently.
5. Implement incentives and recognition for students with good attendance.

Person Responsible   [no one identified]

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.

Our incoming Freshman class is targeted in January prior to their freshman year. We host a parent and student night that showcases our career academies, AP courses, clubs, and athletics. Freshman Orientation is scheduled in the evening, separate from Upperclassman Orientation, and provides an opportunity for incoming freshman to familiarize themselves with our campus, club and sports opportunities, as well as school policies procedures. During the freshman year, our school counselors meet with each student to review academic requirements and discuss the next three years of high school which includes academic rigorous classes, Dual Enrollment as well as post-secondary plans. This is done on a yearly basis. During the junior year, a focus is placed on the post-secondary plans with college and career fair and meetings with the school consolers. The focus continues as the student prepares for senior year. During the senior year, the school counselors along with the senior level teachers assist students with the college application process, exploring scholarship opportunities, and complete a checklist for graduation requirements.

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

We utilize stakeholders and their role in promoting a positive culture and environment at our school by including stakeholders on various committees and academic boards. We partner with several businesses, community liaisons, and other stakeholders and rely on their expertise when making important decisions as it relates to school improvements. Our academic booster club members are a vital part of our school. The booster club consist of parents and community members who are regularly involved in supporting campus initiatives to ensure the positive culture and climate continues on campus. The academic boosters plans our student and staff celebrations. In addition, one of our design academy teacher maintains and updates our school website and social media platforms in a effort to promote positive endeavors and achievements of our student and staff.