Jennings Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Jennings Middle School

8799 WILLIAMS RD, Seffner, FL 33584

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Anderson, Latonya	Principal	Leadership team meetings can include the following: Assistant Principals ALT's (Academic Leadership Team) BLT (Behavior Leadership Team) CLT (Culture Leadership Team) School Accountability Committee Steering Committee Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) PLC Liaisons for each grade level and/or content area Math and Science Hiring of Staff Observations Data Collection FTE Evaluations The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to: 1. Collaborate and problem solve to ensure the implementation of high-quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high-quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. 5. Conduct Root Cause Analysis to problem solve around the areas of Academic, Behavior, and Culture. 6. 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. 7. Monitor student and teacher data in Math / Algebra, ELA/ Reading/Writing, Science, and Civics.
Korpi, Rosemie	Assistant Principal	Leadership team meetings can include the following: Assistant Principal / ELP Coordinator Guidance Counselor School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Subject Area Leaders / Academic Coaches (Writing, Reading, Math, Science, Social Studies) PLC Liaisons for 6th grade and Social Studies Academic ILT ACP Teachers Administrator for Curriculum and Instruction

Name	Position Title	Job Duties and Responsibilities
		Articulation Assessment Data Processing Coordinator-Dropout reports, Student Withdrawals, DNE's Extended Learning Program FTE In-Service / Professional Development Interns Observations Overage Students / STEP / Rise UP / Alternative Services Site Administrator in Charge in the Absence of the Principal Student Progression Plan Unit Allocations SIP/SAC
Cason, Shayla	Assistant Principal	Leadership team meetings can include the following: Assistant Principal Assemblies Athletics Attendance Behavior Leadership Team Culture Leadership Team PLC Liaison for Science, Electives, 8th grade Math / Algebra 1 Behavior Matrix Building Maintenance Calendar Duty Assignment End of Year Procedures MTSS / RTI Positive Behavior System PTSA Safety, Emergency Procedures, Report, CMP Scheduling campus activities (non-field trip) Supervise Custodial and Food Service Staff Student Incentives Student Orientation

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The academic stakeholders (Academic ILT, SALs, and Academic Coaches, along with the administrative staff) began looking at the data trends from student learning (PM1 to PM2 and semester exams) from March 2023- April 2023 to determine learning acquisition needs. A root cause analysis was used to determine what instructional insufficiencies were present in each content area department. These root

cause analyses were completed on the respective dates: 3/20/2023, Social Studies; 3/27/2023, Math; 3/28/2023, Science; 3/29/2023, ELA; 4/11/2023, Culture & Climate. Parent survey and student surveys were also conducted in April 2023 to obtain feedback concerning culture and support. Quarterly surveys and Steering Committee meetings also provided insight into additional areas of concern. BSI support was provided throughout the year through formal / informal meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administrative team, SALs, Academic Coaches, District Leadership, BSI, and MGT will monitor the effectiveness of the 2023-2024 School Improvement Plan quarterly. We will analyze walkthrough data trends and student progress monitoring data to determine what shifts need happen schoolwide within content areas and address specific teacher(s). We will communicate the data and explain the shifts to the faculty for buy-in and support. Effectiveness of support will be monitored by the ILT with an in-house form that has been created. For students with the greatest achievement gaps will be monitored by the MTSS / RTI team along with the Academic Interventionist, ERT, and ESE Specialist.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	154	137	145	436
One or more suspensions	0	0	0	0	0	0	110	60	66	236
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	17	12	17	46
Course failure in Math	0	0	0	0	0	0	12	16	37	65
Level 1 on statewide ELA assessment	0	0	0	0	0	0	161	130	22	313
Level 1 on statewide Math assessment	0	0	0	0	0	0	110	110	16	236
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	116	143	134	393

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	84	84	105	273
One or more suspensions	0	0	0	0	0	0	28	33	38	99
Course failure in ELA	0	0	0	0	0	0	2	10	4	16
Course failure in Math	0	0	0	0	0	0	2	5	7	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	122	162	142	426
Level 1 on statewide Math assessment	0	0	0	0	0	0	118	168	138	424
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	78	81	76	235

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	168	169	105	442

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	84	84	105	273
One or more suspensions	0	0	0	0	0	0	28	33	38	99
Course failure in ELA	0	0	0	0	0	0	2	10	4	16
Course failure in Math	0	0	0	0	0	0	2	5	7	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	122	162	142	426
Level 1 on statewide Math assessment	0	0	0	0	0	0	118	168	138	424
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	78	81	76	235

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	168	169	105	442

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	49	49	22	50	50	27		
ELA Learning Gains				30			40		
ELA Lowest 25th Percentile				25			38		
Math Achievement*	27	57	56	23	36	36	25		
Math Learning Gains				43			41		
Math Lowest 25th Percentile				52			50		
Science Achievement*	26	44	49	30	52	53	20		
Social Studies Achievement*	58	66	68	64	58	58	42		
Middle School Acceleration	62	84	73	69	51	49	48		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	42	39	40	51	86	76	43		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](.).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	27	Yes	4	1
AMI				
ASN				
BLK	29	Yes	4	1
HSP	41			
MUL	29	Yes	3	2
PAC				
WHT	47			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	36	Yes	3	
AMI				
ASN				
BLK	33	Yes	3	
HSP	37	Yes	2	
MUL	27	Yes	2	1
PAC				
WHT	50			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			27			26	58	62			42
SWD	17			20			18	40			5	8
ELL	13			21			10	48			5	42
AMI												
ASN												
BLK	22			21			17	57			4	
HSP	22			28			22	57	71		6	43
MUL	29			29							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	30			35			44	62	64		5	
FRL	24			26			26	55	61		6	41

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	22	30	25	23	43	52	30	64	69			51
SWD	7	18	23	18	38	40	23	38				36
ELL	18	26	16	10	40	56	17	88				51
AMI												
ASN												
BLK	18	28	23	20	43	52	24	57				
HSP	19	29	21	18	40	48	30	65	57			46
MUL	15	17		33	42							
PAC												
WHT	36	35	40	36	52	58	39	72	83			
FRL	22	30	24	23	43	53	30	64	67			61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	40	38	25	41	50	20	42	48			43
SWD	23	40	37	21	43	43	25	33				20
ELL	11	31	41	13	44	55	11	33				43
AMI												
ASN												
BLK	25	38	33	17	35	46	11	38				
HSP	23	39	43	24	45	54	19	41	53			43
MUL	47	50		33	46							
PAC												
WHT	35	44	38	36	45	47	30	49	50			
FRL	27	40	39	25	41	50	21	41	46			45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	17%	47%	-30%	47%	-30%
08	2023 - Spring	23%	44%	-21%	47%	-24%
06	2023 - Spring	20%	47%	-27%	47%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	53%	-24%	54%	-25%
07	2023 - Spring	13%	36%	-23%	48%	-35%
08	2023 - Spring	25%	57%	-32%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	22%	41%	-19%	44%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	55%	12%	50%	17%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	64%	-10%	66%	-12%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA showed the lowest performance across all grade levels in academic achievement levels on the 2022-2023 FAST. A 6th grade ELA vacancy for the entire school year impacted consistent instruction. In addition, 5:11 teachers were new to Jennings Middle School. Of the 5 new teachers, 3 were new to the district. FAST progress monitoring was new to teachers and impacted instruction of new standards with new curriculum for ELA / Reading. Coaching strategies were not effective, as we lost the Writing Coach to a promotion within the district. The lift of the department went to one site-based coach without a district ELA support as well. All ESSA groups (SWD, ELL, Black, Hispanic, and Multi) showed lowest performance in ELA, which aligns with the overall data trend for the 2023-2024 school year.

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

The greatest decline from the prior year was in Civics. The 2021-2022 proficiency rate was 64%. All students who scored levels 2-5 in reading, in grade 7/8 were rostered to Civics. We had 2 experienced Civics teachers teaching the Civics course during the 2021-2022 school year. In contrast, during the 2022-2023 school year, our proficiency rate was 54%, with all students who scored levels 1-5 in reading, in grades 7/8 were reintroduced to Civics. One teacher left mid-year with a sub in the class until February/ March 2023.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap when compared to the state average. Overall, ELA students scored 50% lower than the state average. ELA showed the lowest performance across all grade levels in academic achievement levels on the 2022-2023 FAST. A 6th grade ELA vacancy for the entire school year impacted consistent instruction. In addition, 5:11 teachers were new to Jennings Middle School. Of the 5 new teachers, 3 were new to the district. FAST progress monitoring was new to teachers and impacted instruction of new standards with new curriculum for ELA / Reading. Coaching strategies were not effective, as we lost the Writing Coach to a promotion within the district. The lift of the department went to one site-based coach without a district ELA support as well.

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

Math showed the most improvement on the 2022-2023 FAST. Teachers bought into the PLC before, during, and after protocols. The curriculum pacing guide was scaffolded to match student learning. Targeted students were scheduled with the certified 7th grade teacher, as there was also a math vacancy in this grade level. An ESE teacher's schedule was shifted in 8th grade to accommodate a vacancy until a certified teacher was hired in January 2023. Data analysis days were scheduled each quarter and a decision was made to scaffold in missed priority standards and when to address those standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

ELA Level 1:
1. Low level 1 ELA students are rostered to the intensive reading course to address foundational deficiencies.
2. Mid-high level 1 ELA students will be monitored by the ILT with an in-house form that has been

created. For students with the greatest achievement gaps will be monitored by the MTSS / RTI team along with the Academic Interventionist, ERT, and ESE Specialist.

3. Level 2 ELA students are rostered in critical thinking in 6th grade to enhance their reading skills and support their ELA achievement.

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

Literacy across all content areas

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Rationale: 2022-2023 Standard based data points from common assessments, district formative assessments, PM1 - PM3 FAST data, observations 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 (SWD, ELL, Black, Hispanic, and Multi) were not consistently assessed to the depth of the standard or regrouped to maximize learning.

At the end of the 2022-2023 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.

At the beginning of the 2023-2024 school year, there are 3 content area vacancies and 17 new teachers. Direct instruction and modeling will be the focus to start of the year to ensure that teachers know and understand what standard they are teaching and how to create /choose tasks that are aligned to the grade level standard.

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

Jennings Middle School will achieve 33% proficiency on the 2024 ELA & Math FAST and Science NGSS. On EOCs, Jennings Middle School will achieve 54% proficiency in Civics and 90% in Algebra.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team, SALs, Academic Coaches, District Leadership, BSI, and MGT will monitor the effectiveness of the 2023-2024 School Improvement Plan quarterly. We will analyze walkthrough data trends and student progress monitoring data to determine what shifts need happen schoolwide within content areas and address specific teacher(s). We will communicate the data and explain the shifts to the faculty for buy-in and support. Effectiveness of support will be monitored by the ILT with an in-house form that has been created. For students with the greatest achievement gaps will be monitored by the MTSS / RTI team along with the Academic Interventionist, ERT, and ESE Specialist. 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 to monitor the implementation of direct instruction, modeling, and questioning.

Person responsible for monitoring outcome:
Latonya Anderson (latonya.anderson@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional walk-through data trends will be collected from a school created form based on Principle 2, Rigorous Content: Does the lesson reflect the demands of the standard?
#1 Teachers at Jennings Middle School will implement direct instruction and model lessons that reflects the demands of the standards, skills, or grade level benchmarks.

2 Teachers at Jennings Middle School will ask questions that are sequenced to the demands of the standards, skills, or grade level benchmarks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

At the end of the 2022-2023 school year, Jennings Middle School's ILT conducted a root cause analysis and determined:
1. Majority of the teachers understood and could identify grade level standards to be taught and that tasks were on the trajectory towards mastery of the grade level standard.
2. For the 2023-2024 school year, Jennings Middle School teachers will continue their knowledge and understanding of identifying grade level standards. Through 1:1 coaching, teachers will be supported with direct instruction and modeling to ensure that the demands of the grade level standards are met. Other opportunities of support will include schoolwide PD, content area PD, and school wide lunch & learns.
3. Through common collaborative planning teachers will be supported in creating tasks and questions that are aligned to the grade level standards. Progress monitoring through quality questioning during classroom instruction will provide data for teachers to adjust future instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Standards Decoded: A Teacher's Desk Reference for Understanding and Applying ELA Standards, is a go-to manual for teacher's. Using schematics, tables, practical examples, and ELA Reading Standards RL & RI vertical progressions, this manual helps unpack the standards so that they are less intimidating and more useful.

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

By When: August 31, 2023

Standard-Based Graphic Organizers: A book of visual learning strategies for students that help guide thinking. With the use of various diagrams and visual displays, the graphic organizers support students of all different levels of development to read and write about complex text by filling-in and completing each diagram.

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

By When: August 31, 2023

Word Compass: A select set of cards displaying tier-two academic vocabulary words that support students when thinking, speaking, and writing about complex texts in a college and career ready way. For teachers, Word Compass™ cards provide a language bridge when teaching critical analysis.

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

By When: August 31, 2023

USA Test Prep: High quality, standard aligned, practice test items for Social Studies (World History, Civics, US History).

Person Responsible: Rosemie Korpi (rosemie.korpi@sdhc.k12.fl.us)

By When: August 31, 2023

Gateway to American Civics and Government is especially designed to facilitate student learning. This program helps teachers to unmask student preconceptions, organizes information around key concepts, and takes a metacognitive approach to skills instruction. It eases the assimilation of new learning schemata and provides opportunities for students to reinforce and apply their learning. At the same time, it introduces all of Florida's revised Benchmarks for Civics and Government in a logical, coherent and comprehensive way.

Person Responsible: Rosemie Korpi (rosemie.korpi@sdhc.k12.fl.us)

By When: August 31, 2023

Quizlet: Spaced repetition is a smart way to help you remember things for a long time. Quizlet helps you practice what you're learning just before you're about to forget it, which strengthens your long-term memory.

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

By When: August 31, 2023

"Quality Questioning-Reseach based practice to engage every learner" Second Edition: Quality questioning begins with the preparation of questions that engage all students in thinking and culminates in the facilitation of dialogue that takes learning deeper.

Person Responsible: Shayla Cason (shayla.cason@hcps.net)

By When: October 16, 2023

Teacher Common Planning Time / Professional Learning Community: Teachers who plan (lesson plan, data analysis, research strategies) outside of contract hours enhance their lesson will be paid.

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

By When: August 14, 2023

Literacy Coach conduct PLCs and Common Planning with ELA and Reading teachers to ensure teacher instruction, tasks, and strategies are aligned with grade level ELA Standards. Literacy Coach will conduct classroom walk through's to monitor evidence of standards aligned tasks and effective implementation of school-wide instructional strategies. He/she will identify and monitor target students. He/she will offer schoolwide professional development based on schoolwide walkthrough trends / surveys.

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

By When: 8/2/2023

Academic Interventionist: The Academic Interventionist will provide supplemental and intensive interventions, enhancement, and enrichment to identified students to support a multi-tiered system of support framework. The interventionist will provide support to Tier 2 and 3 students. The person will provide professional development to help teachers plan for their Tier 2 and 3 students. The person will also participate in planning for grades 6th through 8th.

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

By When: 8/2/2023

Math Resource Teacher: Math Resource Teacher conduct PLCs and Common Planning with math teachers to ensure teacher instruction, tasks, and strategies are aligned with grade level Math Standards. Math Resource teacher will conduct classroom walk through's to monitor evidence of standards aligned tasks and effective implementation of school-wide instructional strategies. He/she will identify and monitor target students.

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

By When: 8/2/2023

RTI Resource Teacher will lead and support student services in academic achievement for grades 6th-8th grade. They will facilitate student service meetings to ensure that our students have Tier 1 supports in place for academic, behavior, and attendance.

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

By When: 8/2/2023

Science Resource Teacher conduct PLCs and Common Planning with science teachers to ensure teacher instruction, tasks, and strategies are aligned with grade level Science Standards. Science Resource teacher will conduct classroom walk through's to monitor evidence of standards aligned tasks and effective implementation of school-wide instructional strategies. He/she will identify and monitor target students.

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

By When: 8/2/2023

The Assistant Teacher will assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of the classroom teacher. The small groups will consist of students who are missing specific skills that would support their understanding of standards in ELA, Math, Science and Civics.

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

By When: 8/2/2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The administrative team, SALs, Academic Coaches, District Leadership, BSI, and MGT will monitor the effectiveness of the 2023-2024 School Improvement Plan quarterly by disaggregating the data by ESSA groups ((SWD, ELL, Black, Hispanic, and Multi). SWD students have consecutively been below 41% and below 32% for the past 3 years. ELL and Black students have consistently been on the below 41% for 3 years. We will analyze walkthrough data trends and student progress monitoring data to determine what shifts need happen schoolwide within content areas and address specific teacher(s). We will communicate the data and explain the shifts to the faculty for buy-in and support. Effectiveness of support will be monitored by the ILT with an in-house form that has been created. For students with the greatest achievement gaps will be monitored by the MTSS / RTI team along with the Academic Interventionist, ERT, and ESE Specialist.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The 2324 SIP for Jennings Middle School, UniSig budget and SWP will be shared in an abridged version that shows our current data and 2324 goals for each content area, along with the respective ESSA categories data. It will be shared each conference night, quarterly newsletter, PTSA meetings, and SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Community Resource Teacher will conduct a listening tour with families to determine what parent involvement looks like to them and how we can support them with their child's learning during the 2324 school year. Each quarter, in addition to Conference Night, we will offer parents an opportunity to engage with their child's data.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Jennings Middle School will focus on Literacy across all content areas. Cross Curriculum Literacy Strategies, the 14 High Literacy Practices that were introduced at our district's professional study day, and every subject area use RACE for student response to questions will guide our literacy focus for the 2324 school year. The Literacy Coach will plan with ELA / Reading teachers during common plan time and 1:1 coaching cycle to ensure that the tasks and questions are aligned to the depth of the grade level standard. The Academic Interventionist will conduct small group (push in / pull out) sessions with Level 2 students to track their progress towards proficiency. Math, Science, Civics, and Algebra teachers will conduct lunch & learns to close the skill gap for students to reach proficiency and/or increase learning gains.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Jennings Middle School has 2 guidance counselors and purchased a third one to support mental health, behaviors, and academics. Students self-refer or teachers refer students if there is a concern with attendance, behavior or academics. They also serve on the Threat Assessment Team along with the School Psychologist and School Social Worker. They work as a team to provide 1:1 counseling to students who have it written into their IEPs. Success Coaches will identify 50 students each who have 2-3 risk factors and mentor them by having 1:1 and small group sessions. Pathways to Hope, Hazel, and Central Florida Behavioral Health Network (CFBHN) are agencies on campus that conduct or refer for mental health services for students. Athletics and clubs are designed to encourage students to come to school and engage in non-academic activities.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Jennings Middle School offers computer / coding classes where some financial literacy is incorporate. Guidance counselors promote high school choice offerings that may interest students to attend based on future career options. Algebra 1 & Spanish 1 (high school credit classes) are offered so student have the opportunity to enter into high school with 2 credits towards graduation.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The schoolwide multi-tiered support system is led by the RTI resource teacher, with the support of the guidance counselors, social work, psychologist and ESE specialist. The monthly MTSS/RTI meetings are held by grade level, teaming. Teachers have the opportunity to meet with a support team to assist with interventions to improve attendance, behavior, and/or academics. If interventions do not work, this same team serves as the Child Study Team who can refer student(s) to be assessed for services, if warranted.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

A Meeting Structure /Calendar has been created to support bi-weekly content area professional development based on walkthrough data and student data with our Area of Focus. SAL / Academic Coaches, specialist will also meet with teachers through a common planning time during the school day to support planning. This support/coaching model will allow each teacher (individually / small groups) to get the support they need.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$342,573.96
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	2042 - Jennings Middle School	UniSIG	1.0	$26,115.00
			Notes: The Assistant Teacher will assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of the classroom teacher. The small groups will consist of students who are missing specific skills that would support their understanding of standards in ELA, Math, Science and Civics.			
	5100	210	2042 - Jennings Middle School	UniSIG		$3,543.81
			Notes: Retirement			
	5100	220	2042 - Jennings Middle School	UniSIG		$1,619.13
			Notes: FICA			
	5100	220	2042 - Jennings Middle School	UniSIG		$378.67
			Notes: Medicare			
	5100	230	2042 - Jennings Middle School	UniSIG		$5,050.64
			Notes: Health Insurance			
	5100	230	2042 - Jennings Middle School	UniSIG		$15.67
			Notes: Life Insurance			
	5100	240	2042 - Jennings Middle School	UniSIG		$101.85
			Notes: Workers Compensation			
	5100	120	2042 - Jennings Middle School	UniSIG	1.0	$49,436.64
			Notes: RTI Resource Teacher will lead and support students services in academic achievement for grades 6th-8th grade. They will facilitate student service meetings to ensure that our students have Tier 1 supports in place for academic, behavior, and attendance.			
	5100	210	2042 - Jennings Middle School	UniSIG		$6,708.55
			Notes: Retirement			
	5100	220	2042 - Jennings Middle School	UniSIG		$3,065.07
			Notes: FICA			

	5100	220		2042 - Jennings Middle School	UniSIG		$716.83
			Notes: Medicare				
	5100	230		2042 - Jennings Middle School	UniSIG		$9,561.05
			Notes: Health Insurance				
	5100	230		2042 - Jennings Middle School	UniSIG		$29.66
			Notes: Life Insurance				
	5100	240		2042 - Jennings Middle School	UniSIG		$192.80
			Notes: Workers Compensation				
	5100	120		2042 - Jennings Middle School	UniSIG	1.0	$68,175.36
			Notes: The Academic Interventionist will provide supplemental and intensive interventions, enhancement, and enrichment to identified students to support a multi-tiered system of support framework. The interventionist will provide support to Tier 2 and 3 students. The person will provide professional development to help teachers plan for their Tier 2 and 3 students. The person will also participate in planning for grades 6th through 8th.				
	5100	210		2042 - Jennings Middle School	UniSIG		$9,251.40
			Notes: Retirement				
	5100	220		2042 - Jennings Middle School	UniSIG		$4,226.87
			Notes: FICA				
	5100	220		2042 - Jennings Middle School	UniSIG		$988.54
			Notes: Medicare				
	5100	230		2042 - Jennings Middle School	UniSIG		$13,185.11
			Notes: Health Insurance				
	5100	230		2042 - Jennings Middle School	UniSIG		$40.91
			Notes: Life Insurance				
	5100	240		2042 - Jennings Middle School	UniSIG		$265.88
			Notes: Workers Compensation				
	5100	520		2042 - Jennings Middle School	UniSIG		$15,125.00
			Notes: Purchase supplemental materials to increase student achievement. The materials from Think Core Teacher Resources will provide teachers with a clear understanding of standards. Also purchase Gateway Civics and USA Test Prep books to support an increase in this achievement area.				
	5100	520		2042 - Jennings Middle School	UniSIG		$4,375.99

			Notes: Purchase the subscription Quizzlet to support students work and provide immediate data to use when developing small group instruction within the class as well as after school tutoring.			
	6300	120	2042 - Jennings Middle School	UniSIG		$53,449.55
			Notes: Planning time will be held after school and facilitated by academic teachers. This allows to teachers their understanding of the standards as well as develop specific plans to meet the needs of all students. There will be 50 teachers at a rate of $38 for 3 hours per week for 11 weeks.			
	6300	210	2042 - Jennings Middle School	UniSIG		$7,253.10
			Notes: Retirement			
	6300	220	2042 - Jennings Middle School	UniSIG		$3,313.87
			Notes: FICA			
	6300	220	2042 - Jennings Middle School	UniSIG		$775.02
			Notes: Medicare			
	6300	240	2042 - Jennings Middle School	UniSIG		$208.45
			Notes: Workers Compensation			
	5100	520	2042 - Jennings Middle School	UniSIG		$2,698.33
			Notes: Purchase the 50 copies of the book, Quality Questioning - Research based Practice to Engage Every Learner. This book will be used to support teachers with their questions to engage students. They will also reference the book will planning with academic coaches. In addition to the professional development books, the school will also purchase supplemental curriculum to support an increase in student achievement.			
	5100	510	2042 - Jennings Middle School	UniSIG		$14,711.56
			Notes: Purchase supplies for students and teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, crayons, and markers.			
	5100	519	2042 - Jennings Middle School	UniSIG		$3,000.00
			Notes: Purchase headphones, toner, thumb drives, and adapters to support teachers and students with their new laptops using updated technology in whole and small group instruction.			
	5100	644	2042 - Jennings Middle School	UniSIG		$34,993.65
			Notes: Purchase 40 laptops at 824.72 each to support whole group and small group instructions.			
2	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$342,573.96**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes