



# High School Network *“Level Up” Plan of Action*



September 10, 2025

# OUR SNAPSHOT



| School_Name             | Reading_Proficiency | Math_Proficiency | US_History_Proficiency | Science_Proficiency | Reading_Growth_All | Math_Growth_All | Reading_Growth_Low | Math_Growth_Low | Participation_Rate | Graduation_Rate | CCR_Rate | Acceleration_Rate | EL_Points | Total_Points | Grade | P |
|-------------------------|---------------------|------------------|------------------------|---------------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|----------|-------------------|-----------|--------------|-------|---|
| CALLAWAY HIGH SCHOOL    | 30.2                | 50.6             | 49.8                   | 49.8                | 51.1               | 93.7            | 51.1               | 100             | >=95%              | 86.7            | 31.8     | 74.7              | 38.1      | 659          | B     |   |
|                         | 24.2                | 51.5             | 57.4                   | 52.6                | 65.1               | 100             | 81.8               | 100             |                    | 82.6            | 31.4     | 79                | 34.2      | 697          | B     |   |
| FOREST HILL HIGH SCHOOL | 29.7                | 38               | 54.9                   | 33.3                | 57.9               | 88              | 53.4               | 100             | >=95%              | 85.4            | 27.2     | 71.4              | 23.6      | 623          | C     |   |
|                         | 23.8                | 33.1             | 49.4                   | 38.3                | 63.8               | 91.5            | 81.6               | 100             |                    | 79.1            | 22.9     | 69.7              |           | 642          | C     |   |
| MIM HILL HIGH SCHOOL    | 32.1                | 55.7             | 48.4                   | 38.5                | 52.2               | 85.8            | 57.5               | 100             | >=95%              | 86.5            | 28.8     | 68                |           | 648          | B     |   |
|                         | 35.5                | 57.1             | 51.1                   | 38.8                | 53.3               | 95.9            | 50                 | 100             |                    | 83.1            | 32       | 71.2              |           | 655          | B     |   |
| LANIER HIGH SCHOOL      | 13.6                | 30.7             | 53                     | 20                  | 37.1               | 61.8            | 36.2               | 68.5            | >=95%              | 87.8            | 12.9     | 59.5              |           | 513          | D     |   |
|                         | 12.7                | 27.8             | 40.3                   | 22.5                | 39                 | 68.3            | 48.1               | 80.3            |                    | 88.8            | 20       | 57.3              |           | 525          | D     |   |
| MURRAH HIGH SCHOOL      | 39.9                | 51.2             | 60.6                   | 34                  | 59                 | 79              | 51.3               | 99.3            | >=95%              | 85.9            | 35.5     | 74.3              |           | 654          | B     |   |
|                         | 40.1                | 46.5             | 64.9                   | 39.6                | 65                 | 87.2            | 54.9               | 100             |                    | 90.3            | 43.4     | 71.8              |           | 684          | B     |   |
| PROVINE HIGH SCHOOL     | 20.5                | 23.2             | 32.1                   | 28                  | 52.6               | 78.5            | 60.6               | 100             | >=95%              | 74.9            | 15.2     | 55.6              | 13.6      | 537          | D     |   |
|                         | 21.7                | 36.5             | 31                     | 31.7                | 49.1               | 84.8            | 57.8               | 99.5            |                    | 81.4            | 10.2     | 61.5              |           | 579          | D     |   |



# HIGH SCHOOL ACCOUNTABILITY MODEL – 1000 POINTS

| READING                           | MATH                              | SCIENCE               | GRADUATION<br>4-YEAR             | READINESS<br>INDEX                   |
|-----------------------------------|-----------------------------------|-----------------------|----------------------------------|--------------------------------------|
| Proficiency<br>100 PTS            | Proficiency<br>100 PTS            | Proficiency<br>50 PTS | 4-year Cohort<br>Rate<br>200 PTS | Acceleration<br>50 PTS<br><b>NEW</b> |
| Growth<br>All Students<br>100 PTS | Growth<br>All Students<br>100 PTS |                       |                                  | Achievement<br>50 PTS<br><b>NEW</b>  |
| Growth<br>Lowest 25%<br>100 PTS   | Growth<br>Lowest 25%<br>100 PTS   |                       |                                  | Assessment<br>50 PTS<br><b>NEW</b>   |



# CORE INSTRUCTIONAL SHIFTS – ALL SUBJECTS

LEVEL UP Tier I — “Every Classroom, Every Day”

## GOALS:

- Instructional Quality:  $\geq 80\%$  of observed lessons meet 8/10 Tier I look-fors by December 18.
- Learning Outcomes: +10 percentage points proficiency on JPS Common Assessments and Benchmarks. **HSN GOAL: 90-50-20**
- Student Work Quality:
  - $\geq 70\%$  of English II writings score **9+** on internal prompts by **December 18**.
  - $\geq 85\%$  of tested English II scholars hit **9+** Benchmark 3 Writing by **March 28, 2026**.
- L25% Acceleration:  $\geq 65\%$  of identified students meet growth targets in Reading and/or Math.



# FIVE PILLARS FOR QUALITY TIER I – “LEVEL” Up

- Lesson-Ready Plans — standards aligned, exemplar tasks, planned CFUs [Collaborative Planning Tool: Algebra I](#)
- Explicit Teaching — model → guide → release with visible academic vocabulary
- Verify Understanding — all-students; checks every 7–10 minutes
- Error-Fix Fast — adjust in the moment; re-teach & small-group minutes
- Learning Culture & Access — tight routines, academic talk, UDL for EL/SPED/L25%



# TIER I NON-NEGOTIABLES

- Learning targets and standards posted, stated, and seen in student work.
- Open Strong: Do Nows (Preview and Review)
- Grade-level text/task with the correct standard/claim.
- Modeling shows the ‘how,’ not just the ‘what.’
- Students speak/write using academic language and evidence.
- At least 4-5 **planned** CFUs in a 45–50 min period.
- Error analysis is public, kind, and fast; mistakes are leveraged
- Tasks require thinking (analyze, compare, reason, write)
- Every student is checked for understanding (not just volunteers)
- Time on task  $\geq 85\%$ ; smooth routines minimize transition loss
- Close Strong: Exit Tickets collected and analyzed



# Tier I Look-Fors Rubrics



## JPS High School Network — Tier I Look-Fors Rubric



*Use this rubric during 10-minute walkthroughs to capture evidence and coach to the next step.*

| Look-For Domain (Code)              | Not Evident / Emerging (0-1)                                                                                                                                                                                                                                                                             | Strong Practice (2)                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective clarity & alignment (OC)  | <ul style="list-style-type: none"> <li>• Not Evident: No posted/stated objective; or objective is not measurable; students cannot say what they're learning.</li> <li>• Emerging: Objective present but vague or skill-only; task/assessment only partially aligns to the objective/standard.</li> </ul> | <ul style="list-style-type: none"> <li>• Measurable, student-friendly objective is posted, said, and seen in student work.</li> <li>• Objective clearly aligns to the MS College- and Career-Readiness standard; students can explain it in their own words.</li> <li>• Tasks/questions and exemplar responses directly match the standard's demand.</li> </ul>            |
| Rigor of task vs. standard (RT)     | <ul style="list-style-type: none"> <li>• Not Evident: Below-grade-level text/task; mostly recall or copy; multiple-choice only without reasoning/evidence.</li> <li>• Emerging: Grade-level text shown, but prompts/scaffolds do the thinking for students; limited analysis/evidence.</li> </ul>        | <ul style="list-style-type: none"> <li>• Students engage in grade-level complexity and cognitive demand (analyze, compare, justify, synthesize).</li> <li>• Tasks require citing evidence (ELA) or explaining reasoning (Math/Science/SS) aligned to MAAP claims.</li> <li>• Product shows depth (multi-paragraph writing, multi-step problems, data analysis).</li> </ul> |
| Teacher modeling / think-aloud (TM) | <ul style="list-style-type: none"> <li>• Not Evident: Directions given without showing the process; no worked example or annotated exemplar.</li> <li>• Emerging: Shows a finished product but not the steps; partial or rushed modeling without naming the moves.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Live think-aloud demonstrates the exact steps, decisions, and checks for quality.</li> <li>• Annotated exemplar or worked example is used; teacher names the strategy ("Watch how I...").</li> <li>• Gradual release is evident: model → guided practice → independent practice.</li> </ul>                                       |
| Student cognitive lift (SL)         | <ul style="list-style-type: none"> <li>• Not Evident: Teacher talk dominates; students copy or watch; minimal productive struggle.</li> <li>• Emerging: Brief turn-and-talk or</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Most minutes: students read/write/speak/solve; teacher facilitates.</li> <li>• Structures ensure wide participation (write-first, cold call,</li> </ul>                                                                                                                                                                           |



# HSN Supports

- Teach-Up-Tuesday (Common Planning Across the Network); Priority Standards and Pedagogy
- Work-Up-Wednesday (Common Planning Across the Network); Priority Standards and Pedagogy
- 2- Skills-Up-Saturday Data Days (All MAAP; BM2 and BM3)
- Lead Partner Support (Tiered Teachers)
- Lead Partner Support (Leader Coaching; Murrah)
- Lead Partner Support (Specialized PD w/ International Teachers)
- Improved Online Data Wall and Graduation Trackers



# SHIFTS IN ENGLISH LANGUAGE ARTS

## READING

Proficiency  
100 PTS

Growth  
All Students  
100 PTS

Growth  
Lowest 25%  
100 PTS



### High School Network's English II Writing Plan

#### "Project 9: One Point at a Time"

##### 1) Purpose & Theory of Action

- A small lift on the writing task can flip many "near-proficient" scholars to **Proficient** on the combined English II MAAP score.
- If every scholar reliably produces a 9+ response, the combined score rises, raising campus proficiency.

##### 2) District Targets (2025–26)

- Outcome:**
  - 80% of tested English II scholars hit 9+ on an in-house MAAP-style writing by **February 12, 2026**.
  - ≥85% of tested English II scholars hit 9+ on Benchmark 3 Writing by **March 28, 2026**.
- Milestones:**
  - Sept. - baseline established; all teachers calibrated (Term 1 Writing Prompt)
  - Oct - 60% at 9+ (cold write)
  - Nov. - 70% at 9+ (Term 2 Writing Prompt)
  - Dec. - 75% at 9+ (Benchmark 2)
  - Feb - 80% at 9+ (Term 3 Writing Prompt)
  - Mar - 85% at 9+ (Benchmark 3)

##### 3) Who We Prioritize

## Coaches Corner Big Rocks 2025-26.pptx

JIM HILL T. Thompson HSN English Lesson Plan 25-26 Term 1

|                                                                                                                |  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning/mastery assessed?</b><br>• How will students engage in processes of communication (R/W/S/L/Lang.)? |  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |
| <b>C.F.U. (5 min)</b><br>(Check for Understanding)                                                             |  | TTW field questions about the evaluation document                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                          | TTW field questions about the evaluation document                                                                                                                                                                                                                                                                         |
| <b>Guided Practice (20 min)</b><br>(We Do) - Teacher & Student                                                 |  | Working in pairs, students will read and evaluate each other's writing. We will discuss the interesting findings in the writing and some of the common issues.                                                                                                                                                 |                                                                                                                                                                                                                                                                                          | As needed, T groups of students additional help                                                                                                                                                                                                                                                                           |
| <b>Closure (5 min)</b><br>(Clarify Misconceptions/Revisit Learning Target)                                     |  | Thumbs up! Thumbs down                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                          | Thumbs up! Thumbs down                                                                                                                                                                                                                                                                                                    |
| <b>Independent Prac. (20 min)</b><br>(You Do) - Students                                                       |  | TSW consider the peer and teacher suggestions and make adjustments to the planning sheet to prepare for revisions and drafting the final narrative.                                                                                                                                                            |                                                                                                                                                                                                                                                                                          | TSW revise their continuation a                                                                                                                                                                                                                                                                                           |
| <b>Exit Ticket (5 min)</b><br>• (Assess Growth from Preview Question & Next Steps)                             |  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |
| <b>Next Steps</b><br>(Based on the Exit Ticket data, what shifts need to be made?)                             |  | <input type="checkbox"/> Mini-Lesson Review<br><input type="checkbox"/> Reimagined Lesson<br><input checked="" type="checkbox"/> Collaborative Planning Meeting<br><input type="checkbox"/> Examining Student Work Meeting<br><input checked="" type="checkbox"/> Role Play<br><input type="checkbox"/> Other: | <input type="checkbox"/> Mini-Lesson Review<br><input type="checkbox"/> Reimagined Lesson<br><input type="checkbox"/> Collaborative Planning Meeting<br><input type="checkbox"/> Examining Student Work Meeting<br><input type="checkbox"/> Role Play<br><input type="checkbox"/> Other: | <input type="checkbox"/> Mini-Lesson Review<br><input checked="" type="checkbox"/> Reimagined Lesson<br><input checked="" type="checkbox"/> Collaborative Planning Meeting<br><input type="checkbox"/> Examining Student Work Meeting<br><input checked="" type="checkbox"/> Role Play<br><input type="checkbox"/> Other: |

sentence shows strong description because it uses sensory detail...  
 Will the teacher highlight how peer feedback aligns to the standard?  
 Tanisha Miles 11:55 PM Sep 1  
 What specific questions will the teacher ask to check for understanding should students not ask general writing questions?  
 Tanisha Miles 11:56 PM Sep 1  
 Reading and evaluating in pairs works well. To address rigor, provide sentence stems for peer feedback such as:  
 "One effective detail in your writing is..."  
 "A place you could strengthen your sequence is..."  
 Because the feedback form wasn't linked or included, what's provided above are suggestions.



# SHIFTS IN MATHEMATICS

| MATH                              |
|-----------------------------------|
| Proficiency<br>100 PTS            |
| Growth<br>All Students<br>100 PTS |
| Growth<br>Lowest 25%<br>100 PTS   |



JPS High School Network  
Mathematics PLC & Collaborative Planning Agenda  
Callaway High School



## Day 1: Preparing for Instruction

- ☐ Team members arrive with selected exemplar items **completed** for the upcoming lesson plan cycle.
- ☐ Unpack MS-CCR Standard(s) to define learning targets for up to 6 concepts.
- ☐ Identify Success Criteria (Skill Sets & Learning Indicators)
- ☐ Anticipate Student Misconceptions (Common Mistakes)
- ☐ Determine student support strategies (Scaffolding)
  - ☐ Develop strategies to support English Language Learners.
  - ☐ Develop strategies to support Students With Disabilities.
- ☐ Make connections to student prior knowledge (Coherence)
- ☐ Determine differentiation strategies for the first week of the LP cycle.
  - ☐ Develop opportunities for growing low performing students.
  - ☐ Develop opportunities for pushing high performing students.
- ☐ Address Teaching With Rigor
  - ☐ Conceptual Understanding (Concrete/Physical & Pictorial/Visual)
  - ☐ Procedural Skills & Fluency (Abstract/Symbolic)
  - ☐ Real World Application (Verbal & Contextual)

## Preparation for Day 2 (B-Day Planning)

- ☐ Draft the Assessment for the Lesson Plan Cycle.

## Day 2: Building the First Half of the LP Cycle (Formalize the 1st Half of Lesson Plan Cycle)

- ☐ Develop Lesson Slides for the first half of the LP Cycle utilizing Model Lessons or SAVVAS Slide Decks.
- ☐ Complete Material List (Platforms, Justification Logs, etc.)
- ☐ Create Assignment/Activities for the first half of the LP Cycle (DNET, IP, Quiz, etc.).

## Aspects of Rigor



### Aspects of Rigor Key Word Look Fors

#### Conceptual Understanding

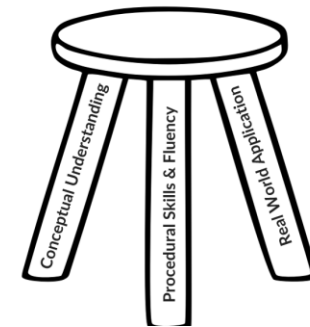
- ☐ Compare, Describe, Explain, Interpret, Justify, Reason, Recognize, Represent, Understand, etc.

#### Procedural Skills & Fluency

- ☐ Calculate, Compute, Count, Evaluate, Find, Measure, Solve, etc.

#### Real World Application

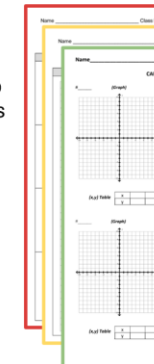
- ☐ Design, Develop, In Context, Real World, Scenario, etc.



## Getting Back to the Math: Student Thinking

To get a window into student thinking we have to see their work and use questioning that activates their thinking.

- ★ Opening lessons with a **Launch Activity** (Access scholars' prior knowledge)
- ★ Utilize **Justification Logs** (emphasize showing work & justifications)
- ★ Utilizing **Snorkl AI** to push evidence of student thinking at least 2x's every lesson plan cycle.



# SHIFTS IN BIOLOGY I

| SCIENCE               |
|-----------------------|
| Proficiency<br>50 PTS |
|                       |
|                       |

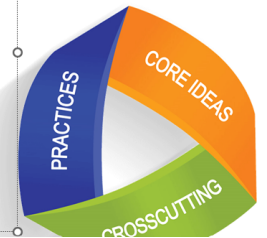
- **Science & Engineering Practices Focused Lessons**
  - *Building Thinking Classrooms*
  - *Weekly Lab/Experiment Integration*
- **Vocabulary accessibility, comprehension, and application**
- **Weekly Support and Instructional Rounds**

## SEPS

The eight practices of science and engineering that the Framework identifies as essential for all students to learn and describes in detail are listed below:

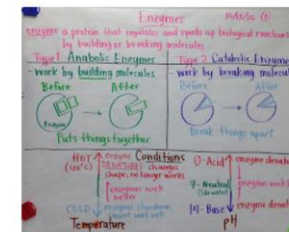
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Science and Engineering Practices (doing science)

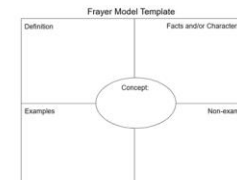


## ACA of Vocabulary

- Embedded in B-Day Instructional Routine
- 5 Step Process
- Frayer models, KIM strategy, anchor charts, and active word walls



| KIM              |             |            |
|------------------|-------------|------------|
| K                | I           | M          |
| key word or idea | information | memory cue |
|                  |             |            |
|                  |             |            |
|                  |             |            |



## Scientific Prefix, Suffix & Root Words



# SHIFTS IN GRADUATION RATES

**GRADUATION  
4-YEAR**

**4-year Cohort  
Rate  
200 PTS**

|   | A    | B | C                                                                                 | D          | E          | F                                                                                   | G      | H    | I      | J    | K           | L    | M      | N                                                                                   | O  | P  | Q  | R    |
|---|------|---|-----------------------------------------------------------------------------------|------------|------------|-------------------------------------------------------------------------------------|--------|------|--------|------|-------------|------|--------|-------------------------------------------------------------------------------------|----|----|----|------|
| 1 |      |   |  |            |            |  |        |      |        |      |             |      |        |  |    |    |    |      |
| 2 | MISC |   | STUDENT NAME                                                                      |            | STUDENT ID | MAAP                                                                                |        |      |        |      | Class Score |      |        | Opt                                                                                 |    |    |    |      |
| 3 |      |   | Last Name                                                                         | First Name | ID         |                                                                                     |        |      |        |      |             |      |        |                                                                                     |    |    |    |      |
| 4 | 1    |   | Adams                                                                             | Abreala    | 001354642  | 1062                                                                                | May 22 | 1083 | May 23 | 1078 | May 24      | 1103 | May 25 | 91                                                                                  | 84 | 83 | 86 | 1082 |
| 5 | 1    |   | Armstead                                                                          | Makenzie   | 001354663  | 1075                                                                                | May 24 | 1110 | May 23 | 1094 | May 24      | 1097 | May 25 | 82                                                                                  | 86 | 91 | 83 | 1094 |
| 6 | 1    |   | Bell                                                                              | Jaliyah    | 001283029  | 1078                                                                                | May 23 | 1072 | May 23 | 1066 | May 24      | 1077 | May 25 | 88                                                                                  | 85 | 89 | 86 | 1073 |
| 7 | 1    |   | Bell                                                                              | Kamarlie   | 001303843  | 1051                                                                                | May 24 | 1059 | May 23 | 1052 | May 24      | 1053 | May 25 | 68                                                                                  | 77 | 72 | 65 | 1054 |
| 8 | 1    |   | Bennett                                                                           | Jamarcus   | 001358740  |                                                                                     |        |      |        |      |             |      |        |                                                                                     |    |    |    |      |
| 9 | 1    |   | Biggs                                                                             | Allanah    | 001360034  |                                                                                     |        |      |        |      |             |      |        |                                                                                     |    |    |    |      |

|   | A    | B | C                                                                                   | D          | E          | S                                                                                   | T  | U  | V  | W  | X            | Y | Z | AA               | AB | AC | AD                  | AE | AF |
|---|------|---|-------------------------------------------------------------------------------------|------------|------------|-------------------------------------------------------------------------------------|----|----|----|----|--------------|---|---|------------------|----|----|---------------------|----|----|
| 1 |      |   |  |            |            |  |    |    |    |    | SCALE SCORES |   |   |                  |    |    |                     |    |    |
| 2 | MISC |   | STUDENT NAME                                                                        |            | STUDENT ID | ACT SCORES                                                                          |    |    |    |    | APPLIED MATH |   |   | GRAPHIC LITERACY |    |    | WORKPLACE DOCUMENTS |    |    |
| 3 |      |   | Last Name                                                                           | First Name | ID         |                                                                                     |    |    |    |    |              |   |   |                  |    |    |                     |    |    |
| 4 | 1    |   | Adams                                                                               | Abreala    | 001354642  | 26                                                                                  | 22 | 24 | 24 | 31 |              |   |   |                  |    |    |                     |    |    |
| 5 | 1    |   | Armstead                                                                            | Makenzie   | 001354663  | 21                                                                                  | 16 | 19 | 20 | 26 |              |   |   |                  |    |    |                     |    |    |
| 6 | 1    |   | Bell                                                                                | Jaliyah    | 001283029  | 21                                                                                  | 19 | 20 | 20 | 24 |              |   |   |                  |    |    |                     |    |    |
| 7 | 1    |   | Bell                                                                                | Kamarlie   | 001303843  | 14                                                                                  | 14 | 15 | 14 | 14 |              |   |   |                  |    |    |                     |    |    |
| 8 | 1    |   | Bennett                                                                             | Jamarcus   | 001358740  | 15                                                                                  | 14 | 17 | 15 | 15 |              |   |   |                  |    |    |                     |    |    |
| 9 | 1    |   | Biggs                                                                               | Allanah    | 001360034  | 21                                                                                  | 19 | 20 | 23 | 21 |              |   |   |                  |    |    |                     |    |    |

|   | A    | B | C                                                                                   | D          | E          | AH                                                                                    | AI           | AJ                                                                                    | AK           | AL                                                                                    | AM                      | AN | AO                      |
|---|------|---|-------------------------------------------------------------------------------------|------------|------------|---------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------|--------------|---------------------------------------------------------------------------------------|-------------------------|----|-------------------------|
| 1 |      |   |  |            |            |  |              |  |              |  |                         |    |                         |
| 2 | MISC |   | STUDENT NAME                                                                        |            | STUDENT ID | ASVAB                                                                                 | DIPLOMA TYPE | SENIOR SNAPSHOT                                                                       | ACCELERATION |                                                                                       | ACCELERATION            |    |                         |
| 3 |      |   | Last Name                                                                           | First Name | ID         |                                                                                       |              |                                                                                       |              |                                                                                       |                         |    |                         |
| 4 | 1    |   | Adams                                                                               | Abreala    | 001354642  |                                                                                       |              |                                                                                       |              |                                                                                       | English Comp - Tougaloo |    | English Comp - Tougaloo |
| 5 | 1    |   | Armstead                                                                            | Makenzie   | 001354663  |                                                                                       |              |                                                                                       |              |                                                                                       |                         |    |                         |
| 6 | 1    |   | Bell                                                                                | Jaliyah    | 001283029  |                                                                                       |              |                                                                                       |              |                                                                                       |                         |    |                         |
| 7 | 1    |   | Bell                                                                                | Kamarlie   | 001303843  |                                                                                       |              |                                                                                       |              |                                                                                       |                         |    |                         |
| 8 | 1    |   | Bennett                                                                             | Jamarcus   | 001358740  |                                                                                       |              |                                                                                       |              |                                                                                       |                         |    |                         |
| 9 | 1    |   | Biggs                                                                               | Allanah    | 001360034  |                                                                                       |              |                                                                                       |              |                                                                                       |                         |    |                         |



# READINESS INDEX - NEW

