



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Robert H. Jenkins, Junior Middle

1100 N 19TH ST

Palatka, FL 32177

386-329-0588

jms.putnamschools.org

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
75%

Alternative/ESE Center
No

Charter School
No

Minority Rate
48%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Robert H. Jenkins, Jr. Middle

Principal

Richard Surrency

School Advisory Council chair

Pamela H. Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Richard Surrency	Principal
Kelley Prince	Assistant Principal
Pamela Brown	Dean/SAC Chair
Kenny Isom	Dean
Sandy Hurst	Guidance Counselor
Marlene Ogle	Guidance Counselor
Veronica Overturf	CRT
Cathy Comer	Data Clerk
Diane Hall	Executive Secretary

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Pamela Brown – Dean/SAC Chair
 Richard Surrency - Principal
 Kelley Prince - Asst. Principal
 Parents
 Community members
 Students

Involvement of the SAC in the development of the SIP

The School Advisory Council meets once a month and encourages parents, teachers, and students to attend. The SAC has the opportunity to review the draft of the School Improvement Plan and to make suggestions for revisions. After discussions are held and revisions made to the plan, the committee entertains a motion, a second, and takes a vote to approve the plan.

Activities of the SAC for the upcoming school year

The SAC will meet once per month to review the progress of the school in meeting its goals and objectives listed in the School Improvement Plan. During each meeting, a report is given by the administration on the progress made regarding formative assessment, discipline, and attendance data.

Projected use of school improvement funds, including the amount allocated to each project

We are not allocated funds for the SAC, however district and Title I funds are used to address many of the activities in our plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Richard Surrency

Principal

Years as Administrator: 20

Years at Current School: 8

Credentials

BS in Social Studies; Masters Degree in Administration and Supervision; Doctorate Degree in Educational Leadership
 Certifications: Social Studies, Middle Grades, Educational Leadership

Performance Record

Jenkins Middle School
 *2007 – C, AYP – No
 *2008 – B, AYP – No
 *2009 – B, AYP – No
 *2010 – B, AYP – No
 *2011 – B, AYP – No
 *2012 – C, AYP – No
 *2013 – C, AYP – No

Kelley Prince

Asst Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

BA in Elementary Education; Masters Degree in Educational Leadership

Certifications: Educational Leadership, Elementary Education (1 – 6), and School Principal

Performance Record

Jenkins Middle School

*2007 – C, AYP – No

*2008 – B, AYP – No

*2009 – B, AYP – No

*2010 – B, AYP – No

*2011 – B, AYP – No

*2012 – C, AYP – No

*2013 – C, AYP – No

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Veronica Overturf**

Full-time / District-based

Years as Coach: 8

Years at Current School: 2

Areas

Reading/Literacy

Credentials

BA - Elementary Education

Certifications: ESOL, Reading Endorsement

Performance Record

Jenkins Middle School

*2012 – C, AYP – No

*2013 – C, AYP – No

Classroom Teachers**# of classroom teachers**

41

receiving effective rating or higher

40, 98%

Highly Qualified Teachers

95%

certified in-field

39, 95%

ESOL endorsed

4, 10%

reading endorsed

3, 7%

with advanced degrees

20, 49%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

8, 20%

with 6-14 years of experience

18, 44%

with 15 or more years of experience

16, 39%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

7, 88%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teaching vacancies are filled by advertising through the district's website. Teaching candidates are screened for qualifications and selected candidates are interviewed by a committee of administration and faculty members to determine the most qualified teachers. New hires are supported with a mentor teacher. Teachers are given support in their instructional practice with coaching from the CRT and Administration using the I-Observation tool.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor Teachers are paired with a Mentee/Beginning Teacher of a Common subject area. The Mentor Teacher provides the Mentee with the help needed to become oriented to the school's expectations and procedures. Also, the Mentee is guided through effective instruction and classroom management procedures. During this process, the mentor and mentee are participating in ongoing meetings, classroom observations, check sheets for awareness, and multiple lesson planning opportunities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Team will meet as needed for students who display a need for intervention. The MTSS Leadership Team will meet monthly to review individual student's intervention data. SWIS data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based MTSS team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. MTSS is a regular education initiative.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration – Richard Surrency & Kelley Prince – monitor and attend MTSS meetings when necessary and facilitate the completion of the SIP

Guidance – Sandy Hurst & Marlene Ogle – schedule and facilitate MTSS meetings and provide any pertinent data for SIP

CRT – Veronica Overturf – provide data to the MTSS team and disaggregate standardized test data results for SIP

Staffing Specialist – Susan Wilkes – Attend MTSS meetings to provide support

School Psychologist – Julie Sloan – Attend MTSS meetings to provide support and review information in the student's cum records (psychological report)

Deans – Kenny Isom & Pamela Brown – Request MTSS meetings and attend meetings to provide discipline information and interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team will discuss the MTSS meetings that were held on a weekly basis. The MTSS team will meet monthly to review the log of meetings held during the month and monitor the progress of the interventions that were implemented.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- Performance Matters Assessments in Reading, Math, and Science (3 times annually)
- PMP via online DATA STAR system
- FAIR & SRI for Reading
(Data Read 180 for Intensive Instruction)
- Skyward for tracking behavior patterns and trends
- FCAT & Putnam Writes monitored through Performance Matters
- 8th Grade District Writing Assessment (Each 9 weeks)
- Grades & attendance via SKYWARD (online gradebook)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS process will be explained to teachers in the faculty meetings and grade level meetings. An explanation of the MTSS process will be provided to the parents/guardian at the onset of the meeting.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Veronica Overturf	CRT
Debra Gastelum	Media Specialist
Cynthia Leary	8th grade Team Leader
Renee Wright	7th grade Team Leader
Sandy Hurst	Guidance Counselor
Marlene Ogle	Guidance Counselor
Lisa Giddings-Massey	Language Arts Dept. Chair
Richard Surrency	Principal
Kelley Prince	Asst. Principal

How the school-based LLT functions

The LLT meets monthly as part of the leadership team and develops plans for school wide reading programs and writing integration. The CRT is responsible for facilitating the meetings.

Major initiatives of the LLT

Silent Sustained Reading
 Summer Reading Projects
 School Wide Reading program
 Writing across the Content Areas

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All of our level 1 students are enrolled in a Intensive Read 180 program course. We also have Critical Thinking, a reading remediation course for targeted level 2 students. We have targeted additional level 2 students to be paired with CAR-PD teachers. We are implementing the CIS model with our Language Arts, Science, History, and Civics teachers. We have planned a CIS professional development/in-service for October 4, 2013. We are implementing a school wide read, and all of our Homeroom classes are having monthly Advisor/Advisee data chats with all of our students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

In the 8th grade, students are required to take a career planning course. This course provides extensive information on careers and teaches them to navigate the web to research information on careers of interest. Students have the opportunity to earn Industry Certification from the State of Florida in the Information Technology course, as well as high school credit, along with the Medical Skills and Agriscience Foundations courses. 8th grade students also participate in a Career Day event which allows them to look at different occupations.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Jenkins Middle promotes academic and career planning by providing courses in the career and technical fields, in which students can receive high school credit for most of the courses. Students are advised to select courses of interest at the end of the year. Students have the option of taking Technology, Production Technology, Applied Engineering Technology, Health Occupations, Orientation to Nursing, Medical Skills, Computer Applications I & II, Agriscience Foundations, Intro. to Music Performance, Technical Theater Design & Production, Medical Skills, Fitness Lifestyle Design, Personal Fitness, and Intro. to Information Technology.

Strategies for improving student readiness for the public postsecondary level

Advisor-Advisee program
Career Day Event
Career Planning
Data Chats
Mentoring

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	50%	No	64%
American Indian				
Asian				
Black/African American	41%	33%	No	47%
Hispanic	38%	50%	Yes	45%
White	70%	58%	No	73%
English language learners				
Students with disabilities	35%	26%	No	42%
Economically disadvantaged	52%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	341	47%	55%
Students scoring at or above Achievement Level 4	149	21%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		18%
Students scoring at or above Level 7	14	82%	88%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	448	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	106	59%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	33%	41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	20%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	27%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	252	46%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	52%	No	63%
American Indian				
Asian				
Black/African American	41%	33%	No	47%
Hispanic	38%	52%	Yes	45%
White	68%	62%	No	71%
English language learners				
Students with disabilities	33%	19%	No	39%
Economically disadvantaged	49%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	355	49%	57%
Students scoring at or above Achievement Level 4	136	19%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	47%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	421	58%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	105	58%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	78	11%	23%
Middle school performance on high school EOC and industry certifications	69	88%	88%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	88%	96%
Students scoring at or above Achievement Level 4	23	30%	38%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	32%	40%
Students scoring at or above Achievement Level 4	33	12%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			8%
Students scoring at or above Level 7			8%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		154
Participation in STEM-related experiences provided for students	12	2%	26%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	374	52%	56%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		9%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	0	0%	8%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	118	17%	12%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	2	0%	0%
Students who fail two or more courses in any subject	2	0%	0%
Students who receive two or more behavior referrals	90	13%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	89	12%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent participation by offering more opportunities for involvement through parent nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased Parent Nights	1		100%

Goals Summary

- G1.** To increase reading proficiency by 8%.
- G2.** To increase math proficiency by 8%
- G3.** To reduce number of referrals.
- G4.** To increase proficiency in each of the school grade categories by 8%.

Goals Detail

G1. To increase reading proficiency by 8%.

Targets Supported

Resources Available to Support the Goal

- Reading Coach, ICC District team, Team collaboration meeting dates scheduled (JMS Admin team, JMS Lead teachers, Grade-level teams, Department teams), Block Scheduling, Marzano-I-observation, Read 180, Mentor plan, Advisor/Advisee plan, school wide read.

Targeted Barriers to Achieving the Goal

- Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

Plan to Monitor Progress Toward the Goal

Monitoring Reading Performance Matters Data

Person or Persons Responsible

School wide

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Analysis of Growth in Reading Performance Matters Data, towards reaching goal of 58% proficiency

G2. To increase math proficiency by 8%**Targets Supported****Resources Available to Support the Goal**

- ICC District team, Team collaboration meeting dates scheduled (JMS Admin team, JMS Lead teachers, Grade-level teams, Department teams), Block Scheduling, Marzano-I-observation, Math remediation semester course, Mentor plan, Advisor/Advisee plan.

Targeted Barriers to Achieving the Goal

- Consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

Plan to Monitor Progress Toward the Goal

Advisor/Advisee logs and student growth towards 60% proficiency in math

Person or Persons Responsible

all teachers

Target Dates or Schedule:

quarterly

Evidence of Completion:

Advisor/Advisee logs and student growth on Performance Matters towards 60%proficiency in math

G3. To reduce number of referrals.**Targets Supported**

- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- Advisor/Advisee program/plan, mentor plan, 2 Guidance Counselors, 2 Deans, Parent/family communication plan, block Scheduling to reduce transitions, Academic and Behavior incentives, Lunch and outside rotation privilege for students, Incentives and rewards-Elite Eagles, Eagles with Excellence, and other rewards offered throughout the year.

Targeted Barriers to Achieving the Goal

- Many students are new to the school having to learn the expectations and procedures, & lack of parent communication.

Plan to Monitor Progress Toward the Goal

quarterly discipline reports

Person or Persons Responsible

JMS admin team

Target Dates or Schedule:

quarterly

Evidence of Completion:

reports of referral numbers

G4. To increase proficiency in each of the school grade categories by 8%.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Reading Coach, ICC District team, Team collaboration meeting dates scheduled (JMS Admin team, JMS Lead teachers, Grade-level teams, Department teams), Block Scheduling, Marzano-I-observation, Read 180, Math remediation semester course, Mentor plan, Advisor/Advisee plan, school wide read.

Targeted Barriers to Achieving the Goal

- Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

Plan to Monitor Progress Toward the Goal

monitoring of strategies listed

Person or Persons Responsible

JMS admin team

Target Dates or Schedule:

quarterly

Evidence of Completion:

lesson plans uploaded to first class & skyward grade book, meeting calendar, minutes, and sign in sheets, Advisor/Advisee checklist and data chat forms Lesson Plans / PLC Minutes / iObservation data , Performance Matters & FCAT data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase reading proficiency by 8%.

G1.B1 Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G1.B1.S1 Implementation of CIS Model

Action Step 1

Implementation of CIS model in teachers' instruction (CIS model Professional Development

Person or Persons Responsible

Lang Arts, Science, Civics and History teachers

Target Dates or Schedule

Professional Development October 4, 2013 & quarterly requirement for CIS in instruction.

Evidence of Completion

Lesson Plan checks, observatons

Facilitator:

Nancy Thompson & Gale Overturf

Participants:

Language Arts, History, Civics and Science

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Analysis of Implementation of CIS Model in the classroom

Person or Persons Responsible

JMS Lead team

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of one CIS model lesson in teacher's plans each quarter.

Plan to Monitor Effectiveness of G1.B1.S1

Analysis of Implementation of CIS Model in the classroom

Person or Persons Responsible

JMS Lead team

Target Dates or Schedule

January 15 , & April 1

Evidence of Completion

Performance Matters data analysis showing 56% proficiency in reading in January

G2. To increase math proficiency by 8%

G2.B1 Consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G2.B1.S1 Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

Action Step 1

Advisor/Advisee

Person or Persons Responsible

School-wide

Target Dates or Schedule

Weekly

Evidence of Completion

Advisor/Advisee logs & growth in student performance towards 60% proficiency

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Advisor/Advisee plan and implementation

Person or Persons Responsible

school wide

Target Dates or Schedule

quarterly

Evidence of Completion

Advisor/Advisee logs & growth in student performance towards 60% proficiency

Plan to Monitor Effectiveness of G2.B1.S1

Advisor/Advisee and student growth towards 60% proficiency in math

Person or Persons Responsible

JMS Lead team

Target Dates or Schedule

quarterly

Evidence of Completion

Advisor/Advisee logs & growth towards 60% proficiency in math

G3. To reduce number of referrals.

G3.B1 Many students are new to the school having to learn the expectations and procedures, & lack of parent communication.

G3.B1.S5 Block Scheduling to reduce transitions

Action Step 1

Block scheduling

Person or Persons Responsible

whole school

Target Dates or Schedule

2013-14 school year

Evidence of Completion

master schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S6 Academic and Behavior incentives (Lunch and outside rotation privilege for students, Incentives and rewards-Elite Eagles, Eagles with Excellence, and other rewards offered throughout the year)

Action Step 1

Incentive plan

Person or Persons Responsible

JMS faculty and staff

Target Dates or Schedule

weekly and quarterly

Evidence of Completion

samples copied and filed in audit box

Plan to Monitor Fidelity of Implementation of G3.B1.S6

monitoring of referrals

Person or Persons Responsible

JMS admin team

Target Dates or Schedule

quarterly monitoring of referrals

Evidence of Completion

JMS Admin team meeting notes and reports to be filed in audit box

Plan to Monitor Effectiveness of G3.B1.S6

monitoring of referrals

Person or Persons Responsible

JMS admin team

Target Dates or Schedule

quarterly

Evidence of Completion

reports and meeting notes

G4. To increase proficiency in each of the school grade categories by 8%.

G4.B1 Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G4.B1.S1 Schedule team collaboration meeting dates for data focus (JMS Admin team, JMS Lead teachers, Grade-level teams, Department teams).

Action Step 1

PLC and Lead meeting dates & times scheduled (month at a glance & year at a glance)-Inservice pts available at completion of year.

Person or Persons Responsible

JMS admin team (Surrency, Prince, Overturf, Ogle, Hurst, Brown, Isom)

Target Dates or Schedule

weekly meetings scheduled throughout the year

Evidence of Completion

calendar and sign in sheets

Facilitator:

Admin and team leaders

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Collaboration meetings/PLC's

Person or Persons Responsible

JMS faculty and staff

Target Dates or Schedule

weekly

Evidence of Completion

Agendas, sign in sheets and minutes of meetings

Plan to Monitor Effectiveness of G4.B1.S1

Collaboration meetings/PLC's

Person or Persons Responsible

JMS faculty and staff

Target Dates or Schedule

weekly

Evidence of Completion

Agendas, sign in sheets, reflection planning, and minutes of meetings

G4.B1.S2 Implement block scheduling

Action Step 1

block scheduling

Person or Persons Responsible

school wide

Target Dates or Schedule

all year

Evidence of Completion

schedule and calendar

Plan to Monitor Fidelity of Implementation of G4.B1.S2

block schedule

Person or Persons Responsible

JMS Lead team

Target Dates or Schedule

Daily

Evidence of Completion

scheduling success and growth in student achievement

Plan to Monitor Effectiveness of G4.B1.S2

Block scheduling

Person or Persons Responsible

JMS faculty, staff, students and parents

Target Dates or Schedule

quarterly

Evidence of Completion

increase in student achievement

G4.B1.S3 Implementation of CIS model

Action Step 1

Implementation of CIS model in teachers' instruction (CIS model Professional Development

Person or Persons Responsible

Lang Arts, Science, Civics and History teachers

Target Dates or Schedule

Professional Development October 4, 2013 & quarterly requirement for CIS in instruction.

Evidence of Completion

lesson plans check

Facilitator:

TBD

Participants:

Lang arts, Science, Hlstory and Civics teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S4 Teacher Implementation of Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

Action Step 1

Advisor/Advisee schedule and plan to have data chats with all students monthly

Person or Persons Responsible

all teachers

Target Dates or Schedule

monthly data chats with students

Evidence of Completion

checklist and Advisor/Advisee data chat forms

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S5 Implementation of school wide daily writing (weekly assessments in all subject areas)

Action Step 1

daily writing and weekly writing assessment in all subject areas

Person or Persons Responsible

all teachers

Target Dates or Schedule

daily and weekly

Evidence of Completion

grade book check and increase in writing scores

Plan to Monitor Fidelity of Implementation of G4.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C- Migrant

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D

See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;

- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school.
- (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;
- (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

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Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;
- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school.
- (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;
- (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X- Homeless

The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Nutrition Programs

The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through SES or 21st Century are provided a nutritional snack.

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase reading proficiency by 8%.

G1.B1 Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G1.B1.S1 Implementation of CIS Model

PD Opportunity 1

Implementation of CIS model in teachers' instruction (CIS model Professional Development

Facilitator

Nancy Thompson & Gale Overturf

Participants

Language Arts, History, Civics and Science

Target Dates or Schedule

Professional Development October 4, 2013 & quarterly requirement for CIS in instruction.

Evidence of Completion

Lesson Plan checks, observations

G4. To increase proficiency in each of the school grade categories by 8%.

G4.B1 Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G4.B1.S1 Schedule team collaboration meeting dates for data focus (JMS Admin team, JMS Lead teachers, Grade-level teams, Department teams).

PD Opportunity 1

PLC and Lead meeting dates & times scheduled (month at a glance & year at a glance)-Inservice pts available at completion of year.

Facilitator

Admin and team leaders

Participants

all teachers

Target Dates or Schedule

weekly meetings scheduled throughout the year

Evidence of Completion

calendar and sign in sheets

G4.B1.S3 Implementation of CIS model

PD Opportunity 1

Implementation of CIS model in teachers' instruction (CIS model Professional Development

Facilitator

TBD

Participants

Lang arts, Science, Hlstory and Civics teachers

Target Dates or Schedule

Professional Development October 4, 2013 & quarterly requirement for CIS in instruction.

Evidence of Completion

lesson plans check

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
		\$0	\$0
Total		\$0	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase reading proficiency by 8%.

G1.B1 Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G1.B1.S1 Implementation of CIS Model

Action Step 1

Implementation of CIS model in teachers' instruction (CIS model Professional Development

Resource Type

Resource

Funding Source

Amount Needed

G3. To reduce number of referrals.

G3.B1 Many students are new to the school having to learn the expectations and procedures, & lack of parent communication.

G3.B1.S6 Academic and Behavior incentives (Lunch and outside rotation privilege for students, Incentives and rewards-Elite Eagles, Eagles with Excellence, and other rewards offered throughout the year)

Action Step 1

Incentive plan

Resource Type

Resource

Funding Source

Amount Needed

G4. To increase proficiency in each of the school grade categories by 8%.

G4.B1 Computer availability for all classrooms, money for substitute teachers, knowledge and implementation of CIS model, consistency in Advisor/Advisee data chats with students (1 per month-per student=4 to 6 students seen each week, devoting Monday and Friday to Advisor/Advisee data chat days, with Early Release days to allow teachers to complete meeting schedules.

G4.B1.S3 Implementation of CIS model

Action Step 1

Implementation of CIS model in teachers' instruction (CIS model Professional Development

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed