

Robert H. Jenkins, Junior Middle

1100 N 19TH ST, Palatka, FL 32177

jms.putnamschools.org

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Jenkins Middle school is to support all students to achieve high levels of learning necessary to prepare them for high school and life success.

Provide the school's vision statement

We believe that all students can learn at high levels and achieve yearly growth goals.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

JMS encourages sensitivity to cultural differences, through guidance based discussions in PLCs. JMS also has school wide reads for whole school learning and activities to encourage and teach acceptance of cultural differences (Wonder, by R. J. Palacio & Drums, Girls, & Dangerous Pie, by Jordan Sonnenblick. JMS has Advisor/Advisee lessons, activities, and resources to assist teachers in building student/teacher relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Safety is a number one priority at JMS. We set expectations in August during student assembly, teachers discuss in classes, and Advisor/Advisee during their 1st pd. Students are held accountable for safety & respect expectations. To set clear expectations for respect, JMS has chosen "Respect" as the character trait for September 2014. Students address the school daily, in reference of Respect, through JTV/ morning announcements, posters are created and posted by students throughout the school to promote Respect.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

JMS has school wide expectations, and they are used school-wide (CPR-Cooperation, Prepared, and Respectful). Teachers have lessons and resources to teach CPR. Students participate in lessons, and sign CPR contract. JMS has school wide behavioral expectations, rules, and consequences. JMS trains staff in August, and supports staff and students, as needed throughout the year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Introduction of guidance services are given to all students and staff at the beginning of the school year, August 2014. Teachers are trained to contact guidance when there is a concern. Teachers complete guidance referrals on any students in concern -(behavioral, social, academic, or emotional). Students can fill out a guidance request form for any need. We offer group and individual counseling, we refer to outside agencies as the need arises.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension-teachers meet monthly to discuss student concerns with attendance, and discuss possible strategies for improvement, meet with students quarterly to discuss plan for improvement, parent call made for concerns, school runs attendance reports for 4 or more absences, send warning letters to parents-offering opportunity to have conference, set truancy meetings, allow students to take assessment for grade improvement from F to a D.

*One or more suspensions, whether in school or out of school-withdrawal of privileges, warnings discussed with students and parents, parent contacts, behavior contracts completed, counseling, parent conferences, and MTSS meetings set for student concerns.

*Course failure in English Language Arts or mathematics-students brought in for lunchtime learning, teachers meet quarterly to discuss students failing and discuss possible strategies and plans for remediation, remediation quarterly, DATA chats with students quarterly, parent contacts for F's, parent conferences set for failing students, loss of privileges,

*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics-Intensive reading, Critical Thinking class for targeted 7th grade students, Research class for all students, with intense focus on reading strategies, and reading activities school wide, lunchtime remediation for students still struggling, Bottom Quartile students paired with mentors for extra data chats and guidance & counseling

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	42	64	106
One or more suspensions	55	124	179
Course failure in ELA or Math	140	57	197
Level 1 on statewide assessment	70	82	152

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	81	75	156

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Teachers meet monthly to discuss student concerns with attendance, grades, or behavior and discuss possible strategies and plans for remediation and improvement.
2. Teachers meet with students quarterly to discuss plan for improvement.
3. Teachers make parent call for concerns and set conference.
4. School runs attendance reports for 4 or more absences, send warning letters to parents-offering opportunity to have conference, set truancy meetings, allow students to take assessment for grade improvement from F to a D.

5. Students are brought in for lunchtime learning.
6. Loss of privileges for students not compliant.
7. Guidance and Deans set MTSS meetings for student concerns.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/175071>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

JMS offers extra-curricular activities for our students and in partnership with surrounding schools. JMS holds an annual HOE Down for all of the community, time for the community to come together in partnership and fellowship. JMS participates in community-wide service (parades, festivals, Relay for Life, March of Dimes, Food Drives, Fair, etc). JMS applies for grants in our local community as available (Lowe's, GP, Book grant).

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Surrency, Rick	Principal
prince, kelley	Assistant Principal
Overturf, Veronica	Instructional Coach
Wright, Renee	Instructional Coach
Wilson, Erika	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

Math CRT-Renee Wright-provide data to the MTSS team and disaggregate standardized test data results for SIP

Staffing Specialist – Virginia McClellan – 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 & Lucas Bennett – Request MTSS meetings and attend meetings to provide discipline information and interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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;
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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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Erika Wilson	Teacher
Renee Wright	Teacher
Rick Surrency	Principal
Kelley Prince	Teacher
Stacey Jenkins	Teacher
Cindy Bellamy	Parent
Cristie Lee	Parent
Lynn Chastain	Parent
Lynn Harris	Parent
Terry Wright	Business/Community
Gina Shaw	Parent
Mahendra Patel	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

JMS did not meet 2013-14 goals.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

JMS began 8-step problem solving process in May 2014, to develop 2014/15 plan. Goals were discussed for sharing and revision at September 22, 2014 JMS SAC meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Surrency, Rick	Principal

Duties

Describe how the LLT promotes literacy within the school

Summer Reading Projects & book give away
 School Wide Reading program & school wide lesson plans
 Writing across the Content Areas
 Research class for all students with intense focus on reading strategies and activities, school wide syllabus & lesson plans.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All content area teachers at Jenkins Middle School have a 94 minute planning period every other day with colleagues that teach the same content.

Teachers meet weekly to accomplish the following goals:

1. Establish team norms
2. Identify essential standards
3. Create common assessments
4. Plan standard based lessons
5. Collect data
6. Analyze data
7. Plan for differentiation

Elective teachers have a 48 minute planning period each day. These teachers meet together weekly.

They have formed Collaborative Planning Teams with teachers within our school or outside of our school to aid in planning, creating common assessments, and analyzing student progress.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We have district wide curriculum guides, maps and teachers collaborate and plan weekly. Teachers have lesson plans uploaded on google for administration to view. We are seeking district support for alignment of lesson plans.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through collaborative planning teams, teachers are analyzing common assessment data to determine needs for remediation. Students are then assigned lunchtime learning and report to lunch remediation, students will be assigned for remediation/enrichment rotation.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Common planning

Research class for all students with intense focus on reading strategies and school-wide reading, rotation plan for remediation/enrichment.

Strategy Rationale

collaborative planning, and school-wide reading enrichment, and remediation/enrichment plan

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Surrency, Rick, rsurrency@my.putnamschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected from FAIR scores, SRI scores, AR data, and AIR ELA scores...to determine reading/ELA improvement, and common assessment data, the above reading/ELA data, District assessment Math and Reading data will be tracked in Reading and math to determine improvement from collaborative planning.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

6th grade transition plan: IEP transition meetings, 6th grade tour in May, 6th grade summer reading project and book give away in May, 7th grade Open House in August.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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, Computer Applications/Business I & II, Agriscience Foundations, Intro. to Music Performance, Technical Theater Design & Production, Fitness Lifestyle Design, Personal Fitness, and Intro. to Information Technology.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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 Agriscience Foundations courses. 8th grade students also participate in a Career Day event which allows them to look at different occupations.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Advisor-Advisee program
Career Day Event
Career Planning/4 yr planning
Data Chats
Mentoring

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Jenkins Middle School will implement the PLC process more effectively using common collaborative planning, common assessments, data analysis and differentiation in all classrooms throughout the school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Jenkins Middle School will implement the PLC process more effectively using common collaborative planning, common assessments, data analysis and differentiation in all classrooms throughout the school year. **1a**

G056683

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	43.0
FCAT 2.0 Science Proficiency	20.0
FSA - English Language Arts - Proficiency Rate	28.0

Resources Available to Support the Goal **2**

- PLC Training in June and August
- Common Planning by Grade and Content
- Coaches
- Focus Assessments/Items Banks
- Block Scheduling
- Performance Matters
- Extended Lunch/Remediation Time
- Book Studies
- Data Analysis Days
- PD Days
- PLCs
- Funding for additional planning time
- Single School culture
- Teacher Leadership

Targeted Barriers to Achieving the Goal **3**

- Efficient use of PLCs

Plan to Monitor Progress Toward G1. **8**

Analyze common assessment data and Performance Matters data

Person Responsible

Rick Surrency

Schedule

On 6/5/2015

Evidence of Completion

Analysis of meeting attendance and full participation in common planning, common assessments, and increase in percent proficient on standards addressed.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Jenkins Middle School will implement the PLC process more effectively using common collaborative planning, common assessments, data analysis and differentiation in all classrooms throughout the school year.

1

 G056683

G1.B1 • Efficient use of PLCs **2**

 B143345

G1.B1.S1 PLC purpose and structure **4**

 S155419

Strategy Rationale

To maximize efficiency and effectiveness of common planning time, holding PLC/Collaborative planning meetings by grade level and content weekly to analyze data and plan for remediation/enrichment.

Action Step 1 **5**

Gradual release of PLC process

Person Responsible

Rick Surrency

Schedule

On 8/1/2014

Evidence of Completion

Planning dates, sign in sheets, meeting notes, and plans for year

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

JMS will have weekly collaborative planning, monthly "Lead" collaborative planning meetings, and documentation for implementation of PLC/collaborative planning

Person Responsible

Rick Surrency

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Meeting sign-in sheets, data analysis, PLC documents (essential standards chosen, common assessments and data results, DI template)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze common assessment data

Person Responsible

Rick Surrency

Schedule

Quarterly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Data analysis by content and grade level, increase in student achievement based on proficiency of standards remediated/enriched

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Gradual release of PLC process	Surrency, Rick	8/1/2014	Planning dates, sign in sheets, meeting notes, and plans for year	8/1/2014 one-time
G1.MA1	Analyze common assessment data and Performance Matters data	Surrency, Rick	9/26/2014	Analysis of meeting attendance and full participation in common planning, common assessments, and increase in percent proficient on standards addressed.	6/5/2015 one-time
G1.B1.S1.MA1	Analyze common assessment data	Surrency, Rick	10/3/2014	Data analysis by content and grade level, increase in student achievement based on proficiency of standards remediated/enriched	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	JMS will have weekly collaborative planning, monthly "Lead" collaborative planning meetings, and documentation for implementation of PLC/collaborative planning	Surrency, Rick	9/2/2014	Meeting sign-in sheets, data analysis, PLC documents (essential standards chosen, common assessments and data results, DI template)	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Jenkins Middle School will implement the PLC process more effectively using common collaborative planning, common assessments, data analysis and differentiation in all classrooms throughout the school year.

G1.B1 • Efficient use of PLCs

G1.B1.S1 PLC purpose and structure

PD Opportunity 1

Gradual release of PLC process

Facilitator

Gale Overturf & Renee Wright

Participants

L Earls, M Cordero, Amanda Bennett, Keith Hill, Tonya Miles, Cassie Browning, Stacy Jenkins

Schedule

On 8/1/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0