

Putnam County School District

# Robert H. Jenkins, Junior Middle



2015-16 School Improvement Plan

## Robert H. Jenkins, Junior Middle

1100 N 19TH ST, Palatka, FL 32177

jms.putnamschools.org

### School Demographics

#### School Type

Middle

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

100%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

51%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
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 Jenkins Middle School is a place where "All Achieve Success."

#### 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 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 a student assembly. Teachers discuss the expectations in their classes, and again in Advisor/Advisee time during 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 2015. Daily, students address the character trait through JTV/ morning announcements, and posters are created and displayed 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 called the 6 P's. They are: Prompt, Prepared, Polite, Precise, Persistent, and Professional. Teachers have lessons and resources to teach the 6 P's. Students participate in lessons, and sign a "6 P's 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 2015. 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, and 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 attendance concerns, discuss possible strategies for improvement. They meet with students in Advisor/Advisee time to discuss plans for improvement, and they make parent calls regarding attendance concerns. The school runs attendance reports for 4 or more absences, sends warning letters to parents, offers parent/teacher conference opportunities, sets truancy meetings, and allows students to take assessment(s) for grade improvement(s) from an 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: Teachers meet quarterly to discuss failing students and discuss possible strategies and plans for remediation. Remediation is scheduled weekly during DI period, and DATA chats with students are scheduled regularly in Advisor/Advisee time. Teachers make parent contacts when students receive F's, and parent conferences are made when necessary. Students with failing grades sometimes lose privileges and rewards.

\*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics: Intensive reading, Critical Thinking with Language Arts teacher for targeted 7th grade students, Critical thinking class for all students with intense focus on reading strategies, DI period remediation for students still struggling, Bottom Quartile students paired with mentors for extra data chats, 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	92	130	222
One or more suspensions	90	94	184
Course failure in ELA or Math	2	2	4
Level 1 on statewide assessment	67	66	133

#### *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	77	133	210

### 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, sends warning letters to parents-offering opportunity to have conference, sets truancy meetings, allows students to take assessment for grade

improvement from an F to a D.

5. Students are remediated during DI period.
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:

Name	Title
Surrency, Rick	Principal
Hedstrom, Randy	Assistant Principal
Overturf, Veronica	Instructional Coach
Wright, Renee	Instructional Coach
	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 & Randy Hedstrom – monitor and attend MTSS meetings when necessary and facilitate the completion of the SIP

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

CRT – Veronica Overturf – provides data to the MTSS team and disaggregates standardized test data results for SIP

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

Staffing Specialist – Virginia McClellan – Attends MTSS meetings to provide support

School Psychologist – Julie Sloan – Attends MTSS meetings to provide support and reviews 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. 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. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. 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 Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative

and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District 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. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

## **School Advisory Council (SAC)**

### **Membership:**

Name	Stakeholder Group
Trina Ward	Teacher
Renee Wright	Teacher
Rick Surrency	Principal
	Education Support Employee
Stacey Jenkins	Teacher
Cindy Bellamy	Parent
Lynn Chastain	Parent
Lynn Harris	Parent
Terry Wright	Business/Community
Gina Shaw	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 is making adequate progress on the 2014-2015 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 2015, to develop 2015/16 plan. Goals were discussed for sharing and revision at September 28, 2015 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:

Name	Title
Surrency, Rick	Principal
Overturf, Veronica	Instructional Coach
Hedstrom, Randy	Assistant Principal
Wright, Renee	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Summer Reading Projects & book give away  
Writing across the content areas  
Critical Thinking class with common lesson plans- intense focus on reading strategies and activities

### 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 84 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 Professional Learning Communities 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 and curriculum maps for some content areas. Teachers collaborate and plan weekly in their PLC. Teachers upload their lesson plans 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 analyze common assessment data to determine needs for remediation. Students are then provided remediation or enrichment during the DI period.

***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:** Summer Program

**Minutes added to school year:** 1,350

Common planning

Critical Thinking class for all students with intense focus on reading strategies and school-wide reading, rotation plan for remediation/enrichment. Students also attend a Differentiated Instruction period at the end of the school day to provide additional help for students who have not mastered the standards being taught. Students who have mastered the standard will be provided with enrichment activities.

***Strategy Rationale***

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

***Strategy Purpose(s)***

- 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****Needs Assessment****Problem Identification****Data to Support Problem Identification****Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:



**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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.** IF we provide a structured time for daily strategic DI that is implemented, supported and monitored by all stakeholders. THEN there will be an increase in effective implementation for the DI structure resulting in increased student achievement.
  
- G2.** 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.** IF we provide a structured time for daily strategic DI that is implemented, supported and monitored by all stakeholders. THEN there will be an increase in effective implementation for the DI structure resulting in increased student achievement. 1a

G072519

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	40.0
Algebra I FSA EOC Pass Rate	64.0
FSA English Language Arts - Achievement	32.0
FCAT 2.0 Science Proficiency	25.0
Bio I EOC Pass	67.0
Civics EOC Pass	57.0

**Resources Available to Support the Goal** 2

- Planning period
- PLC training - Dufour
- Additional training for coaches
- MFAS Tasks
- Buy in - willing to adjust- rolled out effectively

**Targeted Barriers to Achieving the Goal** 3

- Remediation time - Students did not show up.
- Teachers not implementing the remediation time with fidelity.
- School wide opportunity week was challenging for organizers, teachers and students - time consuming.
- Opportunity week was not enough time.
- Low expectations for students.
- DI was not successful in the classroom.
- Resistant to try new things.
- Resistant to pulling small groups - time is limited.
- Not enough time in PLC's to plan for DI.
- Planning for DI in PLC has not been a focus.
- Accountability for teachers for DI- next year extra 45 minutes (implementation & maintaining focus on intervention).
- So many students need intervention.
- Lack of progress monitoring.

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

Analyze data: classroom grades, FAIR (ELA), MFAS (math), common assessments (all subjects).

**Person Responsible**

Rick Surrency

**Schedule****Evidence of Completion**

Data charts and next steps & plan for PLC.

**G2.** 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**

G072520

**Targets Supported** **1b**

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

**Resources Available to Support the Goal** **2**

- ELFAS will be used in the future
- District Coaches - support
- Buy in - willing to adjust - rolled out effectively
- Common Planning by Grade and Content
- Block Scheduling
- Performance Matters
- 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 G2.** **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.** IF we provide a structured time for daily strategic DI that is implemented, supported and monitored by all stakeholders. THEN there will be an increase in effective implementation for the DI structure resulting in increased student achievement. **1**

 G072519

**G1.B1** • Remediation time - Students did not show up. • Teachers not implementing the remediation time with fidelity. • School wide opportunity week was challenging for organizers, teachers and students - time consuming. • Opportunity week was not enough time. • Low expectations for students. • DI was not successful in the classroom. • Resistant to try new things. • Resistant to pulling small groups - time is limited. • Not enough time in PLC's to plan for DI. • Planning for DI in PLC has not been a focus. • Accountability for teachers for DI- next year extra 45 minutes (implementation & maintaining focus on intervention). • So many students need intervention. • Lack of progress monitoring. **2**

 B189076

**G1.B1.S1** 1. Develop a structure that is clear and specific and communicate effectively to all stakeholders. **4**

 S200497

### Strategy Rationale

#### Action Step 1 **5**

Meet with PLC leaders - share goal/gain input on option choice.

#### Person Responsible

Veronica Overturf

#### Schedule

On 5/19/2016

#### Evidence of Completion

Agendas/meeting notes

### Action Step 2 5

Develop checklist of walkthroughs to include expectations/non-negotiable (structure) \* alignment to Marzano's elements.

**Person Responsible**

Rick Surrency

**Schedule**

On 5/26/2016

***Evidence of Completion***

Checklist

### Action Step 3 5

Faculty meeting to share goal/plan/checklist/share professional development reading and gain feedback.

**Person Responsible**

Rick Surrency

**Schedule**

On 6/3/2015

***Evidence of Completion***

Agenda and list of resources.

### Action Step 4 5

Use 1/2 PD day (Fall 2015) to revisit structure and show alignment to Marzano/AVID/learning focus framework.

**Person Responsible**

Rick Surrency

**Schedule**

On 8/11/2015

***Evidence of Completion***

Training documents

### Action Step 5 5

Develop a schedule so that every teacher is seen once a week with feedback provided PLC leaders - learning walks once a month. Additionally, Build off of successful teachers by using purposeful peer observations. (IR notes)

#### **Person Responsible**

Rick Surrency

#### **Schedule**

On 8/11/2015

#### **Evidence of Completion**

Schedule

### Action Step 6 5

Schedule meetings for SBLT to identify trends/noticing - plans for support through PLC & PD plan.

#### **Person Responsible**

Rick Surrency

#### **Schedule**

On 8/28/2015

#### **Evidence of Completion**

Completed checklist - trends noted.

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

Teachers will complete both self analysis checklist and peer observation checklist of instructional practices during Differentiated Instruction period.

#### **Person Responsible**

Veronica Overturf

#### **Schedule**

Monthly, from 9/14/2015 to 5/16/2016

#### **Evidence of Completion**

The PLC leaders will analyze both the self analysis data and peer observation data to determine the effectiveness of the DI period.

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

Analyze qualitative data from checklist and survey.

**Person Responsible**

Rick Surrency

**Schedule**

***Evidence of Completion***

Data chats and survey results.



**G2.** 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

G072520

### **G2.B1 • Efficient use of PLCs** 2

B189077

**G2.B1.S1** 1. Develop a lesson planning template/framework to include DI - same for all content to include expectations and nonnegotiable (coaches prior to 8/10/15). 2. Intensive support for planning for DI. 3. Support a change in approach to lesson planning. 4. Develop a plan for teacher leaders to select/create assessments this summer (July) (Rick & Sandy). 5. Harness technology to aid in data management (skyward/ performance matters) (meeting between Rick & IT & Karen Hughes) (plan for training and support teaches). 6. Plan for embedding professional learning opportunities to increase knowledge/comfort with DI. 7. Provide intensive support for planning for DI (framework, PLC, technology) to increase professional learning and develop comfort for the teachers. 4

S200498

#### **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

PLC leaders will create professional learning opportunities/experiences for colleagues on DI to present during pre planning (to include building a common language for DI to include indicators) (coaches develop/refine lesson planning template).

#### **Person Responsible**

Rick Surrency

#### **Schedule**

On 7/31/2015

#### **Evidence of Completion**

Power point or detailed agenda

## Action Step 2 5

PLC leads present opportunities; present lesson planning template

### **Person Responsible**

Rick Surrency

### **Schedule**

On 8/11/2015

### ***Evidence of Completion***

Power points & agenda

## Action Step 3 5

Analyze from walkthroughs (DI checklist) and mini assessments in order to identify needs and make a plan for support moving forward.

### **Person Responsible**

Rick Surrency

### **Schedule**

### ***Evidence of Completion***

## Action Step 4 5

Support teacher planning to include planned questions and collaborative learning.

### **Person Responsible**

Veronica Overturf

### **Schedule**

### ***Evidence of Completion***

Notes from PLC meetings and lesson plan framework.

**Plan to Monitor Fidelity of Implementation of G2.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 G2.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	Meet with PLC leaders - share goal/gain input on option choice.	Overturf, Veronica	Agendas/ meeting notes	5/19/2016 one-time	
G2.B1.S1.A1	PLC leaders will create professional learning opportunities/experiences for colleagues on DI to present during pre planning (to include building a common language for DI to include indicators) (coaches develop/refine lesson planning template).	Surrency, Rick	7/1/2015	Power point or detailed agenda	7/31/2015 one-time
G1.B1.S1.A2	Develop checklist of walkthroughs to include expectations/non-negotiable	Surrency, Rick	Checklist	5/26/2016 one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	(structure) * alignment to Marzano's elements.				
G2.B1.S1.A2	PLC leads present opportunities; present lesson planning template	Surrency, Rick	Power points & agenda	8/11/2015 one-time	
G1.B1.S1.A3	Faculty meeting to share goal/plan/ checklist/share professional development reading and gain feedback.	Surrency, Rick	Agenda and list of resources.	6/3/2015 one-time	
G2.B1.S1.A3	Analyze from walkthroughs (DI checklist) and mini assessments in order to identify needs and make a plan for support moving forward.	Surrency, Rick		5/27/2016 weekly	
G1.B1.S1.A4	Use 1/2 PD day (Fall 2015) to revisit structure and show alignment to Marzano/AVID/learning focus framework.	Surrency, Rick	Training documents	8/11/2015 one-time	
G2.B1.S1.A4	Support teacher planning to include planned questions and collaborative learning.	Overturf, Veronica	Notes from PLC meetings and lesson plan framework.	5/27/2016 weekly	
G1.B1.S1.A5	Develop a schedule so that every teacher is seen once a week with feedback provided PLC leaders - learning walks once a month. Additionally, Build off of successful teachers by using purposeful peer observations. (IR notes)	Surrency, Rick	Schedule	8/11/2015 one-time	
G1.B1.S1.A6	Schedule meetings for SBLT to identify trends/noticing - plans for support through PLC & PD plan.	Surrency, Rick	Completed checklist - trends noted.	8/28/2015 one-time	
G1.MA1	Analyze data: classroom grades, FAIR (ELA), MFAS (math), common assessments (all subjects).	Surrency, Rick	Data charts and next steps & plan for PLC.	one-time	
G1.B1.S1.MA1	Analyze qualitative data from checklist and survey.	Surrency, Rick	10/26/2015	Data chats ans survey results.	quarterly
G1.B1.S1.MA1	Teachers will complete both self analysis checklist and peer observation checklist of instructional practices during Differentiated Instruction period.	Overturf, Veronica	9/14/2015	The PLC leaders will analyze both the self analysis data and peer observation data to determine the effectiveness of the DI period.	5/16/2016 monthly
G2.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
G2.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
G2.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.** IF we provide a structured time for daily strategic DI that is implemented, supported and monitored by all stakeholders. THEN there will be an increase in effective implementation for the DI structure resulting in increased student achievement.

**G1.B1** • Remediation time - Students did not show up. • Teachers not implementing the remediation time with fidelity. • School wide opportunity week was challenging for organizers, teachers and students - time consuming. • Opportunity week was not enough time. • Low expectations for students. • DI was not successful in the classroom. • Resistant to try new things. • Resistant to pulling small groups - time is limited. • Not enough time in PLC's to plan for DI. • Planning for DI in PLC has not been a focus. • Accountability for teachers for DI- next year extra 45 minutes (implementation & maintaining focus on intervention). • So many students need intervention. • Lack of progress monitoring.

**G1.B1.S1** 1. Develop a structure that is clear and specific and communicate effectively to all stakeholders.

### PD Opportunity 1

Meet with PLC leaders - share goal/gain input on option choice.

#### Facilitator

Randy Hedstorm

#### Participants

Coaches/PLC leaders

#### Schedule

On 5/19/2016

### PD Opportunity 2

Develop checklist of walkthroughs to include expectations/non-negotiable (structure) \* alignment to Marzano's elements.

#### Facilitator

Sandy (DA)

#### Participants

Amanda Bennett & Erika Wilson

#### Schedule

On 5/26/2016

### PD Opportunity 3

Use 1/2 PD day (Fall 2015) to revisit structure and show alignment to Marzano/AVID/learning focus framework.

#### Facilitator

Coaches, AVID, PLC leaders

#### Participants

Faculty

#### Schedule

On 8/11/2015

**G2.** 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.

### G2.B1 • Efficient use of PLCs

**G2.B1.S1** 1. Develop a lesson planning template/framework to include DI - same for all content to include expectations and nonnegotiable (coaches prior to 8/10/15). 2. Intensive support for planning for DI. 3. Support a change in approach to lesson planning. 4. Develop a plan for teacher leaders to select/create assessments this summer (July) (Rick & Sandy). 5. Harness technology to aid in data management (skyward/ performance matters) (meeting between Rick & IT & Karen Hughes) (plan for training and support teaches). 6. Plan for embedding professional learning opportunities to increase knowledge/comfort with DI. 7. Provide intensive support for planning for DI (framework, PLC, technology) to increase professional learning and develop comfort for the teachers.

### PD Opportunity 1

PLC leaders will create professional learning opportunities/experiences for colleagues on DI to present during pre planning (to include building a common language for DI to include indicators) (coaches develop/refine lesson planning template).

#### Facilitator

Gale Overturf & Renee Wright

#### Participants

PLC leaders (w/support from coaches & DA team)

#### Schedule

On 7/31/2015

## **PD Opportunity 2**

PLC leads present opportunities; present lesson planning template

### **Facilitator**

Gale Overturf & Renee Wright

### **Participants**

PLC leaders & coaches

### **Schedule**

On 8/11/2015

## **PD Opportunity 3**

Analyze from walkthroughs (DI checklist) and mini assessments in order to identify needs and make a plan for support moving forward.

### **Facilitator**

Sandy (DA)

### **Participants**

PLC leaders/ coaches

### **Schedule**

## **PD Opportunity 4**

Support teacher planning to include planned questions and collaborative learning.

### **Facilitator**

Gail Overturf and Renee Wright

### **Participants**

PLC leaders/coaches

### **Schedule**



## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Meet with PLC leaders - share goal/gain input on option choice.	\$0.00
2	G1.B1.S1.A2	Develop checklist of walkthroughs to include expectations/non-negotiable (structure) * alignment to Marzano's elements.	\$0.00
3	G1.B1.S1.A3	Faculty meeting to share goal/plan/checklist/share professional development reading and gain feedback.	\$0.00
4	G1.B1.S1.A4	Use 1/2 PD day (Fall 2015) to revisit structure and show alignment to Marzano/AVID/ learning focus framework.	\$0.00
5	G1.B1.S1.A5	Develop a schedule so that every teacher is seen once a week with feedback provided PLC leaders - learning walks once a month. Additionally, Build off of successful teachers by using purposeful peer observations. (IR notes)	\$0.00
6	G1.B1.S1.A6	Schedule meetings for SBLT to identify trends/noticing - plans for support through PLC & PD plan.	\$0.00
7	G2.B1.S1.A1	PLC leaders will create professional learning opportunities/experiences for colleagues on DI to present during pre planning (to include building a common language for DI to include indicators) (coaches develop/refine lesson planning template).	\$0.00
8	G2.B1.S1.A2	PLC leads present opportunities; present lesson planning template	\$0.00
9	G2.B1.S1.A3	Analyze from walkthroughs (DI checklist) and mini assessments in order to identify needs and make a plan for support moving forward.	\$0.00
10	G2.B1.S1.A4	Support teacher planning to include planned questions and collaborative learning.	\$0.00
<b>Total:</b>			<b>\$0.00</b>