

Robert H. Jenkins, Junior Middle

1100 N 19TH ST, Palatka, FL 32177

jms.putnamschools.org

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
7-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(As Reported on Survey 3)

100%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

54%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	D	C

**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 is pending approval by the Putnam County School Board.

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 a monitoring status of "Former F" (see page 4). 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.

Putnam - 0171 - Robert H. Jenkins, Jr. Middle - 2016-17 SIP

Robert H. Jenkins, Junior Middle

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Robert H. Jenkins, Junior Middle

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 success in life.

b. Provide the school's vision statement

We believe that Jenkins Middle School is a place where "All Achieve Success."

2. School Environment

a. 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.

b. 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. Homeroom includes lessons from "The 55 Essentials" by Ron Clark. Teachers read portions of the book followed by discussion about what they learned, with examples and non-examples. This book will be followed by "The 7 Habits of Highly Effective Teens". These lessons are critical to teaching students how to behave and respond in a variety of settings. Teachers discuss the expectations in their classes, and again in Advisor/Advisee time during 1st period. Students are held accountable for safety & respect expectations. To set clear expectations for respect, JMS has chosen "Respect" as the character trait for September 2016. Daily, students address the character trait through JTV/ morning announcements, and posters are created and displayed throughout the school to promote Respect. Every month JMS focuses on a different character trait (Responsibility, Trustworthiness, Caring, Citizenship and Fairness).

c. 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 school wide expectation "4 Success at JMS: Cooperative, Productive, Respectful, Responsible", also known as CPRR. JMS has school wide behavioral expectations, rules, and consequences. JMS trains staff in August, and supports staff and students, as needed, throughout the year.

d. 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 2016. 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.

3. 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).

a. 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 and 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. Attendance meetings are held with students and parents as outlined in the PCSD attendance policy.

*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. Lunch Time Learning and Differentiated Instruction within the ELA and Math class is used for remediation, 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 and small group instruction are strongly encouraged in class in order to differentiate and scaffold instruction for students. Students in the Lowest 25% are paired with mentors for extra data chats, guidance, and counseling.

* Lunch Time Learning - All students have a 1 hour lunch. During this time, students are requested by a teacher or make their own request to see a teacher. They eat lunch first, then go to the teacher's room for remediation, make-up work, rewards, and relationship building. Each day of the week is designated as a priority day for a specific subject, in the event that 2 teachers ask to see the same student, they go to the priority subject first. Teachers are asked to work with students a minimum of 2 days per week and they meet with the Principal or Assistant Principal 1 day per week in the Soaring Eagle Room to look at data and how to use it to drive instructional decisions.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	69	113	0	0	0	0	182
One or more suspensions	0	0	0	0	0	0	0	57	60	0	0	0	0	117
Course failure in ELA or Math	0	0	0	0	0	0	0	14	15	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	0	88	118	0	0	0	0	206
Level 1 on FSA Math	0	0	0	0	0	0	0	91	93	0	0	0	0	184

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	74	94	0	0	0	0	168

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

1. Teachers meet weekly with administration to discuss student concerns with attendance, grades, or behavior and discuss possible strategies and plans for remediation and improvement.
2. Teachers meet with students monthly to discuss plans for improvement in Academic Advisement.
3. Teachers make parent contacts regarding concerns and to schedule conferences.
4. School runs attendance reports for 4 or more absences, sends warning letters to parents-offering opportunities to have conference, sets truancy meetings, and allows students to take assessment for grade improvement from an F to a D. Students are held accountable for tardies with a warning on the third tardy and detention for every tardy after. Attendance meetings are held with students and parents as outlined in the PCSD attendance policy.
5. Loss of privileges for students for behaviors that are disruptive to the learning environment and/or refusing to complete assigned work.
6. Guidance and Deans set MTSS meetings for student concerns.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

2. 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 and community organizations. JMS holds an annual Hoe Down fundraiser with 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). Georgia-Pacific is partnering with JMS for our STEM class by providing funding for robotics and robotic competitions.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Hedstrom, Randy	Principal
Leary, Beth	Assistant Principal
Overturf, Gale	Instructional Coach
Wright, Renee	Instructional Coach
Hurst, Sandra	Guidance Counselor
Rhymes, Kimberly	Guidance Counselor

b. Duties

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

Administration – Randy Hedstrom & Beth Leary – monitor and attend MTSS meetings when necessary and facilitate the completion of the SIP; disaggregate testing data to place students in appropriate academic classes, plan professional development and PLCs; conduct classroom observations in order to provide coaching and support; collaborate with team leaders, academic coaches, guidance counselors and deans to make decisions that are in the best interest of our students and teachers.

Guidance – Sandy Hurst & Kim Rhymes – schedule and facilitate academic MTSS meetings and provide any pertinent data for SIP, counsel with students who are struggling academically and/or have personal issues that are impeding their academic performance.

CRT – Veronica Overturf – provides data to the MTSS team and disaggregates standardized test data results for SIP; provides support to the teachers by working one-on-one or small group with our lowest quartile students; coaches our new and struggling

teachers in order to improve their pedagogy; acquires resources for teachers; leads professional development to support teachers in areas of need.

Math CRT - Renee Wright-provides data to the MTSS team and disaggregates standardized test data results for SIP; provides support to the teachers by working one-on-one or small group with our lowest quartile students; coaches our new and struggling teachers in order to improve their pedagogy; acquires resources for teachers; leads professional development to support teachers in areas of need.

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 - schedule and facilitate Behavior MTSS meetings and attend meetings to provide discipline information and interventions.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Trina Ward	Teacher
Renee Wright	Teacher
Randy Hedstrom	Principal
Stacey Jenkins	Teacher
Terry Wright	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

JMS did not make adequate progress toward the 2015-2016 goals.

b. 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.

c. Preparation of the school's annual budget and plan

JMS began the 8-step problem solving process in June 2016, to develop 2016-17 plan. Goals were discussed for sharing and revision at _____ JMS SAC meeting.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hedstrom, Randy	Principal
Leary, Beth	Assistant Principal
Overturf, Gale	Instructional Coach
Wright, Renee	Instructional Coach
Massey, Lisa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Summer Reading Projects & book give away
Writing across the content areas
Intensive Reading classes are offered for all of our Lowest Quartile ELA Students.
Accelerated Reader program is promoted through Language Arts classes and rewards are given for those meeting their AR goal.
Achieve 3000 is required to be utilized in Science, Social Studies and ELA classes.
iReady used for progress monitoring and Intensive Reading classes.

D. 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).

1. 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 an 81-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 standards-based lessons
5. Collect data
6. Analyze data
7. Plan for differentiation

Teachers meet together weekly. They have formed Professional Learning Communities with teachers within our school, or outside of our school, to aide in planning, creating common assessments, and analyzing student progress.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 most core content areas. Teachers collaborate and plan weekly in their PLC. Data from common assessments is posted in the Soaring Eagle Room. Teachers upload their lesson plans on google for administration to view.

b. Instructional Strategies

1. 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

* Lunch Time Learning - All students have a 1 hour lunch. During this time, students are requested by a teacher or make their own request to see a teacher. They eat lunch first, then go to the teacher's room for remediation, make-up work, rewards, and relationship building. Each day of the week is designated as a priority day for a specific subject, in the event that 2 teachers ask to see the same student, they go to the priority subject first. Teachers are asked to work with students a minimum of 2 days per week.

* Progress Monitoring in ELA and Math are through iReady 3 times during the year.

* Intensive classes are required for our Level 1 and Lowest Quartile students. The lowest students utilize iReady via the computer and using the tool kit small group instruction. Our bubble students are in READ180 and the remainder of the Level and LQ students receive small group instruction in the areas needed based on iReady, FSA and Achieve 3000 assessments.

* Achieve 3000 is used school wide. Students take a Level Set assessment which determines their reading lexile. Students are expected to complete an article in their Science and Social Studies classes at their lexile once per week. They complete a stretch article that is on grade level, weekly in their ELA class. This is also being utilized by students who participate in the North Point Youth Camp after school.

* Students who failed no more than 2 core courses are allowed to participate in Odyssey Credit Recovery in the summer in order to promote to the next grade level with credits for all core classes. summer.

* Through collaborative planning teams, teachers analyze common assessment data to determine needs for remediation.

2. 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: After School Program

Minutes added to school year: 19,560

North Point Youth Camp has 50 students who stay after school Monday - Friday for academic assistance with homework, reading (Achieve 3000), remediation and mentoring. The reward for completing their assignments is playing basketball.

Strategy Rationale

Students recommended for the camp are our lowest quartile students, particularly those who do not have academic support at home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hedstrom, Randy, rhedstrom@my.putnamschools.org

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

Grades of the students participating in the camp are monitored by Dr. Findlater and his staff. JMS will also use iReady for progress monitoring.

2. Student Transition and Readiness

a. 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).

1. 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 & 8th grade Open House in August.

8th grade transition support: IEP transition meetings, Palatka High School holds an assembly with our outgoing 8th graders to provide information about registering for high school courses, Open House and activities that are available to them.

b. College and Career Readiness

1. 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 STEM, Medical Skills, Digital Photography, 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.

2. 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.

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the school leadership communicates high expectations and develops supporting structures for ambitious instruction, then teachers will be able to use progress monitoring tools to drive instruction that meets the needs of our students so that all students will be able to make meaningful academic progress across content areas leading to academic growth of the school.

Strategic Goals Detail

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

G1. If the school leadership communicates high expectations and develops supporting structures for ambitious instruction, then teachers will be able to use progress monitoring tools to drive instruction that meets the needs of our students so that all students will be able to make meaningful academic progress across content areas leading to academic growth of the school. **1a**

G084891

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	29.0
ELA/Reading Gains District Assessment	37.0
ELA/Reading Lowest 25% Gains	33.0
FSA Mathematics Achievement	41.0
Math Gains	46.0
Math Lowest 25% Gains	35.0
Science Achievement District Assessment	25.0
Civics EOC Pass	54.0

Targeted Barriers to Achieving the Goal **3**

- Not having well aligned standards based progress monitoring tools
- Inconsistent expectations for PLCs
- Student discussion isn't always focused on the content/topics

Resources Available to Help Reduce or Eliminate the Barriers **2**

- New teachers who are positive and energetic
- New Leadership Team
- i-Ready, Achieve 3000, Performance Matters
- Common planning for the core content areas
- 1:1 technology for core content areas
- Soaring Eagles Data Room
- Mentors/Mentees
- Professional development money
- School-based reading and math coach
- District coaches available

Plan to Monitor Progress Toward G1. 8

Mid-Year and End-of-Year Data Reviews with the Leadership Team

Person Responsible

Randy Hedstrom

Schedule

Semiannually, from 12/12/2016 to 6/30/2017

Evidence of Completion

i-Ready & Achieve 3000 Reports (usage and diagnostic), FSA and EOC results

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 the school leadership communicates high expectations and develops supporting structures for ambitious instruction, then teachers will be able to use progress monitoring tools to drive instruction that meets the needs of our students so that all students will be able to make meaningful academic progress across content areas leading to academic growth of the school.

1

G084891

G1.B1 Not having well aligned standards based progress monitoring tools 2

B225725

G1.B1.S1 Implementing i-Ready and Achieve 3000 programs along with the use of other common assessments in all core areas. 4

S238115

Strategy Rationale

The use of standards-based assessments that come with programs like i-Ready and Achieve 3000 will help our teachers improve their data conversations and reflections on instructional practices.

Action Step 1 5

Achieve 3000 Training for teachers

Person Responsible

Randy Hedstrom

Schedule

On 8/8/2016

Evidence of Completion

Left with a plan on how to administer and implement Achieve 3000

Action Step 2 5

i-Ready Getting Started training for New Users

Person Responsible

Beth Leary

Schedule

On 8/2/2016

Evidence of Completion

Teacher implementation plans

Action Step 3 5

Professional Development for administration on i-Ready.

Person Responsible

Beth Leary

Schedule

On 7/21/2016

Evidence of Completion

Left with a plan for implementation of i-Ready

Action Step 4 5

Collaborate with District and Program Technology specialist to complete roster upload for implementation

Person Responsible

Beth Leary

Schedule

Monthly, from 8/5/2016 to 5/26/2017

Evidence of Completion

Rosters updated with new information as provided to IT personnel

Action Step 5 5

i-Ready School Leadership Support

Person Responsible

Beth Leary

Schedule

On 1/31/2017

Evidence of Completion

Leadership notes and action steps to improve implementation

Action Step 6 5

Science teachers collaborate with District Science Coach

Person Responsible

Schedule

Evidence of Completion

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

Leadership Team Meeting

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Weekly agendas addressing i-Ready, Achieve 3000 and Science

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

Principal-Teacher Data Chats

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agenda and Sign-in Sheets

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

Planning time for Common Assessments

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Correlation with iReady and Achieve 3000 Data

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

iReady Diagnostic

Person Responsible

Randy Hedstrom

Schedule

Triannually, from 8/15/2016 to 5/12/2017

Evidence of Completion

Evaluating data from diagnostic and comparing to Common Assessments

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

Achieve 3000

Person Responsible

Randy Hedstrom

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Level Set administered at the start of the school year and resets at the end of every month based on student performance on passages.

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

Instructional Walkthroughs

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Notes from walkthroughs with administrators, district support, DA team and teachers.

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

Quarterly Data Reviews

Person Responsible

Randy Hedstrom

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data spreadsheets, teacher goals in writing

G1.B2 Inconsistent expectations for PLCs 2

B225726

G1.B2.S1 Data chats with the Principal/Assistant Principal to discuss expectations for improving instruction by looking at standards and student data to drive decision making. 4

S238116

Strategy Rationale

Maintaining focus on student data and growth.

Action Step 1 5

Weekly schedule was created to meet with Core teachers by subject during the 2nd half of lunch.

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agenda and sign-in sheet.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Agenda and sign-in sheets

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agenda and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

i-Ready, Achieve 3000, FSA, EOC, Common Assessments

Person Responsible

Randy Hedstrom

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Quarterly, Mid-year and End-of-year Assessment data

G1.B2.S2 Soaring Eagle room to track student growth. Every student is tracked in each core subject area with FSA, EOC, iReady and/or Achieve 3000 data. 4

S238117

Strategy Rationale

Knowing where students are and how much they are growing will be used to drive instruction.

Action Step 1 5

Establish a system to graph student progress for Core Subjects

Person Responsible

Randy Hedstrom

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Pictures of graphs as they are updated

Action Step 2 5

During PLCs teachers are going to update their data in the Soaring Eagle room.

Person Responsible

Randy Hedstrom

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Student data on graphs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Providing support to Randy Hedstrom to observe data and cover meetings with teachers and data chats.

Person Responsible

Beth Leary

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agenda and sign-in sheet from data chats

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Visual data demonstrating growth, discussions centered around barriers and success.

Person Responsible

Randy Hedstrom

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Teacher collaboration to problem solve around barriers and celebrate successes.

G1.B2.S3 Member of the Leadership Team sits in on PLCs. 4

S238118

Strategy Rationale

Leadership Team member monitors PLC for standard and data focused discussions and planning.

Action Step(s) Missing for Goal #1, Barrier #2,
Strategy #3
Complete one or more action steps for this Strategy
or de-select it

G1.B4 Student discussion isn't always focused on the content/topics **2**

 B225728

G1.B4.S1 Set a higher expectation for questioning at the low, moderate and high levels.

4

 S238120

Strategy Rationale

Questions at the low level produce low level performance. Students must be challenged in order to grow to the proficient or above proficient level.

Action Step 1 **5**

Teachers are provided resources on creating higher level questioning.

Person Responsible

Randy Hedstrom

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Instructional walkthroughs to observe teacher questioning and student discussion and collaboration at higher levels.

Action Step 2 **5**

Principal sets expectations during administration/teacher data chats.

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/22/2016 to 5/5/2017

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom walkthroughs and instructional walkthroughs

Person Responsible

Randy Hedstrom

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Schedule of walkthroughs and notes from them

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers that attended Train the Trainer model for the Student Engagement & Higher Order Thinking Skills PD from College Board will meet with administration to develop the plan for training the remaining staff.

Person Responsible

Randy Hedstrom

Schedule

On 10/12/2016

Evidence of Completion

Agenda, roster and training schedule

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs informal and formal

Person Responsible

Randy Hedstrom

Schedule

Evidence of Completion

Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A6 A308130	Science teachers collaborate with District Science Coach		No Start Date		No End Date one-time
G1.B4.S1.MA1 M314594	Classroom walkthroughs informal and formal	Hedstrom, Randy	8/22/2016	Notes	No End Date one-time
G1.B1.S1.A3 A308127	Professional Development for administration on i-Ready.	Leary, Beth	7/21/2016	Left with a plan for implementation of i-Ready	7/21/2016 one-time
G1.B1.S1.A2 A308126	i-Ready Getting Started training for New Users	Leary, Beth	8/2/2016	Teacher implementation plans	8/2/2016 one-time
G1.B1.S1.A1 A308125	Achieve 3000 Training for teachers	Hedstrom, Randy	8/8/2016	Left with a plan on how to administer and implement Achieve 3000	8/8/2016 one-time
G1.B4.S1.MA3 M314596	Teachers that attended Train the Trainer model for the Student Engagement & Higher Order Thinking...	Hedstrom, Randy	10/12/2016	Agenda, roster and training schedule	10/12/2016 one-time
G1.B1.S1.A5 A308129	i-Ready School Leadership Support	Leary, Beth	1/9/2017	Leadership notes and action steps to improve implementation	1/31/2017 one-time
G1.B4.S1.A2 A308135	Principal sets expectations during administration/teacher data chats.	Hedstrom, Randy	8/22/2016	Agenda	5/5/2017 weekly
G1.B1.S1.MA6 M314588	iReady Diagnostic	Hedstrom, Randy	8/15/2016	Evaluating data from diagnostic and comparing to Common Assessments	5/12/2017 triannually
G1.B1.S1.MA1 M314583	Instructional Walkthroughs	Hedstrom, Randy	8/15/2016	Notes from walkthroughs with administrators, district support, DA team and teachers.	5/26/2017 weekly
G1.B1.S1.MA4 M314584	Quarterly Data Reviews	Hedstrom, Randy	8/15/2016	Data spreadsheets, teacher goals in writing	5/26/2017 quarterly
G1.B1.S1.MA1 M314585	Leadership Team Meeting	Hedstrom, Randy	8/23/2016	Weekly agendas addressing i-Ready, Achieve 3000 and Science	5/26/2017 weekly
G1.B1.S1.MA2 M314586	Principal-Teacher Data Chats	Hedstrom, Randy	8/15/2016	Agenda and Sign-in Sheets	5/26/2017 weekly
G1.B1.S1.MA5 M314587	Planning time for Common Assessments	Hedstrom, Randy	8/15/2016	Correlation with iReady and Achieve 3000 Data	5/26/2017 weekly
G1.B1.S1.MA7 M314589	Achieve 3000	Hedstrom, Randy	8/15/2016	Level Set administered at the start of the school year and resets at the end of every month based on student performance on passages.	5/26/2017 monthly
G1.B1.S1.A4 A308128	Collaborate with District and Program Technology specialist to complete roster upload for...	Leary, Beth	8/5/2016	Rosters updated with new information as provided to IT personnel	5/26/2017 monthly
G1.B2.S1.MA1 M314590	i-Ready, Achieve 3000, FSA, EOC, Common Assessments	Hedstrom, Randy	8/15/2016	Quarterly, Mid-year and End-of-year Assessment data	5/26/2017 quarterly
G1.B2.S1.MA1 M314591	Agenda and sign-in sheets	Hedstrom, Randy	8/15/2016	Agenda and sign-in sheets	5/26/2017 weekly
G1.B2.S1.A1 A308131	Weekly schedule was created to meet with Core teachers by subject during the 2nd half of lunch.	Hedstrom, Randy	8/15/2016	Agenda and sign-in sheet.	5/26/2017 weekly

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Robert H. Jenkins, Junior Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1 M314595	Classroom walkthroughs and instructional walkthroughs	Hedstrom, Randy	8/22/2016	Schedule of walkthroughs and notes from them	5/26/2017 weekly
G1.B4.S1.A1 A308134	Teachers are provided resources on creating higher level questioning.	Hedstrom, Randy	8/22/2016	Instructional walkthroughs to observe teacher questioning and student discussion and collaboration at higher levels.	5/26/2017 monthly
G1.B2.S2.MA1 M314592	Visual data demonstrating growth, discussions centered around barriers and success.	Hedstrom, Randy	8/22/2016	Teacher collaboration to problem solve around barriers and celebrate successes.	5/26/2017 monthly
G1.B2.S2.MA1 M314593	Providing support to Randy Hedstrom to observe data and cover meetings with teachers and data chats.	Leary, Beth	8/29/2016	Agenda and sign-in sheet from data chats	5/26/2017 weekly
G1.B2.S2.A1 A308132	Establish a system to graph student progress for Core Subjects	Hedstrom, Randy	8/29/2016	Pictures of graphs as they are updated	5/26/2017 monthly
G1.B2.S2.A2 A308133	During PLCs teachers are going to update their data in the Soaring Eagle room.	Hedstrom, Randy	8/29/2016	Student data on graphs	5/26/2017 monthly
G1.MA1 M314597	Mid-Year and End-of-Year Data Reviews with the Leadership Team	Hedstrom, Randy	12/12/2016	i-Ready & Achieve 3000 Reports (usage and diagnostic), FSA and EOC results	6/30/2017 semiannually

V. Professional Development Opportunities

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

G1. If the school leadership communicates high expectations and develops supporting structures for ambitious instruction, then teachers will be able to use progress monitoring tools to drive instruction that meets the needs of our students so that all students will be able to make meaningful academic progress across content areas leading to academic growth of the school.

G1.B1 Not having well aligned standards based progress monitoring tools

G1.B1.S1 Implementing i-Ready and Achieve 3000 programs along with the use of other common assessments in all core areas.

PD Opportunity 1

Achieve 3000 Training for teachers

Facilitator

Pat Chrisley

Participants

Teachers, Administrators, Coaches

Schedule

On 8/8/2016

PD Opportunity 2

i-Ready Getting Started training for New Users

Facilitator

Chris Tincher

Participants

All ELA, Intensive Reading, and Math teachers

Schedule

On 8/2/2016

PD Opportunity 3

Professional Development for administration on i-Ready.

Facilitator

Chris Tincher

Participants

Administrators

Schedule

On 7/21/2016

PD Opportunity 4

i-Ready School Leadership Support

Facilitator

Chris Tincher

Participants

School Leadership Team

Schedule

On 1/31/2017

G1.B2 Inconsistent expectations for PLCs

G1.B2.S1 Data chats with the Principal/Assistant Principal to discuss expectations for improving instruction by looking at standards and student data to drive decision making.

PD Opportunity 1

Weekly schedule was created to meet with Core teachers by subject during the 2nd half of lunch.

Facilitator

Randy Hedstrom

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G1.B4 Student discussion isn't always focused on the content/topics

G1.B4.S1 Set a higher expectation for questioning at the low, moderate and high levels.

PD Opportunity 1

Teachers are provided resources on creating higher level questioning.

Facilitator

Randy Hedstrom

Participants

teachers

Schedule

Monthly, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. If the school leadership communicates high expectations and develops supporting structures for ambitious instruction, then teachers will be able to use progress monitoring tools to drive instruction that meets the needs of our students so that all students will be able to make meaningful academic progress across content areas leading to academic growth of the school.

G1.B1 Not having well aligned standards based progress monitoring tools

G1.B1.S1 Implementing i-Ready and Achieve 3000 programs along with the use of other common assessments in all core areas.

TA Opportunity 1

Collaborate with District and Program Technology specialist to complete roster upload for implementation

Facilitator

Randy Hedstrom

Participants

Administrators and Coaches

Schedule

Monthly, from 8/5/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Achieve 3000 Training for teachers	\$0.00
2	G1.B1.S1.A2	i-Ready Getting Started training for New Users	\$0.00
3	G1.B1.S1.A3	Professional Development for administration on i-Ready.	\$0.00
4	G1.B1.S1.A4	Collaborate with District and Program Technology specialist to complete roster upload for implementation	\$0.00
5	G1.B1.S1.A5	i-Ready School Leadership Support	\$0.00
6	G1.B1.S1.A6	Science teachers collaborate with District Science Coach	\$0.00
7	G1.B2.S1.A1	Weekly schedule was created to meet with Core teachers by subject during the 2nd half of lunch.	\$0.00
8	G1.B2.S2.A1	Establish a system to graph student progress for Core Subjects	\$0.00
9	G1.B2.S2.A2	During PLCs teachers are going to update their data in the Soaring Eagle room.	\$0.00
10	G1.B4.S1.A1	Teachers are provided resources on creating higher level questioning.	\$0.00

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11	G1.B4.S1.A2	Principal sets expectations during administration/teacher data chats.	\$0.00
			Total: \$0.00