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## 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)

53%

### School Grades History

Year  
Grade

2017-18

C

2016-17

D

2015-16

F

2014-15

D\*

### School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### 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. 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: School Information

### 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 success in life.

#### Provide the school's vision statement

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

### School Leadership Team

#### Membership

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

Name	Title
Drew, Diana	Principal
Gilyard, Joanne	Assistant Principal
Hurst, Sandra	Guidance Counselor

#### Duties

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

Administration - Diana Drew and Tina Gilyard - 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 and monitor professional development and PLCs; conduct classroom observations in order to provide coaching and support; collaborate with team leaders, content area coaches, guidance counselors and the dean to make decisions that are in the best interest of our students and teachers.

Guidance - Sandy Hurst - schedule and facilitate ELL and 504 meetings and provide any pertinent data for the SIP, counsel with students who are struggling academically and/or have personal issues that are impeding their academic performance.

TOSA- schedule and facilitate behavioral and academic MTSS, coordinate district and state testing, set up and monitor credit recovery through Odysseyware, support struggling teachers.

District level ELA and Math Coaches- Juli Carter and Vanessa Gollnick- provides support to the teachers by planning with them based on core curriculum; coach our new and struggling teachers in order to improve their pedagogy; acquire resources for teachers; lead professional development to support teachers in areas of need.

Novice Teacher Mentor - Renee Wright- provide mentoring and support for teachers with less than 3 years teaching experience.

Staffing Specialist - Virginia McClellan - Attend MTSS meetings to provide support.

School Psychologist - Lance Smith - Attend MTSS meetings to provide support and reviews information in the student's cum records (psychological report).

Dean – Kenny Isom – provide information for Behavior MTSS meetings and attend meetings to provide discipline information and interventions.

**Early Warning Systems**

**Year 2017-18**

**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	109	92	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	0	101	83	0	0	0	0	184
Course failure in ELA or Math	0	0	0	0	0	0	0	60	105	0	0	0	0	165
Level 1 on statewide assessment	0	0	0	0	0	0	0	123	121	0	0	0	0	244

**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	64	50	0	0	0	0	114

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	12	14	0	0	0	0	26
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	14	13	0	0	0	0	27

**Date this data was collected**

Monday 8/27/2018

**Year 2016-17 - As Reported**

**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	105	76	0	0	0	0	181
One or more suspensions	0	0	0	0	0	0	0	88	65	0	0	0	0	153
Course failure in ELA or Math	0	0	0	0	0	0	0	28	34	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	0	0	0	163	118	0	0	0	0	281
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	119	77	0	0	0	0	196

**Year 2016-17 - Updated**

**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	105	76	0	0	0	0	181
One or more suspensions	0	0	0	0	0	0	0	88	65	0	0	0	0	153
Course failure in ELA or Math	0	0	0	0	0	0	0	28	34	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	0	0	0	163	118	0	0	0	0	281
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	119	77	0	0	0	0	196

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The 8th Grade Science component performed the lowest. It has been a trend since 2015-16.

**Which data component showed the greatest decline from prior year?**

The data component that showed the greatest decline from the prior year is the Civics EOC. It dropped from a 50% in 2016-17 to a 46% in 2017-18.

**Which data component had the biggest gap when compared to the state average?**

The data component that showed the biggest gap when compared to the state average is Social Studies; Civics. There was a 26-point gap between the school and state average. (46% school 60% district 72% state)

**Which data component showed the most improvement? Is this a trend?**

The data components that showed the most improvement were Math Gains, Math Lowest Quartile. Both of these areas are showing an upward trend.

Learning Gains (from NEFEC data visualizations)

'16- 36

'17- 37 (one point increase from previous year)

'18- 49 (twelve point increase from previous year)

Lowest Quartile (from NEFEC data visualizations)

'16- 25

'17- 30 (five point increase from previous year)

'18- 49 (nineteen point increase from previous year)

**Describe the actions or changes that led to the improvement in this area**

Administration met with teachers to monitor progress of students with each content area frequently. Also, teachers in elective areas used Moby Max with students once a week to support Math.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	40%	53%	24%	29%	52%
ELA Learning Gains	47%	51%	54%	50%	44%	54%
ELA Lowest 25th Percentile	38%	43%	47%	41%	36%	44%
Math Achievement	34%	41%	58%	26%	32%	56%
Math Learning Gains	49%	51%	57%	37%	34%	57%
Math Lowest 25th Percentile	49%	48%	51%	30%	31%	50%
Science Achievement	30%	32%	52%	21%	26%	50%
Social Studies Achievement	46%	60%	72%	50%	54%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)		Total
	7	8	
Attendance below 90 percent	109 (105)	92 (76)	201 (181)
One or more suspensions	101 (88)	83 (65)	184 (153)
Course failure in ELA or Math	60 (28)	105 (34)	165 (62)
Level 1 on statewide assessment	123 (163)	121 (118)	244 (281)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	30%	38%	-8%	51%	-21%
	2017	24%	34%	-10%	52%	-28%
Same Grade Comparison		6%				
Cohort Comparison						
08	2018	36%	47%	-11%	58%	-22%
	2017	25%	35%	-10%	55%	-30%
Same Grade Comparison		11%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	26%	25%	1%	54%	-28%
	2017	19%	27%	-8%	53%	-34%
Same Grade Comparison		7%				
Cohort Comparison						
08	2018	19%	16%	3%	45%	-26%
	2017	16%	19%	-3%	46%	-30%
Same Grade Comparison		3%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	58%	30%	65%	23%
2017	51%	58%	-7%	63%	-12%
Compare		37%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	60%	-17%	71%	-28%
2017	48%	61%	-13%	69%	-21%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					



ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	43%	19%	62%	0%
2017	56%	49%	7%	60%	-4%
Compare		6%			

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	50%	15%	56%	9%
2017					

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	45	52	44	46	57	58	39	56	65		
BLK	27	42	34	22	41	47	21	36	64		
HSP	32	36	36	35	46		18	53			
MUL	33	73		18	50			40			
SWD	26	39	29	30	44	38	29	36			
FRL	34	46	37	31	46	49	27	42	56		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	29	49	37	37	44	31	27	53	63		
BLK	19	52	44	14	29	27	12	47	50		
HSP	26	48		33	39		24	40			
SWD	8	34	39	8	35	37	3	30			
FRL	21	50	40	21	33	30	15	45	54		

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

## Activity #1

<b>Title</b>	Core Instruction in 7th and 8th Grade Mathematics
<b>Rationale</b>	The school showed the following increases in the 2018 school grade mathematics components: Achievement (26% to 34%), Learning Gains (37% to 49%), Learning Gains of the Lowest 25 Percent (30% to 49%). However, an analysis of subgroup data and data by assessment type identified achievement gaps between White/Hispanic (~34%) and Black/Multi-race students (~11%) as well as students with disabilities (11%) compared to non-disabled peers (26%). The gaps are not present in EOC courses, but are evident in standard 7th and 8th grade mathematics. Improving core instruction in 7th and 8th grade mathematics will support continuous school grade improvement by increasing the number of students at level 3 or higher.
<b>Intended Outcome</b>	If school leadership provides job-embedded professional learning and standards-aligned resources for 7th and 8th grade math, then teachers will improve their instructional practices and teach grade-level content, leading to increased achievement for all students.
<b>Point Person</b>	Diana Drew (d2drew@my.putnamschools.org)

## Action Step

<b>Description</b>	<ol style="list-style-type: none"><li>1) Contract with Methodology using SIG4 funds to provide job-embedded professional learning throughout the school year.</li><li>2) Purchase Eureka Math teacher manuals and student workbooks for standard 7th and 8th grade mathematics.</li><li>3) Schedule common planning for the math department in the master schedule.</li><li>4) Collaborate with district specialists to provide planning support for implementing Eureka Math.</li></ol>
<b>Person Responsible</b>	Joanne Gilyard (jgilyard@my.putnamschools.org)

## Plan to Monitor Effectiveness

<b>Description</b>	<ol style="list-style-type: none"><li>1) Standard 7th and 8th grade math courses will use Standards Mastery assessments every 2-3 weeks to monitor the effectiveness of core instruction.</li><li>2) School administrators will observe and provide non-evaluative feedback to teachers regarding their implementation of professional learning.</li><li>3) District and school leaders will review feedback from teachers and adjust professional learning based on their needs.</li></ol>
<b>Person Responsible</b>	Diana Drew (d2drew@my.putnamschools.org)

## Activity #2

**Title** 8th Grade Science

**Rationale**

In 2017-18, JMS earned 30 points in the school grade configuration Science cell combining 8th grade Science and Biology. Achievement for 8th grade Science was at 17% and achievement for Biology was 88%. The 8th grade Science achievement level was detrimental to the outcome of the overall Science school grade cell, so additional support to improve instruction in 8th grade Science will increase the number of students at level 3 or higher.

**Intended Outcome**

If school leadership ensures that Science teachers participate in district planning sessions, Biology professional learning sessions and get support from our district Science coach, then they will improve their instructional practices.

**Point Person**

Diana Drew (d2drew@my.putnamschools.org)

### Action Step

**Description**

1. District Science Coach to provide bi-weekly support for PLC planning and instructional support  
Science district planning
2. The Biology teacher will attend 3 sessions of PL with other district Biology teachers.-to collaborate on best practices which can be applied to instruction.

**Person Responsible**

Diana Drew (d2drew@my.putnamschools.org)

### Plan to Monitor Effectiveness

**Description**

1. Leadership will check lesson plans to inspect standards based planning and will observe and provide feedback on instruction.
2. Science courses will use Performance Matters testing after each unit to monitor the effectiveness of instruction. Teachers will discuss data with the leadership team.

**Person Responsible**

[no one identified]

### Activity #3

**Title** Civics

**Rationale**

Civics EOC data was at 52 four years ago and has been remaining in the forties the last three years (45, 49 and 43, respectively). This past year, 2017-18, Civics was the data point showing the greatest decline from the previous year. A look at the K12 Lift data, indicated opportunities in examining the unearned points in the EOC.

**Intended Outcome**

If school leadership ensures that the Civics teachers participate in NEFEC Connect, a professional learning opportunity with other Civics teachers across North Florida, then they will improve their instructional practices. Through meeting face-to-face and virtually, our teachers will collaborate on strategies which will lead to increased achievement for all students.

**Point Person**

Diana Drew (d2drew@my.putnamschools.org)

### Action Step

**Description**

1. The two Civics Teachers will attend NEFEC Connect- 3 sessions dated September 21, November 30, February 15 to collaborate on best practices which can be applied to instruction.
2. Utilize NEFEC Content Focus Analysis Reports to analyze the weight of each testing benchmark and compare that information to the pacing guide to determine if any adjustments need to be made to the pacing guide.
3. Progress monitoring tests will be administered through Performance Matters on four dates: October 9th, December 19th, March 12th, and April 16th.

**Person Responsible**

Diana Drew (d2drew@my.putnamschools.org)

### Plan to Monitor Effectiveness

**Description**

- 1) School administrators will meet with Civics teachers after each NEFEC Connect session. Teachers will report on "take aways" from the professional learning which they will embed into lesson plans.
- 2) School administrators will observe and provide feedback to teachers regarding their implementation of professional learning.
- 3) School leaders will review progress monitoring results with teachers.

**Person Responsible**

Diana Drew (d2drew@my.putnamschools.org)

#### Activity #4

**Title** Students With Disabilities

**Rationale**

At least 1/3 of the teachers at Jenkins are novice teachers (meaning, new to Putnam County or less than three years of teaching experience). Therefore, knowledge of what the IEP and the modifications and accommodations within it need to be increased. Data trends across content areas show the lowest performing subgroup is SWDs. In the 2017-18 school year, the achievement level of SWDs in ELA was less than 10%. In Math, SWDs were the second lowest performing sub-group, scoring only slightly higher than the multi-racial subgroup at just over 10%. Again in Science, SWDs were the lowest performing subgroup at under 10% scoring a 3 or higher. In Civics, the amount of SWDs scoring a 3 or higher was less than 20%, which is better than the other tested areas, but the percentage dropped from the previous year by ten percent.

**Intended Outcome**

If school leadership provides professional learning on Students With Disabilities for our staff, then teachers will provide remedial instruction, accommodations and modifications to ESE students, leading to increased achievement across tested areas for this subgroup.

**Point Person**

Diana Drew (d2drew@my.putnamschools.org)

#### Action Step

**Description**

1. Online instructional tools will be utilized in specific areas of the master schedule: Achieve 3000, which embeds scaffolded text, will be used in ELA, Science, History and Civics weekly. Mindplay will be used with ESE students for reading intervention. MobyMax reading and math lessons are utilized weekly in elective classes to support skills being taught by content area teachers.
2. On October 18th, the staff will be receive professional learning on ensuring student accommodations and modifications are followed per their IEP.

**Person Responsible**

Jennifer Wilbur (jwilbur@my.putnamschools.org)

#### Plan to Monitor Effectiveness

**Description**

1. The leadership team will monitor the growth and/or progress of SWDs using iReady Math, iReady Reading, Achieve 3000, Science Performance Matters and Civics Performance Matters testing.
2. Teachers will participate in data chats with the leadership team to report on the progress of their SWDs.

**Person Responsible**

Jennifer Wilbur (jwilbur@my.putnamschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Increase parent participation by offering more opportunities for involvement through parent events. School Messenger, the Remind app, school signage and newsletters are used to inform parents of upcoming events and important information about student academics. Teachers are encouraged to make frequent contact to discuss student progress. Parents were able to sign up for conferences at the most recent Parent Night held October 18th. A Parent Involvement Committee will plan grade level events for families to attend.

**PFEP Link**

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

**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 2018. Teachers are trained to contact guidance when there is a concern. Teachers complete guidance referrals on any students of 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. A Mental Wellness Counselor and a Behavioral Specialist are available weekly and see students assigned to them. Mentoring services by North Pointe and the Lee Conley House are utilized, as well.

**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, 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. At semester administration from JMS will meet with administration from CLO to develop a credit recovery plan for 6th grade students in danger of retention. The Guidance Counselor from JMS meets and plans with C.L. Overturf leadership to prepare students for transitioning to Jenkins.

**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 U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them

succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

**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, Agriscience Foundations, Intro. to Music Performance, Technical Theater Design & Production, Fitness Lifestyle Design, Personal Fitness, Construction, AVID, Success 101, and Information & Communication Technology.