

Bay District Schools

Jinks Middle School



2015-16 School Improvement Plan

Jinks Middle School

600 W 11TH ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	63%

School Grades History

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

*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 is pending approval by the Bay 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 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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Jinks Middle School will provide the instruction and assistance required for students to develop the skills needed to excel academically and behaviorially in pursuit of their career goals.

Provide the school's vision statement

Through innovation and discovery, Jinks Middle School fosters purposeful learning, utilization of academic resources, leadership development, and the implementation of professional learning communities to help students become productive members of our community and society.

School Environment

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

The establishment of positive relationships is at the center of the work done to incorporate new students into the culture at Jinks Middle School. This process begins in the spring of each year as rising 5th graders are brought to Jinks for a tour of the school, experience a showcase of student activities and receive an explanation about the academic curriculum. Prior to the start of a new school year, a "New Hornet Orientation" is held for every student new to Jinks and regardless of grade level. During the New Hornet Orientation students are provided an overview of both academic and behavioral expectations. They are provided a tour of the school facility led/hosted by student leaders. The new students are also provided a copy of their upcoming class schedule and given an opportunity to meet their new teachers. During the course of the school year, new students are introduced to JS2S members who provide the new student an orientation to the school, review of the schedule and assistance with any questions they may have about Jinks MS.

A key component of the school's relationship development is the Hornet Staff to Student mentoring program. This mentoring program targets students academically performing in our lowest 25% and pairs them with a staff member who will motivate, encourage and assist them in problem-solving any issues they may encounter at school. The staff members engage in trainings aimed at increasing their knowledge about our every changing student population in order to be of greatest assistance to the students.

Finally, student interest inventories are completed throughout the year to remain current with students' preferred activities and motivational rewards.

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

Jinks Middle School utilizes its Positive Behavior Supports, PBS, program to promote students being able to demonstrate they have the skills needed to: Be Responsible, Be Respectful, Be Safe and Be Successful. These skills are reinforced during regular instruction and specially designed PBS lessons instructed each month.

Identified below are strategies and programs used at Jinks to promote student safety.

Positive Behavior Supports, PBS - school wide expectations (ex. school wide fashion show, monthly behavior expectation lessons)

Classroom based student developed rules

Daily check in/out procedures with key staff.

Student and teacher led safety procedures lessons and drills

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

Jinks Middle School uses its Positive Behavior Supports, PBS, program as the foundation for its behavioral system. In addition, the school uses a matrix of disciplinary consequences to address negative behaviors. Each classroom teacher is charged with having students develop classroom rules and expectations for use on a daily basis. These three strategies enable positive behavior to be taught and rewarded while addressing negative behaviors in a fair, consistent manner.

Students identified as needing more supports than those identified above have additional interventions and monitoring systems put into place to guide the acquisition of desired behaviors and self control/monitoring.

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

Social-emotional needs of students are addressed using a variety of programs, each uniquely designed to address the needs of students.

In addition to school counseling services, Jinks MS has a full time licensed mental therapist available to counsel students and assist families with any medical interventions. There is also a school wide mentoring program whereby faculty, administrators and support staff agree to mentor specific students to be more successful at school. The JS2S program serves as an opportunity for new students to be welcomed to the school while promoting essential leadership and communication skills among the JS2S ambassadors. Teachers provide social skills and character education instruction each month. Finally, the Youth Counsel Programs for At-Risk girls (NAACP) serves as an opportunity to specifically target and assist with the social-emotional development of our female students.

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

The Early Warning Systems, EWS, used at Jinks MS include attendance, tardies, suspensions, below proficient scores on state assessments and grades D/F in any subject area. EWS data is pulled at the start of the school year and monitored each month. The monitoring includes reviews at both the administrative and teacher levels. The data pulled from the EWS reports serve as the basis for data chats with teachers and teams regarding student performance. ASPIRE teachers participate in team data chats due to the special selection of their students in this program. Other teachers participate in data chats on their own regarding student progress. In addition, electronic communications and data sharing enable all teachers and administrators to see the various interventions and status of students performing below expected proficiency levels.

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
	6	7	8	
Attendance below 90 percent	32	40	42	114
One or more suspensions	39	38	38	115
Course failure in ELA or Math	8	7	9	24
Level 1 on statewide assessment	53	52	53	158
	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
	6	7	8	
Students exhibiting two or more indicators	29	34	35	98

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

Students exhibiting multiple Early Warning Systems, EWS, characteristics are provided interventions needed to promote the development of skills needed to achieve academic proficiency. These interventions include the following:

Extended learning opportunities- tutoring administered for reading, writing, and mathematics before school. 21st Century grant has been awarded to Jinks to support student learning in the STEM areas before and after school - four afternoons a week plus morning tutoring.

Lower Quartile Student Mentoring/Tutoring - Employees mentor and tutor students identified within our lower quartile 2-3 times per week.

Multi-Tiered Systems of Support for Reading and Math - Small group and individual interventions for students for students performing below expectations for reading and/or mathematics. These interventions include both intervention classes based on deficit skills as well as individually crafted plans to address needs.

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 available at the school site.

Description

NA

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

The Parent Involvement Committee will designate specific dates for parent workshops, parent information nights and hands-on learning activities. Communication to parents is done through electronic news letters, hand-outs, bulletin boards, digital media and IRIS alerts, Parents are encouraged to sign-in and participate in these programs and their involvement is documented as part of our school's documentation Title 1 services/supports.

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
Smith, Britt	Principal
Mitchell, Helen	Assistant Principal
Sirmans, Tracey	Instructional Coach
Lewis, Kristen	Administrative Support
Barron, Stephanie	Teacher, K-12
Collier, Tony	Teacher, K-12
Green, Dia	Other
Jateff, Valerie	Instructional Coach

Duties

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

The responsibility of each school-based leadership team member is to collaborate with the School Improvement Team and MTSS to assist in the development of the SIP. Many members serve on more than one team to ensure the collaboration process. The MTSS Team provides data and interventions for Tier I, II and III services for academic and behavior. In addition, MTSS helps set clear expectations for instructions to ensure rigor, relevance and relationships.

The teachers identified as members of the school leadership team have the dual responsibility of being a team leader for a core academic area or special program at Jinks Middle School. In this role these teachers are able to continue their efforts to communicate and support the initiatives identified to help our school achieve greater levels of student proficiency.

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

Jinks Middle School's data-based problem-solving process includes a review of students' cumulative record targeting state testing scores, Discovery Education scores, academic grades behavior and psychological evaluations. Students that need additional supports are provided accommodations in ASPIRE, Computer Assisted programs and intensive classes. These programs provide small group and individual direct instructions to meet student needs as well as outside counseling for ESE students and other community support to help facilitate our PBS school.

The MTSS Leadership Team will meet bi-monthly with the Aspire and Intensive teachers to review data, evaluate implementation processes and make decisions regarding modifications to the instructional program

and/or student involvement.

Title I, Part A: Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. This purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and other institutions, and Homeless Programs.

Title I, Part C-Migrant: A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is a part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- * Advocacy and outreach activities for migratory children and their families, including informing such children and families gain access to, other education, health, nutrition and social services.
- * Support for schools serving migrant students.
- * Family literacy programs, including such programs that use models developed under Even Start.
- * The integration of information technology and educational and related programs.
- * Programs to facilitate the transition of secondary school students to post secondary education or employment.

Title I, Part D: The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II: Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities.

- * Providing professional development activities;
- * Carrying out programs and activities that are designed to improve the quality of the teacher force;
- * Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders;
- * Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades;
- * Carrying out programs and activities related to exemplary teachers using demonstration classrooms..

Title III: The Title III/ESOL program provides assistance to students, parents and teachers for students who first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X: The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the

problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not fall further behind. Supplemental instruction strategies may include, but are not limited to: modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Violence Prevention Programs: The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs: The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs: The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits.

Head Start: Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress. Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for service if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education: Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education: Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning,

refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training: Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sirmans, Tracey	Teacher
Britt Smith	Principal
Blyth Carpenter	Parent
Wendy Hearon	Parent
Elizabeth Mapoles	Teacher
Helen Mitchell	Education Support Employee
	Student

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

School Advisory Counsel team members were presented a copy of the school improvement plan in the early fall to review and give feedback. In addition, the team was provided a summary of the progress made toward achieving identified goals and the development of future goals. Planned for the second meeting, the SAC team will review and determine if the plan is appropriate to move forward in order to gain appropriate approvals.

Development of this school improvement plan

The School Improvement Team met to review the data from the past school year as well as status of the School Improvement Plan. The information from this meeting was taken back to each department level where the information was reviewed, discussed and recommendations for modifications were made. The School Improvement Team members met again to review the new information and begin development of the school goals and overall school improvement plan. As goals and targets are identified, the School Improvement Team members will meet with their colleagues to develop department level goals/priorities needed to support achievement of the school's School Improvement Plan. The status of both the school and department plans are reviewed during regular School Advisory Council meetings.

Preparation of the school's annual budget and plan

The school budget was developed during the Spring and Summer of 2014. Based on available student performance data and goals mutually developed between the school and district, personnel and program decisions were made to give our school the best opportunity to reach expected performance levels. As enrollment projections and actual enrollment levels have changed, the budget and resources were adjusted accordingly. Teachers were provided an overview of the budget electronically as well as during a face to face meeting in order to obtain their feedback and support for its implementation. The school budget will continue to be a fluid document and modifications made based on actual FTE survey counts and adjustments made by either the state and/or district.

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

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
Sirmans, Tracey	Instructional Coach
Smith, Britt	Principal
Lewis, Kristen	Administrative Support
Jateff, Valerie	Other
Mitchell, Helen	Assistant Principal
Green, Dia	Other
Lemond, Bonnie	Teacher, ESE
Doss, Hoover	Teacher, K-12
Mapoles, Elizabeth	Guidance Counselor
Mugridge, Alisa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Common assessments for all students producing both pre and post tests for individual standards were also created. Diagnostic tests are to be given by all Language Arts teachers at the beginning and end of the year. Jink's utilizes Jim Knight's Frameworks of Effective Coaching to promote literacy within school-wide curriculum. Leadership duties also includes continuously review data and promoting special events throughout the year, such as Poetry Night, to increase literacy awareness.

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

Jinks uses Dr. DuFour's "Learning by Doing" foundations of PLC's to design meaningful relationships between team leaders and teachers. We also use data driven decision making points to foster learning in every classroom. The initial hour of the teacher duty allows for common planning time for teachers to collaborate. A common planning period during the student day was promoted for co-teaching and support facilitation teachers.

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

Hiring teachers with highly qualified certifications to include ESOL, ESE, Reading endorsed
 New teachers will participate in Bay District's New Teacher Induction Program.
 New teachers will be partnered with the Staff Training Specialist and a Teacher on Staff.
 New teacher orientation through the District.

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

Shandra Payne, the ESE Staff Training Specialist and Resource Teacher. She will lead the Jinks ESE team through training and new policies, including updating IEPs and Enrich updates.

Lisa Gibson, is the MTSS/RTI Staff Training Specialist assigned to Jinks Middle School. She will assist Jinks in all areas of MTSS/RTI

Tracey Sirmans: School based Literacy Coach, will lead the Jinks teachers in our Reading and the District's Writing initiative as well as reading skill development.

Elizabeth McCollum, District Staff - Kagan Trainer

Alisha Mugridge, is the Math Coach that will help Jinks' math teachers work on strategies to increase our students' math scores.

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

Core instructional programs and materials used at Jinks Middle School are obtained from those approved by the Superintendent and his staff. These include textbook and resource materials.

Teachers are provided an overview of and directed to use the CPALMS.org website as a reference for course descriptions, standards, access points and resources. Lesson plans are developed through CPALMS. In addition, teachers have received instruction and training on the Florida Standards Assessments, fsassessment.org, web site. This web page is used to assist teachers in understanding the complexities and nuances of the new Florida Standards state assessment.

Teachers are also directed to incorporate appropriate corresponding Depths of Knowledge as identified by Webb. Understanding and implementing Webb's Depths of Knowledge insures students are provide the appropriate rigor needed to demonstrate proficiency of state learning standards.

Teachers incorporate into their lesson planning the identification of resources and other materials to be used for instruction. Administrators review lesson plans developed by each teacher and conduct daily walk-thoughts of classrooms to insure appropriate instruction is taking place. Administrators record their observational summaries for personnel development and implementation of instructional programs. This is referenced the Charlotte Danielson's Framework for Highly Effective teaching

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

To create the Master Schedule we disaggregate the previous year's standardized assessment. This year we included the Florida Inclusion Network, FIN, model with regard to our Exceptional Student Education, ESE, population. This included inclusion of both support facilitation and co-teaching classes. The remaining student population will participate in Pre-AICE advanced coursework, ASPIRE and regular courses.

The entire school uses Discovery Education assessments, core subject area common assessments and teacher diagnostics to measure students' progress toward mastery of the Florida standards. This data is then shared between departments, team leaders, content area teachers, parents and students. The lesson plans developed by teachers include a section to identify how instruction is differentiated for various learners.

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: 640

Jinks Middle School is a recipient of the 21st Century grant, a before/after school tutorial program. This grant will pay for 4 hours a day (4 days a week) teachers to tutor. Jinks will analyze data of our lowest 35% to determine students who need the extended learning time.

Strategy Rationale

To support at-risk students in academic and social skills areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lewis, Kristen, lewiskl@bay.k12.fl.us

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

Teachers will monitor progress of student programs in the after school tutorial and see if the data shows growth among our students.

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

NA

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

Through the History Department, 8th grade students participate in the CHOICES Program which is a Career Education Program. This is an excellent program which ties a students' interests to those interests of people already in many career fields. The students explore the job descriptions, find out how much education it takes to go into specific jobs, and what courses are recommended in high school in order to best prepare them for those jobs. It will help them find colleges and vocational schools to attend and even find scholarships and grants. There are students surveys to assess their abilities and match them with what is required by the professional opportunities they hope to pursue.

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

Introduction to Informational Technology is in its second year as a class at Jinks MS. Students enrolled in this class work toward Microsoft certification.

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

NA

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

Jinks Middle participates in the Bay High School Family of Schools. Through this involvement, Jinks, along with the other feeder schools for Bay High School, coordinate their alignment of curriculum and programs to best support and promote student graduation from high school ready for college and careers.

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:

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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.

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the number of Code of Conduct violations occurring within the classroom setting by a minimum of 30% in grades 6, 7, and 8.
- G2.** Increase the percent of all subgroups performing at or above proficiency levels in mathematics a minimum of 10% in grades 6, 7 and 8 grades
- G3.** To increase the reading proficiency levels by 10% or more, within multiple subgroups to acquire the knowledge, skills, and competencies needed to master Florida State standards in the area of ELA

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. Decrease the number of Code of Conduct violations occurring within the classroom setting by a minimum of 30% in grades 6, 7, and 8. **1a**

G070204

Targets Supported **1b**

Indicator	Annual Target
2+ Behavior Referrals	20.0
Students exhibiting two or more EWS indicators (Total)	20.0

Resources Available to Support the Goal **2**

- Title I Resource Teacher

Targeted Barriers to Achieving the Goal **3**

- Not having adequate classroom behavior management systems implemented consistently
- Lack of parental involvement for discipline matters
- Lack interventions to deter behaviors

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

A monthly report detailing the number, types and origin of discipline referrals.

Person Responsible

Britt Smith

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Administrator meetings held weekly will include a review and discussion of the school behavior data. This will be included in the minutes from the meetings.

G2. Increase the percent of all subgroups performing at or above proficiency levels in mathematics a minimum of 10% in grades 6, 7 and 8 grades **1a**

G070205

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
Students exhibiting two or more EWS indicators (Total)	15.0
AMO Math - White	
AMO Math - SWD	
Math Lowest 25% Gains	54.0

Resources Available to Support the Goal **2**

- Title I District Math Coach Support
- Professional Development to differentiate instruction for academic frameworks
- Teacher collaboration/professional learning community.
- Interactive math journals
- Common assessments for core academic areas.
- Literacy Coach
- Title I District Writing Coach
- Math manipulative to enhance hands-on learning
- Math Counts Program
- Extended learning activities
- Professional development to increase cognitive engagement via Kagan Structures. (2015-16)
- Classroom teachers and paraprofessionals

Targeted Barriers to Achieving the Goal **3**

- Time for teachers to collaborate and plan
- Effects of poverty on learning.
- Lack of consistent cognitive strategies within all academic classes. (2015-16)
- Lack of differentiated instruction implemented within all academic classes. (2015-16)
- Lack of smaller/lower student-teacher ratios to provide intensive individualization for instruction.

Plan to Monitor Progress Toward G2. 8

Quarter grades and progress monitoring data will be reviewed to determine student growth and development in mathematics.

Person Responsible

Helen Mitchell

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Reports detailing quarter grades and progress monitoring data for students in mathematics.

G3. To increase the reading proficiency levels by 10% or more, within multiple subgroups to acquire the knowledge, skills, and competencies needed to master Florida State standards in the area of ELA **1a**

G070206

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - African American	57.0
AMO Reading - White	79.0
AMO Reading - ED	65.0
AMO Reading - ELL	48.0
AMO Reading - SWD	50.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal **2**

- Professional Development for utilizing data from Discovery Education; professional development for uploading data; analysis and using data to plan effective instruction.
- District Literacy Coach
- Teacher Collaboration Professional Learning Community
- Interactive ELA Journals
- Common assessments for ELA
- District Writing Coach
- Read 180
- On-line resource for PEarnson Learning on-line
- Extended Learning activities

Targeted Barriers to Achieving the Goal **3**

- Effectively using data to plan instruction
- Time for teachers to collaborate and plan
- Lack intervention to remediate deficit academic skills during the student attendance day.

Plan to Monitor Progress Toward G3. **8**

Person Responsible

Elizabeth Mapoles

Schedule

Monthly, from 9/9/2015 to 6/3/2016

Evidence of Completion

common assessment data, MTSS behavior data. . .

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. Decrease the number of Code of Conduct violations occurring within the classroom setting by a minimum of 30% in grades 6, 7, and 8. **1**

 G070204

G1.B1 Not having adequate classroom behavior management systems implemented consistently **2**

 B182745

G1.B1.S1 Title I Resource Teacher will model Positive Behavior Supports lessons for teachers. **4**

 S194528

Strategy Rationale

Modeling lessons will promote understanding and awareness of faculty.

Action Step 1 **5**

The Title I Resource Teacher will assist teachers with behavior management strategies by modeling PBS lessons.

Person Responsible

Dia Green

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule of classroom visits.

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

PBS lessons within the classrooms by classroom teachers

Person Responsible

Britt Smith

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Administrative observation notes from PBS lessons modeled.

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

Monitor number of discipline incidents occurring within the classroom.

Person Responsible

Britt Smith

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Monthly discipline data reports.

G1.B1.S2 Title I Resource Teacher will assist teachers with implementation of behavior management systems.

4

 S194529

Strategy Rationale

Assistance with behavior management systems will increase fidelity with school's Positive Behavior Supports system.

Action Step 1 5

Title 1 Resources teacher will train teachers on implementing behavior management systems

Person Responsible


Dia Green

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

G1.B2 Lack of parental involvement for discipline matters 2

 B182746

G1.B2.S1 PBS has developed a positive intervention framework to be followed by teachers. 4

 S194530

Strategy Rationale

Reteach the desired behavior before sending students are sent to office.

Action Step 1 5

Person Responsible

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

G2. Increase the percent of all subgroups performing at or above proficiency levels in mathematics a minimum of 10% in grades 6, 7 and 8 grades **1**

G070205

G2.B1 Time for teachers to collaborate and plan **2**

B182748

G2.B1.S1 common meeting time in mornings for teachers to plan together to discuss data driven instructional practices **4**

S194534

Strategy Rationale

Common planning time is to be utilized for the building of common assessments, discussing research based strategies and monitoring student progress.

Action Step 1 **5**

The math team leader will identify the time(s) per month for math teachers to meet, collaborate and review school data.

Person Responsible

Schedule

Monthly, from 8/20/2015 to 6/3/2016

Evidence of Completion

Dates for meetings will be placed on school Google calendar.

Action Step 2 **5**

The math team leader will lead teachers in monthly math data chats.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Hornets data chat forms, process for identify tiers through data

Action Step 3 5

The math team leader will facilitate the development of common assessments for each grade level and math course.

Person Responsible

Bonnie Lemond

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Collection of common assessment items and tests.

Action Step 4 5

Provide math teachers updated math training

Person Responsible

Alisa Mugridge

Schedule

Quarterly, from 8/24/2015 to 6/5/2016

Evidence of Completion

Action Step 5 5

District math Coach will support math teachers by modeling for teachers, developing lessons and developing assessments and instructional lplans

Person Responsible

Alisa Mugridge

Schedule

Monthly, from 11/1/2015 to 6/5/2016

Evidence of Completion

common assessment, minutes, lessons samples

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The administrator and math team leader will develop monthly meeting agendas to be used during math meetings.

Person Responsible

Helen Mitchell

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Copies of monthly math meeting agendas will be available for review.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The math team will engage in in-depth discussions and modify, as needed, instructional plans to accommodate results from assessments administered to students.

Person Responsible

Bonnie Lemond

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, modified instructional plans and assessment data will indicate decisions made by the team.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The math team will develop and administer common assessments for each course.

Person Responsible

Bonnie Lemond

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Data will be collected summarizing the results of each common assessment.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

collecting data during monthly data chats; Using the data to determine instructional decisions; noting trends and individual needs and adjusting focus calendar as necessary

Person Responsible

Elizabeth Mapoles

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

DEA assessment data, common assessments data and data chat forms

G2.B6 Effects of poverty on learning. 2

 B182753

G2.B6.S1 Implementation of professional learning community focused on effects of poverty on student learning and achievement. 4

 S194536

Strategy Rationale

Eighty-six percent of students enrolled are identified as receiving free or reduced meals. The change in poverty level at the school has coincided with reduction in proficiency levels achieved by the school.

Action Step 1 5

Conduct book study using Eric Jensen's Effects of Poverty on Classroom Instruction.

Person Responsible

Britt Smith

Schedule

Monthly, from 10/20/2014 to 6/3/2015

Evidence of Completion

sign-in sheets, academic activity sheets and cooperative discussions

Action Step 2 5

Teachers to mentor 3-5 students from within targeted population on academics, attendance, and behavior.

Person Responsible

Britt Smith

Schedule

Weekly, from 10/20/2014 to 6/3/2015

Evidence of Completion

Google doc form to document visits

Action Step 3 5

Conduct regular meetings with PLC members to review progress of students and effects of mentoring

Person Responsible

Britt Smith

Schedule

Monthly, from 10/20/2014 to 6/3/2015

Evidence of Completion

google doc form

Action Step 4 5

Use of Kagan structures to actively engage students in learning to help with behavior

Person Responsible

Kristen Lewis

Schedule

Daily, from 11/1/2014 to 6/5/2015

Evidence of Completion

walkthroughs, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Facilitator will use classroom performance data for students in the mentoring program

Person Responsible

Britt Smith

Schedule

Evidence of Completion

Mentors will bring performance data to department meetings and communicate to leadership. Input documentation on Google Doc form

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Positive relationship building will be monitored weekly to evaluate and increase student achievement in relationship to mentoring with adults on campus

Person Responsible

Britt Smith

Schedule

Evidence of Completion

Mentors submitting Google Doc forms to explain student progress.

G2.B12 Lack of consistent cognitive strategies within all academic classes. (2015-16) 2

B182759

G2.B12.S1 Teachers will implement monthly school-wide Kagan Structures 4

S194539

Strategy Rationale

Students need consistent engagement strategies implemented within all classes. This consistent implementation will allow all teachers to increase time on academic tasks as students will understand the procedures they are to follow while in subject area classes.

Action Step 1 5

Teachers will be trained in use of Kagan Structures.

Person Responsible

Kristen Lewis

Schedule

Monthly, from 7/20/2015 to 6/3/2016

Evidence of Completion

Rosters from Kagan trainings will be collected indicating school personnel who participated in the training.

Action Step 2 5

Teachers will implement Kagan Structures in classroom lessons.

Person Responsible

Britt Smith

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson plans will contain a description of the Kagan Structure used each week.

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Administrators will document the use of Kagan Structures during weekly classroom walkthroughs.

Person Responsible

Britt Smith

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Administrators will record notes from their classroom walkthroughs on a shared Google Doc. This document will have a specific section to note the use of Kagan Structures and level of fidelity with which it is being implemented.

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

The level and type of student engagement during lessons will be documented during lessons.

Person Responsible

Britt Smith

Schedule

Weekly, from 8/17/2015 to 8/17/2015

Evidence of Completion

Administrative walkthrough forms will have a section to record the level and type of student engagement during lessons observed. Increased engagement will result in increased student performance (passing) and fewer Classroom Disruption discipline referrals.

G2.B14 Lack of smaller/lower student-teacher ratios to provide intensive individualization for instruction. 2

B182761

G2.B14.S1 Implement instructional programs with lower student-teacher (inclusive of paraprofessionals) ratios.

4

S194543

Strategy Rationale

Students with deficit academic skills require intense, direct, explicit instruction. Students will benefit from more intense/individualization of instruction.

Action Step 1 5

Lower student:adult ratios within classrooms by providing additional teachers and paraprofessionals to provide instruction for math courses.

Person Responsible

Britt Smith

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Classroom Rolls, Daily Attendance and Teacher/Paraprofessional Schedules

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

The master schedule will be developed with additional math classroom teachers and paraprofessional support within the master schedule.

Person Responsible

Helen Mitchell

Schedule

Monthly, from 8/5/2015 to 6/3/2016

Evidence of Completion

Review of course schedules and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 7

Evaluation of student performance data.

Person Responsible

Helen Mitchell

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Discovery Education, Course Grades and data from other student performance data managed by the school.

G3. To increase the reading proficiency levels by 10% or more, within multiple subgroups to acquire the knowledge, skills, and competencies needed to master Florida State standards in the area of ELA 1

G070206

G3.B1 Effectively using data to plan instruction 2

B182762

G3.B1.S1 Implement curriculum-related literacy activities based on student data 4

S194544

Strategy Rationale

Using current and relevant student data helps to differentiate the need for student achievement

Action Step 1 5

ELA teachers will be able to understand common assessment and NWEA/MAP data in order to effectively plan for student achievement

Person Responsible

Kristen Lewis

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Common assessment data analysis activities, along with evaluating common assessments combined with teacher reflections, and identifying strengths and weaknesses within the new NWEA/MAP reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

ELA department will use lesson plans and reteaching/reassessing strategies for fidelity of differentiated instruction

Person Responsible

Kristen Lewis

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Language Arts & Reading Department will establish a schedule (dates) for data collection per pacing guide, attendance sign-in sheets and lesson plans noting differentiated instruction.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

EIA Department meetings for expectation and discussions of data-driven decision making

Person Responsible

Kristen Lewis

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Monthly department meetings, sign-in sheets, agendas, and department data forms

G3.B2 Time for teachers to collaborate and plan **2**

B182763

G3.B2.S1 The Jinks ELA Department will build a productive professional learning community with focus on literacy within the content area and mastery of the new Florida standards **4**

S194545

Strategy Rationale

We need to communicate high expectations for student achievement, monitor the effectiveness of common assessments and literacy strategies within the content area

Action Step 1 **5**

Teachers will collaboratively work with new Florida Standards writing rubrics to implement strategies within ELA instruction

Person Responsible

Susan Long

Schedule

Weekly, from 8/18/2015 to 8/18/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

The sharing of ideas and strategies to support student achievement within the ELA curriculum

Person Responsible

Susan Long

Schedule

Weekly, from 8/18/2015 to 8/18/2015

Evidence of Completion

Discussion activity sheets, agendas, sign-in sheets, samples of student assessment writings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

ELA teachers are expected to attend department meetings and writing professional development.

Person Responsible

Kristen Lewis

Schedule

Weekly, from 8/18/2015 to 8/18/2015

Evidence of Completion

sign-in sheets, Department data chat forms, writing samples.

G3.B4 Lack intervention to remediate deficit academic skills during the student attendance day. 2

 B182765

G3.B4.S1 Provide intensive Multi-Tiered System of Supports, MTSS, Tier III interventions for students not demonstrate academic progress. 4

 S194547

Strategy Rationale

Individual assistance is needed for students failing to make academic progress in core academic subjects (math and reading) after implementation of small group instructional practices.

Action Step 1 5

MTSS Tier III instruction will be provided in order to provide remedial academic assistance for reading and/or math.

Person Responsible

Britt Smith

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Log of intervention sessions and course work

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Conduct walkthrough observations of MTSS Tier III sessions.

Person Responsible

Britt Smith

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Notes from classroom observations.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Review student performance data.

Person Responsible

Britt Smith

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Monthly data chat notes and documentation.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Conduct data chat meetings to review students performance data and make revisions as needed.

Person Responsible

Britt Smith

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data reviewed during meeting and notes from data chat meetings.

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	The Title I Resource Teacher will assist teachers with behavior management strategies by modeling PBS lessons.	Green, Dia	8/17/2015	Schedule of classroom visits.	6/3/2016 weekly
G1.B1.S2.A1	Title 1 Resources teacher will train teachers on implementing behavior management systems	Green, Dia	8/18/2015		6/3/2016 monthly
G1.B2.S1.A1	[no content entered]		8/18/2015		6/3/2016 weekly
G2.B1.S1.A1	The math team leader will identify the time(s) per month for math teachers to meet, collaborate and review school data.		8/20/2015	Dates for meetings will be placed on school Google calendar.	6/3/2016 monthly
G2.B6.S1.A1	Conduct book study using Eric Jensen's Effects of Poverty on Classroom Instruction.	Smith, Britt	10/20/2014	sign-in sheets, academic activity sheets and cooperative discussions	6/3/2015 monthly
G2.B12.S1.A1	Teachers will be trained in use of Kagan Structures.	Lewis, Kristen	7/20/2015	Rosters from Kagan trainings will be collected indicating school personnel who participated in the training.	6/3/2016 monthly
G2.B14.S1.A1	Lower student:adult ratios within classrooms by providing additional teachers and paraprofessionals to provide instruction for math courses.	Smith, Britt	8/18/2015	Classroom Rolls, Daily Attendance and Teacher/Paraprofessional Schedules	6/3/2016 daily
G3.B1.S1.A1	ELA teachers will be able to understand common assessment and NWEA/MAP data in order to effectively plan for student achievement	Lewis, Kristen	8/18/2015	Common assessment data analysis activities, along with evaluating common assessments combined with teacher reflections, and identifying strengths and weaknesses within the new NWEA/MAP reports	6/3/2016 biweekly
G3.B2.S1.A1	Teachers will collaboratively work with new Florida Standards writing rubrics to implement strategies within ELA instruction	Long, Susan	8/18/2015		8/18/2015 weekly
G3.B4.S1.A1	MTSS Tier III instruction will be provided in order to provide remedial academic assistance for reading and/or math.	Smith, Britt	8/17/2015	Log of intervention sessions and course work	6/3/2016 weekly
G2.B1.S1.A2	The math team leader will lead teachers in monthly math data chats.		10/1/2015	Hornets data chat forms, process for identify tiers through data	6/3/2016 monthly
G2.B6.S1.A2	Teachers to mentor 3-5 students from within targeted population on academics, attendance, and behavior.	Smith, Britt	10/20/2014	Google doc form to document visits	6/3/2015 weekly
G2.B12.S1.A2	Teachers will implement Kagan Structures in classroom lessons.	Smith, Britt	8/17/2015	Lesson plans will contain a description of the Kagan Structure used each week.	6/3/2016 weekly
G2.B1.S1.A3	The math team leader will facilitate the development of common assessments for each grade level and math course.	Lemond, Bonnie	9/3/2015	Collection of common assessment items and tests.	6/3/2016 monthly
G2.B6.S1.A3	Conduct regular meetings with PLC members to review progress of students and effects of mentoring	Smith, Britt	10/20/2014	google doc form	6/3/2015 monthly
G2.B1.S1.A4	Provide math teachers updated math training	Mugridge, Alisa	8/24/2015		6/5/2016 quarterly
G2.B6.S1.A4	Use of Kagan structures to actively engage students in learning to help with behavior	Lewis, Kristen	11/1/2014	walkthroughs, lesson plans	6/5/2015 daily
G2.B1.S1.A5	District math Coach will support math teachers by modeling for teachers, developing lessons and developing assessments and instructional lplans	Mugridge, Alisa	11/1/2015	common assessment, minutes, lessons samples	6/5/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	A monthly report detailing the number, types and origin of discipline referrals.	Smith, Britt	9/1/2015	Administrator meetings held weekly will include a review and discussion of the school behavior data. This will be included in the minutes from the meetings.	6/1/2016 monthly
G1.B1.S1.MA1	Monitor number of discipline incidents occurring within the classroom.	Smith, Britt	8/18/2015	Monthly discipline data reports.	6/3/2016 monthly
G1.B1.S1.MA1	PBS lessons within the classrooms by classroom teachers	Smith, Britt	9/14/2015	Administrative observation notes from PBS lessons modeled.	6/3/2016 monthly
G2.MA1	Quarter grades and progress monitoring data will be reviewed to determine student growth and development in mathematics.	Mitchell, Helen	8/17/2015	Reports detailing quarter grades and progress monitoring data for students in mathematics.	6/3/2016 quarterly
G2.B1.S1.MA1	collecting data during monthly data chats; Using the data to determine instructional decisions; noting trends and individual needs and adjusting focus calendar as necessary	Mapoles, Elizabeth	9/3/2015	DEA assessment data, common assessments data and data chat forms	6/3/2016 monthly
G2.B1.S1.MA1	The administrator and math team leader will develop monthly meeting agendas to be used during math meetings.	Mitchell, Helen	9/3/2015	Copies of monthly math meeting agendas will be available for review.	6/3/2016 monthly
G2.B1.S1.MA2	The math team will engage in in-depth discussions and modify, as needed, instructional plans to accommodate results from assessments administered to students.	Lemond, Bonnie	9/3/2015	Meeting minutes, modified instructional plans and assessment data will indicate decisions made by the team.	6/3/2016 monthly
G2.B1.S1.MA3	The math team will develop and administer common assessments for each course.	Lemond, Bonnie	9/3/2015	Data will be collected summarizing the results of each common assessment.	6/3/2016 monthly
G2.B6.S1.MA1	Positive relationship building will be monitored weekly to evaluate and increase student achievement in relationship to mentoring with adults on campus	Smith, Britt	Mentors submitting Google Doc forms to explain student progress.	6/3/2015 weekly	
G2.B6.S1.MA1	Facilitator will use classroom performance data for students in the mentoring program	Smith, Britt	Mentors will bring performance data to department meetings and communicate to leadership. Input documentation on Google Doc form	6/3/2015 monthly	
G2.B12.S1.MA1	The level and type of student engagement during lessons will be documented during lessons.	Smith, Britt	8/17/2015	Administrative walkthrough forms will have a section to record the level and type of student engagement during lessons observed. Increased engagement will result in increased student performance (passing) and fewer Classroom Disruption discipline referrals.	8/17/2015 weekly
G2.B12.S1.MA1	Administrators will document the use of Kagan Structures during weekly classroom walkthroughs.	Smith, Britt	8/17/2015	Administrators will record notes from their classroom walkthroughs on a shared Google Doc. This document will have a specific section to note the use of Kagan Structures and level of fidelity with which it is being implemented.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B14.S1.MA1	Evaluation of student performance data.	Mitchell, Helen	8/17/2015	Discovery Education, Course Grades and data from other student performance data managed by the school.	6/3/2016 monthly
G2.B14.S1.MA1	The master schedule will be developed with additional math classroom teachers and paraprofessional support within the master schedule.	Mitchell, Helen	8/5/2015	Review of course schedules and lesson plans.	6/3/2016 monthly
G3.MA1	[no content entered]	Mapoles, Elizabeth	9/9/2015	common assessment data, MTSS behavior data. . .	6/3/2016 monthly
G3.B1.S1.MA1	EIA Department meetings for expectation and discussions of data-driven decision making	Lewis, Kristen	8/18/2015	Monthly department meetings, sign-in sheets, agendas, and department data forms	6/3/2016 weekly
G3.B1.S1.MA1	ELA department will use lesson plans and reteaching/reassessing strategies for fidelity of differentiated instruction	Lewis, Kristen	8/18/2015	Language Arts & Reading Department will establish a schedule (dates) for data collection per pacing guide, attendance sign-in sheets and lesson plans noting differentiated instruction.	6/3/2016 weekly
G3.B2.S1.MA1	ELA teachers are expected to attend department meetings and writing professional development.	Lewis, Kristen	8/18/2015	sign-in sheets, Department data chat forms, writing samples.	8/18/2015 weekly
G3.B2.S1.MA1	The sharing of ideas and strategies to support student achievement within the ELA curriculum	Long, Susan	8/18/2015	Discussion activity sheets, agendas, sign-in sheets, samples of student assessment writings	8/18/2015 weekly
G3.B4.S1.MA1	Conduct data chat meetings to review students performance data and make revisions as needed.	Smith, Britt	8/17/2015	Data reviewed during meeting and notes from data chat meetings.	6/3/2016 monthly
G3.B4.S1.MA1	Conduct walkthrough observations of MTSS Tier III sessions.	Smith, Britt	8/17/2015	Notes from classroom observations.	6/3/2016 biweekly
G3.B4.S1.MA2	Review student performance data.	Smith, Britt	9/3/2015	Monthly data chat notes and documentation.	6/3/2016 monthly

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.

G2. Increase the percent of all subgroups performing at or above proficiency levels in mathematics a minimum of 10% in grades 6, 7 and 8 grades

G2.B1 Time for teachers to collaborate and plan

G2.B1.S1 common meeting time in mornings for teachers to plan together to discuss data driven instructional practices

PD Opportunity 1

The math team leader will facilitate the development of common assessments for each grade level and math course.

Facilitator

Bonnie Lemond - Alisha Mugridge

Participants

Math teachers

Schedule

Monthly, from 9/3/2015 to 6/3/2016

PD Opportunity 2

Provide math teachers updated math training

Facilitator

Alisha Mugridge

Participants

Math teachers

Schedule

Quarterly, from 8/24/2015 to 6/5/2016

PD Opportunity 3

District math Coach will support math teachers by modeling for teachers, developing lessons and developing assessments and instructional lplans

Facilitator

Alisha Mugridge

Participants

Math teachers

Schedule

Monthly, from 11/1/2015 to 6/5/2016

G2.B6 Effects of poverty on learning.

G2.B6.S1 Implementation of professional learning community focused on effects of poverty on student learning and achievement.

PD Opportunity 1

Conduct book study using Eric Jensen's Effects of Poverty on Classroom Instruction.

Facilitator

Britt Smith

Participants

All teachers

Schedule

Monthly, from 10/20/2014 to 6/3/2015

G2.B12 Lack of consistent cognitive strategies within all academic classes. (2015-16)

G2.B12.S1 Teachers will implement monthly school-wide Kagan Structures

PD Opportunity 1

Teachers will be trained in use of Kagan Structures.

Facilitator

Kristin Lewis

Participants

All Jinks Faculty

Schedule

Monthly, from 7/20/2015 to 6/3/2016

G3. To increase the reading proficiency levels by 10% or more, within multiple subgroups to acquire the knowledge, skills, and competencies needed to master Florida State standards in the area of ELA

G3.B1 Effectively using data to plan instruction

G3.B1.S1 Implement curriculum-related literacy activities based on student data

PD Opportunity 1

ELA teachers will be able to understand common assessment and NWEA/MAP data in order to effectively plan for student achievement

Facilitator

Tracey Sirmans, Reading Coach; Kristen Lewis, AA

Participants

All core teachers

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

G3.B2 Time for teachers to collaborate and plan

G3.B2.S1 The Jinks ELA Department will build a productive professional learning community with focus on literacy within the content area and mastery of the new Florida standards

PD Opportunity 1

Teachers will collaboratively work with new Florida Standards writing rubrics to implement strategies within ELA instruction

Facilitator

Tracey Sirmans/Kristen Lewis

Participants

Teachers

Schedule

Weekly, from 8/18/2015 to 8/18/2015

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	The Title I Resource Teacher will assist teachers with behavior management strategies by modeling PBS lessons.	\$0.00
2	G1.B1.S2.A1	Title 1 Resources teacher will train teachers on implementing behavior management systems	\$0.00
3	G1.B2.S1.A1		\$0.00
4	G2.B1.S1.A1	The math team leader will identify the time(s) per month for math teachers to meet, collaborate and review school data.	\$0.00
5	G2.B1.S1.A2	The math team leader will lead teachers in monthly math data chats.	\$0.00
6	G2.B1.S1.A3	The math team leader will facilitate the development of common assessments for each grade level and math course.	\$0.00
7	G2.B1.S1.A4	Provide math teachers updated math training	\$0.00
8	G2.B1.S1.A5	District math Coach will support math teachers by modeling for teachers, developing lessons and developing assessments and instructional plans	\$0.00
9	G2.B12.S1.A1	Teachers will be trained in use of Kagan Structures.	\$0.00
10	G2.B12.S1.A2	Teachers will implement Kagan Structures in classroom lessons.	\$0.00
11	G2.B14.S1.A1	Lower student:adult ratios within classrooms by providing additional teachers and paraprofessionals to provide instruction for math courses.	\$0.00
12	G2.B6.S1.A1	Conduct book study using Eric Jensen's Effects of Poverty on Classroom Instruction.	\$0.00
13	G2.B6.S1.A2	Teachers to mentor 3-5 students from within targeted population on academics, attendance, and behavior.	\$0.00
14	G2.B6.S1.A3	Conduct regular meetings with PLC members to review progress of students and effects of mentoring	\$0.00
15	G2.B6.S1.A4	Use of Kagan structures to actively engage students in learning to help with behavior	\$0.00
16	G3.B1.S1.A1	ELA teachers will be able to understand common assessment and NWEA/MAP data in order to effectively plan for student achievement	\$0.00
17	G3.B2.S1.A1	Teachers will collaboratively work with new Florida Standards writing rubrics to implement strategies within ELA instruction	\$0.00
18	G3.B4.S1.A1	MTSS Tier III instruction will be provided in order to provide remedial academic assistance for reading and/or math.	\$0.00
Total:			\$0.00