

Jinks Middle School



2017-18 Schoolwide Improvement Plan

Jinks Middle School

600 W 11TH ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

2016-17 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)

62%

School Grades History

Year
Grade

2016-17
C

2015-16
D

2014-15
C*

2013-14
D

**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 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Jinks Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

By providing a supportive, safe, and secure environment, the Jinks Middle School community will provide all students with curriculum strategies and enrichment activities that will enable students to achieve academic excellence.

b. 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.

2. School Environment

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

The establishment of positive relationships is the single most important area of focus, when incorporating new students into the culture of Jinks Middle School. Because of the school's abundance of school pride and its rich history, students are encouraged to not only attend Jinks for academic reasons, but also to embark on the student life in remarkable ways. The process begins during the Spring, as each year our rising 6th graders are invited to attend the Jinks Middle School Tour. This tour embodies a showcase of student activities, clubs, organizations, and an overview of expectations for student achievement. Prior to the beginning of the school year, newly enrolled students attend the "New Hornet Orientation," which introduces them to the Jinks Middle School way of life and learning routines. During this time, students receive their upcoming schedules, have an opportunity to meet and greet their teachers, visit high-interest areas on campus. This is all facilitated by our student leaders as part of the recruiting process for JS2S (Junior Student to Student) initiative.

Faculty and staff members engage in Professional Development, focused on increasing their knowledge about our ever changing, diverse groups of students, in order to be of greatest assistance to our students, by building positive relationships.

Once the school year kicks off, students complete interest surveys within the first two weeks, to better prepare our faculty, staff, and school to provide motivational rewards and gifts.

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

Jinks Middle School incorporates a variety of strategies to allow all students to feel safe and respected before, during and after school. Some to be documented are: Bay County Sheriff Department (SRD) is located within the school full-time, Monday through Friday. His main priority is school safety. He hosts school-wide safety assemblies, visits classrooms to build relationships with students, monitors the exterior and interior areas of the school as well as communicates with administrators, faculty, staff, and students. Newly installed video technology surveillance captures the daily activities of the school and is used as an extra safety tool. Also, administrators, faculty, and staff members are present before, during, and after school. Yet another strategy is our Hornet Behavior Support (HBS), which focuses on identifying and rewarding expected behaviors, exhibited by our students who attend Jinks Middle School. All year long, these students are rewarded for adhering to the school-wide expectations: Be Safe, Be Responsible, Be Respectful, Be

Successful and Be Accountable. These positive traits are reinforced during academic instruction and transitions within the school setting. Other strategies used are: Class Charts , student created policies, rules and procedures, daily check in/check out routines with in-school adult mentors, regular safety drills, and student activities posted around the school. We also highlight a student and teacher of the month, and actively participate in the Sonny's Big Deal, a district-community initiative.

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

Jinks Middle School utilizes its Hornet Behavior Supports, HBS, program to promote students being able to demonstrate they have the skills needed to: Be Safe, Be Responsible, Be Respectful, Be Successful. and Be Accountable. These skills are reinforced during regular instruction and especially designed HBS lessons instructed each month. Identified below are strategies and programs used at Jinks to promote student safety. Positive Behavior Supports that are in place were derived based on the Multi-Tiered Systems of Support and the Bay District Middle School Discipline Matrix.

Students services that are offered include:

* Tier I

School wide HBS store that is available to students on line for meeting the school expectations.

School wide activities like open gym, field trips, and pep rallies.

Reteach Reinforcement

Canvas behavior lessons taught during CHAMP time

* Tier 2

In addition to Tier 1:

Counseling with E. Schramm

Behavior intervention during CHAMP time

Class attendance per focus

* Tier 3

Positive Behavior Intervention Plan based on a Functional Behavior Assessment

One on one counseling with the school based counselor.

Behavior intervention during CHAMP time

Class attendance per focus

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

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. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	34	29	38	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	4	2	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	17	30	13	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	125	111	64	0	0	0	0	300

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	33	38	29	0	0	0	100

c. 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:

We are implementing 6 Plus 1 again this year with the Plus 1 being our CHAMP time. We use CHAMP time for enrichment as well as remediation for students who need extra tutoring, behavior intervention, or time to make up tests.

Multi-Tiered Systems of Support for Reading, Math and behavior - Small group and individual interventions for students performing below expectations for reading and/or mathematics or behavior. These interventions include both intervention classes based on deficit skills as well as individually crafted plans to address needs. Our Tier II students are in ASPIRE classes using ACHIEVE 3000, Math 180, and Math Frameworks. Other interventions for Tier 3 used are Dreambox, SRA kits, ACHIEVE 3000, Read Theory, Ten Marks, and our new program for Tier 3 is GAP for students that are 1-2 years behind. The GAP teachers use a blended curriculum to include Edgenuity, a computer based program for credit recovery.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

NA

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

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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Smith, Britt	Principal
Mitchell, Helen	Assistant Principal
Green, Dia	Other
Jateff, Valerie	Instructional Coach
Mapoles, Elizabeth	School Counselor
Mugridge, Alisa	Instructional Coach
Petty, Michael	Other
Skiba, Stephanie	Teacher, ESE
Blackwell, Jeanne	Instructional Coach
Barron, Stephanie	Teacher, K-12
West, Sandi	Teacher, K-12

b. Duties

1. 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.

Dia Green is our Title 1 HBS resource teacher; she is on the MTSS team for behavior, and a member of the Leadership team.

Elizabeth Mapoles is our Pre-Aice counselor, MTSS Academic team, member of our Leadership team and School Improvement team.

Alisa Mugridge is our District Math Coach, School Improvement Team Leader, and member of the School Leadership team.

Jeanne Blackwell is our District Reading Coach and member of the School Leadership team.

Michael Petty is our Assistant Administrator and member of the School Leadership team.

Valerie Jateff is our Title 1 Interventionist, is a member of the MTSS team, HBS Team, School Improvement team, and is heading up the New Teacher Induction training.

Stephanie Barron is our 6th Grade Chair and member of the School Leadership Team.

Stephanie Skiba is our 8th Grade Chair and member of the School Leadership Team.

is our 7th Grade Chair and member of the School Leadership Team.

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

Jinks Middle School's data-based problem-solving process includes a review of students' cumulative record targeting state testing scores, MAP 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 HBS school.

The MTSS Leadership Team will meet monthly to review data, evaluate implementation processes and make decisions regarding modifications to the instructional program and/or student involvement. The Faculty will meet monthly to review MTSS behavior data. PLCs will also be used to discuss and monitor students' academic and behavior data.

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. The 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 a 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 employ ability 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 Develop (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of master 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)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Britt Smith	Principal
Elizabeth Mapoles	Teacher
Helen Mitchell	Education Support Employee
Amy Davidson	Parent
Jenny Collier	Parent
Kendall Henley	Parent
Janice Lucas	Business/Community
Tiffany Hill	Parent
Deborah Pinkus	Parent
Kelvin Woodward	Parent
Alicia Bailie	Parent
Irina Mathews	Parent
Muchere Russ	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. Development of this school improvement plan

During the 2017-2018 school year, the School Improvement Team (SIP Team) has scheduled meeting dates via Google Docs and calendar to prepare and monitor the implementation process of the School Improvement Plan. The first meeting was an introduction to the important components required by state and district levels. Last year's FSA/FCAT data was used to identify areas for improvement. Roles and tasks were assigned to each SIP Team member with expectations and a checklist. Then each team member was tasked to meet with their respected department to begin the process of the school improvement plan. After two weeks, the SIP Team met to monitor the progress of the completed task, and evaluated the effectiveness supported thus far. Our departments of content and grade level teachers provided input into the common school goals, barriers, action steps, implementation and effectiveness procedures. Once all data and feedback was concluded by each department, the SIP Team completed the first draft of the SIP. The LLT team and the SAC committee met to review and provide feedback. Also, we received explicit feedback from

our district contact and principal. Many changes and adjustments were needed. The SIP Team met again to discuss these changes and provide input into the implementation process. Our completed SIP for the 2017-2018 school year includes a clear picture as to our current status and our future goals to remove the Jinks Middle School community to an area of success. Finally, the SAC (School Advisory Council), will meet to vote and approve our current SIP.

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

The school budget was developed during the Spring and Summer of 2017. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
	Teacher, K-12
Smith, Britt	Principal
Jateff, Valerie	Other
Mitchell, Helen	Assistant Principal
Green, Dia	Other
Mapoles, Elizabeth	School Counselor
Barron, Stephanie	Teacher, K-12
Daniels, Sallie	Teacher, K-12
Petty, Michael	Other
Mugridge, Alisa	Instructional Coach
Blackwell, Jeanne	Instructional Coach

b. Duties

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

Common assessments for all students are being created by the District and PLCs and monitored. Diagnostic tests are to be given by all ELA 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 include continuously reviewing data and promoting special events throughout the year to assist parents in the

understanding of such topics as Florida State Standards, FSA testing, MAP testing, and how we incorporate technology with the use of our 1:1 initiative with the chrome book. Our PIP will also incorporate activities to assist parents to work with their children to improve their children's achievement, such as literacy training. Jeanne Blackwell, our District Reading Coach, works with teachers to incorporate the reading frameworks and will continue training teachers on the new ELA shifts.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Jinks Middle School community engages within the research of DuFour, "Learning by Doing," principles to enhance our work towards effective and meaningful Professional Learning Communities. These principles are designed to promote positive relationships between administrators, faculty, staff, and students. During our bi-weekly PLCs, we utilize data-driven decision making processes to foster learning and adjust improvements to instruction. A normal teacher's work day allows for common planning time for teachers to collaborate. Many instructional strategies, research-based practices, supplemental teaching materials, and discussion items are shared within the Google Classroom.

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

Jinks Middle School aims to recruit highly qualified teachers and staff members by encouraging them to join the "vision," of making this school successful. Opportunities such as the New Teacher Program, are established and facilitated in house, by Valeria Jateff, Jeanne Blackwell and Alisa Mugridge . Jinks saw the need to incorporate visionary, innovative ways to foster new teachers as well as acclimate them to the Jinks environment. Bay District provides PD for new teachers through the New Teacher Induction Program. We focus on teachers with updated certifications in critical areas, such as ESE, ESOL, and Reading Endorsements.

3. 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, will lead the Jinks ESE team through training and new policies, including updating IEPs and Enrich updates.

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

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

Jeremy Centeno, District Staff Kagan Trainer, will assist in our Kagan trainings.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instructional programs and materials used at Jinks Middle School are obtained from those approved and adopted by the Superintendent and his staff. These include textbook and resource materials, ACHIEVE 3000 and Math 180 for the Aspire classes.

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. Teachers develop lesson plans using C-PALMS, district curriculum/pacing guides as well as incorporate the new progression scales with the students. 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. Both the Reading and Math Coach will be training teachers on the new ELA and Math shifts. In addition, they will also train the faculty on the use of lesson preparation and assist with incorporating this process into our PLCs. Within subject/grade level PLCs, teachers collaborate on lesson planning and preparation, development of common formative and summative assessments and analyzing student performance data to increase content abilities and rigor.

In addition to the PLC focus on curriculum, we also have a school wide focus on attendance. Through the use of our Title 1 Resource teacher, we are conducting parent conferences with our students who are chronically absent, using Class Charts to provide attendance incentives, and we promote positive attendance by way of social media. We, as a school, have formed a group called Count Me In where community members work through their organizations to eliminate barriers preventing consistent attendance at school.

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.

Content area departments accesses Florida Standards, Item Specs, Mastery Levels, Descriptors, and Curriculum maps from FLDOE website (single-sign on).

b. Instructional Strategies

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

Jinks Middle School accesses data from multiple assessments to effectively plan for differentiated instruction, to meet the needs of our diverse student population. These assessments include previous Florida Standards Assessment data, FCAT data of Science, current NWEA (MAP) assessment data, District and departmentalized common assessment data and teacher created individualized data. Others assessment data pieces are delivered by MTSS Tier II and Tier III are interventions required for fidelity of services provided for students performing below proficiency levels.

This year, emphasizes has been placed on instructional framework, shifts within instruction, strengthening the CORE of instruction, while embedding differentiated instructional strategies. This can be viewed within lesson plans as well as within formative classroom walk throughs. Collectively, this data is shared during department level PLC's, within Google classrooms, using Google docs, LLT meeting, MTSS meetings and within collaborate discussions within all facets of the school's culture.

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

Strategy: Extended School Day

Minutes added to school year: 640

Jinks Middle School participates within a grant program which highlights the “21st Century STEM Program or currently called, STEAM program because it includes a focus on the arts. The focus of our STEAM program is Science, Technology, Engineering, Arts and Mathematics. This program hosts a beginning of the year open house to orient parents, students, and community members to the expectations and important components of STEAM. Offered before and after school it is used to extend learning opportunities of our lowest percentile of students. The program continues during the summer session, offering transportation and free lunches. (PENDING FUNDING)

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

Smith, Britt, smithjb@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Jinks' counselors go to the elementary schools in early Spring to talk about what Jinks has to offer. Then we set up a tour for all feeder schools to tour Jinks during a school day. We also offer orientations in the evening so parents can tour our school with their students. Elizabeth Mapoles also goes to the feeder schools throughout the year meeting with students and parents.

For our 8th grade advanced students, the high schools come in January and talk about their honors programs then set up tours for the students to shadow. Later in the Spring, the feeder high school counselors come and talk to our 8th graders about the programs they offer.

b. College and Career Readiness

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

All of Jinks Middle School students have an opportunity to participate in some form of college and career awareness activity. The 8th grade student population completes a career interest inventory within the CHOICES technology program. This program is an excellent opportunity which connects students' interests within career choices with their background knowledge about job explorations. This data is used to

recommend schedules and placement or high school students.

Another component of college and career awareness is the CROP tutorial program, offered before and after school, Monday through Thursday. CROP (College Reach Out Program) sponsored by Gulf Coast State College accepts all grade level students who show an interest in pursuing college and careers after high school. This tutorial program offers free tutoring for all content-area subjects as well as work to build strong, independent leaders within our society. CROP also meets on Saturday mornings at the college to orient students to the campus, resources, and offers guest speakers, focused on motivation.

2. 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 continues to be a class and has been expanded to include more sessions at Jinks MS. Students enrolled in this class work toward Microsoft certification.

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

During C.H.A.M.P. Time, supporting our six + one learning initiative, we have integrated technology courses, including Coding and Technology Enrichment. The courses help students lead to certifications within the 21st Century learning requirements. This is Jinks Middle Schools' second year utilizing the 1 to 1 initiative which allows every student enrolled at Jinks Middle School to frequently access and use a new chrome book. This program started within the G.A.P. Academy first, and we are currently collecting feedback to make future decisions about this initiative.

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals


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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

G1. To increase the number of students achieving proficiency rating in higher level course work.

G2. To double learning gains in the lower quartile (lowest 30%) in all state tested areas.

Strategic Goals Detail

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

G1. To increase the number of students achieving proficiency rating in higher level course work. 1a

 G095242

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	66.0

Targeted Barriers to Achieving the Goal 3

- Student attendance is below the district's expectations.
- Lack of background knowledge ie prerequisite
- lack of rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS Reports, Google Doc spreadsheet, CWT forms, lesson plans, MAP data

Plan to Monitor Progress Toward G1. 8

Class Chart Analytic reports will be pulled

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Reports and increase of student engagement participation in school wide events.

G2. To double learning gains in the lower quartile (lowest 30%) in all state tested areas. 1a

G095243

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	72.0
School Grade - Percentage of Points Earned	84.0

Targeted Barriers to Achieving the Goal 3

- ELL students have a lack of background knowledge and real world experiences. Many ELL students are not proficient in the English language.
- Student attendance is below the district's expectations, especially in the ELL community.
- Student behavior continues to disrupt instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS reports, Google Doc Spreadsheet, Class Charts Reports, MAP data

Plan to Monitor Progress Toward G2. 8

Class Chart Analytic reports will be pulled.

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Reports and increase of student engagement participation in school wide events

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. To increase the number of students achieving proficiency rating in higher level course work. **1**

 G095242

G1.B1 Student attendance is below the district's expectations. **2**

 B256357

G1.B1.S1 An attendance celebration will be held every nine weeks to recognize the grade level with the highest attendance record. **4**

 S271069

Strategy Rationale

Quarterly attendance celebrations will be offered to motivate students so they want to attend school on a regular basis. When student attendance improves, learning gains improve.

Action Step 1 **5**

Title 1 Resource teacher will plan and execute the attendance celebration quarterly.

Person Responsible

Dia Green

Schedule

Quarterly, from 6/1/2018 to 6/1/2018

Evidence of Completion

Calendar, pictures, celebration shown on social media

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

Title 1 Resource teacher will pull attendance data

Person Responsible

Dia Green

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Focus reports

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

Monitoring FOCUS data and Google Doc attendance spreadsheet.

Person Responsible

Dia Green


Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Doc spreadsheet

G1.B1.S2 PLCs will discuss strategies to improve student attendance. 4

 S271070

Strategy Rationale

PLC collaboration on student attendance will identify students with chronic absenteeism and work to provide encouragement and extra support with missed assignments.

Action Step 1 5

PLCs will discuss frequent student absenteeism.

Person Responsible

Britt Smith

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will bring names of students who are chronically absent to PLC meeting.

Person Responsible

Britt Smith

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will bring names of students who are chronically absent to PLC meeting.

Person Responsible

Britt Smith

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC minutes

G1.B1.S3 The Title 1 Resource Teacher will utilize the Attendance Google doc to monitor attendance and tardies and conduct parent meetings to rectify the situation. 4

 S271071

Strategy Rationale

Attendance Google doc will be monitored and attendance meetings with parents will be held to provide individualized interventions per family.

Action Step 1 5

Title 1 Resource teacher will hold parent conferences, home visits and student conferences to address chronic absenteeism.

Person Responsible

Dia Green

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Docs and counselor notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Title 1 Resource monitor the Attendance Google doc.

Person Responsible

Dia Green

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Attendance Google doc, parent conference notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitoring student attendance and continuing parent conferences to see absenteeism decrease.

Person Responsible

Helen Mitchell

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

conference notes, Attendance Google doc, FOCUS

G1.B2 Lack of background knowledge ie prerequisite **2**

 B256358

G1.B2.S1 Classroom teachers will tap into Students' Background Knowledge and Real-World experiences. **4**

 S271072

Strategy Rationale

Students need to connect with literature on three basic levels: text to text, text to self, and self to the world. All students bring something to classroom. Becoming familiar with the backgrounds and/or prior knowledge of students allows a teacher to engage students in literacy experiences that connect with their diverse background, thereby building on this knowledge

Action Step 1 **5**

Teachers will assess prior knowledge using vocabulary, anticipation guides, pre-reading poll and curriculum aligned bell ringers.

Person Responsible

Michael Petty

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

CWT forms, lesson plans, bell ringers (5 mins. checks)

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

Administration will conduct classroom walk throughs

Person Responsible

Michael Petty

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

CWT forms, lesson plans, MAP scores

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

Administration will conduct classroom walk throughs

Person Responsible

Michael Petty

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

CWT, lesson plans, MAP data

G1.B3 lack of rigor 2

 B256359

G1.B3.S1 Provide enrichment activities to motivate students to reach higher levels. 4

 S271073

Strategy Rationale

To add depth of knowledge to each subject area. To provide opportunities for students to challenge themselves to reach their potential.

Action Step 1 5

Teachers can use CHAMP time to provide enrichment/higher order thinking lessons as provided by coaches.

Person Responsible

Alisa Mugridge

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

lesson plans, CHAMP time lessons on Google Classroom

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Math Coach will work with Reading Coach to gather enrichment activities to put on Google Docs to use during CHAMP time

Person Responsible

Alisa Mugridge

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

lessons in CHAMP Google Docs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Surveying teachers regarding use of CHAMP assignments and the effectiveness of them.

Person Responsible

Alisa Mugridge

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Survey results, emails,

G1.B3.S2 Provide professional development for teachers on implementing rigor within their lessons **4**

 S271074

Strategy Rationale

To improve teachers' understanding and effectiveness of using rigor in the classroom.

Action Step 1 **5**

Professional development will be provided in four content areas.

Person Responsible

Alisa Mugridge

Schedule

Triannually, from 8/21/2017 to 6/1/2018

Evidence of Completion

teacher sign-in, lesson plan, coach log

Plan to Monitor Fidelity of Implementation of G1.B3.S2 **6**

Coaches will conduct classroom observations.

Person Responsible

Alisa Mugridge

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

classroom observation forms looking for rigor, lesson plans with teacher, sign-in sheets/coach logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Looking for an increase in achievement

Person Responsible

Alisa Mugridge

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

data from CA, MAP, FSA

G1.B3.S3 To increase the number of students enrolled in high school credit courses. 4

 S271075

Strategy Rationale

To provide students rigorous courses of studies needed to fulfill their academic potential.

Action Step 1 5

Identify students achieving prerequisite requirements for entry into high school credit courses.

Person Responsible

Helen Mitchell

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Focus reports and schedules

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Guidance will monitor grades of these students.

Person Responsible

Helen Mitchell

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

FOCUS gradebook, Class Chart data

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Counselors will review FSA and MAP data to build higher level course work

Person Responsible

Elizabeth Mapoles


Schedule

Semiannually, from 8/24/2017 to 6/1/2018

Evidence of Completion

Use of FSA and MAP data, input from previous teachers

G2. To double learning gains in the lower quartile (lowest 30%) in all state tested areas. 1

 G095243

G2.B1 ELL students have a lack of background knowledge and real world experiences. Many ELL students are not proficient in the English language. 2

 B256360

G2.B1.S1 Classroom teachers will tap into Students' Background Knowledge and Real-World experiences. 4

 S271076

Strategy Rationale

Students need to connect with literature on three basic levels: text to text, text to self, and self to the world. All students bring something to the classroom. Becoming familiar with the backgrounds and/or prior knowledge of ELL students allows a teacher to engage students in literacy experiences that connect with their diverse backgrounds, thereby building on this knowledge.

Action Step 1 5

ELL teachers will assess prior knowledge using picture cards and vocabulary.

Person Responsible

Michael Petty

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

class room walkthroughs, lesson plans, and ELL curriculum.

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

Administration will conduct classroom walk throughs

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

CWT forms, lesson plans, MAP scores

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

Administration will conduct classroom walk throughs

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 9/8/2017

Evidence of Completion

CWT, lesson plans, MAP data

G2.B1.S2 Students will be enrolled in the newcomer program where they receive an additional 47 minutes of support for language acquisition. 4

 S271077

Strategy Rationale

The newcomer program will provide individualized language support in all content areas.

Action Step 1 5

ELL Newcomers are scheduled into three courses, one of which is an additional 47 minutes of language.

Person Responsible

Helen Mitchell

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

master schedule, FOCUS

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrations will monitor during Class room walkthroughs

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Administration will conduct CWTs, checking lesson plans, master schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrations will monitor during Class room walkthroughs

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

lesson plans, master schedule, CWT

G2.B1.S3 Additional bilingual paraprofessional support will travel with the ELL students to content area classes.

4

 S271078

Strategy Rationale

The bilingual paraprofessionals will translate essential information as needed.

Action Step 1 5

ELL para professionals travel with the Newcomer students throughout the day.

Person Responsible

Britt Smith

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration classroom walkthroughs

Person Responsible

Britt Smith

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

para professional sign-ins

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administration will monitor that para professional are in assigned classrooms

Person Responsible

Britt Smith

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

master schedule, para schedule

G2.B2 Student attendance is below the district's expectations, especially in the ELL community. 2

 B256361

G2.B2.S1 An attendance celebration will be held every nine weeks to recognize the grade level with the highest attendance record. 4

 S271079

Strategy Rationale

Quarterly attendance celebrations will be offered to motivate students so they want to attend school on a regular basis. When student attendance improves, learning gains improve.

Action Step 1 5

Title 1 Resource teacher will plan and execute the attendance celebration quarterly.

Person Responsible

Dia Green

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Calendar, pictures, celebration shown on social media

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Title 1 Resource teacher will pull attendance data

Person Responsible

Dia Green

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Focus reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitoring FOCUS data and Google Doc attendance spreadsheet

Person Responsible

Dia Green


Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Doc spreadsheet

G2.B2.S2 PIC's will discuss strategies to improve student attendance. 4

 S271080

Strategy Rationale

PLC collaboration on student attendance will identify students with chronic absenteeism and work to provide encouragement and extra support with missed assignments.

Action Step 1 5

PLCs will discuss frequent student absenteeism.

Person Responsible

Britt Smith

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Teachers will bring names of students who are chronically absent to PLC meeting.

Person Responsible

Britt Smith

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Class Chart Analytic reports will be pulled.

Person Responsible

Britt Smith

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Reports and increase of student engagement participation in school wide events.

G2.B2.S3 The Title 1 Resource Teacher will utilize the Attendance Google doc to monitor attendance and tardies and conduct parent meetings to rectify the situation. 4

 S271081

Strategy Rationale

Attendance Google doc will be monitored and attendance meetings with parents will be held to provide individualized interventions per family.

Action Step 1 5

Title 1 Resource teacher will hold parent conferences, home visits and student conferences to address chronic absenteeism.

Person Responsible

Dia Green

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Google Docs and counselor notes.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Pull reports from FOCUS and put in Attendance Google Doc

Person Responsible

Dia Green

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Attendance data from FOCUS

G2.B3 Student behavior continues to disrupt instructional time. **2**

 B256362

G2.B3.S1 Jinks will implement Class charts to track student behavior and will pinpoint areas of positive and negative behavior **4**

 S271082

Strategy Rationale

Class charts will be used to intervene in problem behavior areas. Students with the highest behavioral needs will be targeted and provided additional support

Action Step 1 **5**

A school wide MTSS Behavior Team was formed with representatives from each content area, ESE, District Staff and community members.

Person Responsible

Dia Green

Schedule

Weekly, from 4/24/2017 to 6/1/2018

Evidence of Completion

Meeting minutes, agendas

Action Step 2 **5**

Class charts will be implemented as a Tier 1 behavior support

Person Responsible

Valerie Jateff

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Reports

Action Step 3 5

Jinks will train parents on the use of Class Charts to monitor their child's behavior at various times throughout the year.

Person Responsible

Valerie Jateff

Schedule

Quarterly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Reports that shows where parents logged in program.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will pull reports from Class Charts to monitor teacher use of the program and distribution of positive points

Person Responsible

Britt Smith

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Class chart reports will be monitored for improvement on targeted behaviors, Tier 3 data and student usage of on-line Class chart reward store.

Person Responsible

Valerie Jateff




















Schedule






















Weekly, from 8/21/2017 to 6/1/2018






Evidence of Completion

Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
 G2.B1.S1.MA1 M388245	Administration will conduct classroom walk throughs	Smith, Britt	8/21/2017	CWT, lesson plans, MAP data	9/8/2017 weekly
 G1.MA1 M388244	Class Chart Analytic reports will be pulled	Smith, Britt	8/21/2017	Reports and increase of student engagement participation in school wide events.	6/1/2018 weekly
 G2.MA1 M388258	Class Chart Analytic reports will be pulled.	Smith, Britt	8/21/2017	Reports and increase of student engagement participation in school wide events	6/1/2018 weekly
 G1.B1.S1.MA1 M388230	Monitoring FOCUS data and Google Doc attendance spreadsheet.	Green, Dia	8/21/2017	Google Doc spreadsheet	6/1/2018 weekly
 G1.B1.S1.MA1 M388231	Title 1 Resource teacher will pull attendance data	Green, Dia	8/21/2017	Focus reports	6/1/2018 quarterly
 G1.B1.S1.A1 A363260	Title 1 Resource teacher will plan and execute the attendance celebration quarterly.	Green, Dia	6/1/2018	Calendar, pictures, celebration shown on social media	6/1/2018 quarterly
 G1.B2.S1.MA1 M388236	Administration will conduct classroom walk throughs	Petty, Michael	8/21/2017	CWT, lesson plans, MAP data	6/1/2018 weekly
 G1.B2.S1.MA1 M388237	Administration will conduct classroom walk throughs	Petty, Michael	8/21/2017	CWT forms, lesson plans, MAP scores	6/1/2018 weekly
 G1.B2.S1.A1 A363263	Teachers will assess prior knowledge using vocabulary, anticipation guides, pre-reading poll and...	Petty, Michael	8/21/2017	CWT forms, lesson plans, bell ringers (5 mins. checks)	6/1/2018 weekly
 G1.B3.S1.MA1 M388238	Surveying teachers regarding use of CHAMP assignments and the effectiveness of them.	Mugridge, Alisa	8/28/2017	Survey results, emails,	6/1/2018 monthly
 G1.B3.S1.MA1 M388239	Math Coach will work with Reading Coach to gather enrichment activities to put on Google Docs to...	Mugridge, Alisa	8/28/2017	lessons in CHAMP Google Docs.	6/1/2018 weekly
 G1.B3.S1.A1 A363264	Teachers can use CHAMP time to provide enrichment/higher order thinking lessons as provided by...	Mugridge, Alisa	8/21/2017	lesson plans, CHAMP time lessons on Google Classroom	6/1/2018 weekly
 G2.B1.S1.MA1 M388246	Administration will conduct classroom walk throughs	Smith, Britt	8/21/2017	CWT forms, lesson plans, MAP scores	6/1/2018 weekly
 G2.B1.S1.A1 A363267	ELL teachers will assess prior knowledge using picture cards and vocabulary.	Petty, Michael	8/21/2017	class room walkthroughs, lesson plans, and ELL curriculum.	6/1/2018 daily
 G2.B2.S1.MA1 M388251	Monitoring FOCUS data and Google Doc attendance spreadsheet	Green, Dia	8/21/2017	Google Doc spreadsheet	6/1/2018 weekly
 G2.B2.S1.MA1 M388252	Title 1 Resource teacher will pull attendance data	Green, Dia	8/21/2017	Focus reports	6/1/2018 quarterly
 G2.B2.S1.A1 A363270	Title 1 Resource teacher will plan and execute the attendance celebration quarterly.	Green, Dia	8/21/2017	Calendar, pictures, celebration shown on social media	6/1/2018 quarterly
 G2.B3.S1.MA1 M388256	Class chart reports will be monitored for improvement on targeted behaviors, Tier 3 data and...	Jateff, Valerie	8/21/2017	Reports	6/1/2018 weekly
 G2.B3.S1.MA1 M388257	Administration will pull reports from Class Charts to monitor teacher use of the program and...	Smith, Britt	8/21/2017	Reports	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1  A363273	A school wide MTSS Behavior Team was formed with representatives from each content area, ESE,...	Green, Dia	4/24/2017	Meeting minutes, agendas	6/1/2018 weekly
G2.B3.S1.A2  A363274	Class charts will be implemented as a Tier 1 behavior support	Jateff, Valerie	8/21/2017	Reports	6/1/2018 daily
G2.B3.S1.A3  A363275	Jinks will train parents on the use of Class Charts to monitor their child's behavior at various...	Jateff, Valerie	9/12/2017	Reports that shows where parents logged in program.	6/1/2018 quarterly
G1.B1.S2.MA1  M388232	Teachers will bring names of students who are chronically absent to PLC meeting.	Smith, Britt	8/21/2017	PLC minutes	6/1/2018 biweekly
G1.B1.S2.MA1  M388233	Teachers will bring names of students who are chronically absent to PLC meeting.	Smith, Britt	8/21/2017	PLC minutes	6/1/2018 biweekly
G1.B1.S2.A1  A363261	PLCs will discuss frequent student absenteeism.	Smith, Britt	8/21/2017	PLC minutes.	6/1/2018 biweekly
G1.B3.S2.MA1  M388240	Looking for an increase in achievement	Mugridge, Alisa	8/21/2017	data from CA, MAP, FSA	6/1/2018 quarterly
G1.B3.S2.MA1  M388241	Coaches will conduct classroom observations.	Mugridge, Alisa	8/21/2017	classroom observation forms looking for rigor, lesson plans with teacher, sign-in sheets/coach logs	6/1/2018 weekly
G1.B3.S2.A1  A363265	Professional development will be provided in four content areas.	Mugridge, Alisa	8/21/2017	teacher sign-in, lesson plan, coach log	6/1/2018 triannually
G2.B1.S2.MA1  M388247	Administrations will monitor during Class room walkthroughs	Smith, Britt	8/21/2017	lesson plans, master schedule, CWT	6/1/2018 weekly
G2.B1.S2.MA1  M388248	Administrations will monitor during Class room walkthroughs	Smith, Britt	8/21/2017	Administration will conduct CWTs, checking lesson plans, master schedule	6/1/2018 weekly
G2.B1.S2.A1  A363268	ELL Newcomers are scheduled into three courses, one of which is an additional 47 minutes of...	Mitchell, Helen	8/21/2017	master schedule, FOCUS	6/1/2018 daily
G2.B2.S2.MA1  M388253	Class Chart Analytic reports will be pulled.	Smith, Britt	8/21/2017	Reports and increase of student engagement participation in school wide events.	6/1/2018 weekly
G2.B2.S2.MA1  M388254	Teachers will bring names of students who are chronically absent to PLC meeting.	Smith, Britt	8/21/2017	PLC minutes	6/1/2018 biweekly
G2.B2.S2.A1  A363271	PLCs will discuss frequent student absenteeism.	Smith, Britt	8/21/2017	PLC minutes	6/1/2018 biweekly
G1.B1.S3.MA1  M388234	Monitoring student attendance and continuing parent conferences to see absenteeism decrease.	Mitchell, Helen	8/21/2017	conference notes, Attendance Google doc, FOCUS	6/1/2018 weekly
G1.B1.S3.MA1  M388235	Title 1 Resource monitor the Attendance Google doc.	Green, Dia	8/21/2017	Attendance Google doc, parent conference notes	6/1/2018 daily
G1.B1.S3.A1  A363262	Title 1 Resource teacher will hold parent conferences, home visits and student conferences to...	Green, Dia	8/21/2017	Google Docs and counselor notes.	6/1/2018 daily
G1.B3.S3.MA1  M388242	Counselors will review FSA and MAP data to build higher level course work	Mapoles, Elizabeth	8/24/2017	Use of FSA and MAP data, input from previous teachers	6/1/2018 semiannually
G1.B3.S3.MA1  M388243	Guidance will monitor grades of these students.	Mitchell, Helen	8/21/2017	FOCUS gradebook, Class Chart data	6/1/2018 monthly
G1.B3.S3.A1  A363266	Identify students achieving prerequisite requirements for entry into high school credit courses.	Mitchell, Helen	8/21/2017	Focus reports and schedules	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1  M388249	Administration will monitor that para professional are in assigned classrooms	Smith, Britt	8/21/2017	master schedule, para schedule	6/1/2018 daily
G2.B1.S3.MA1  M388250	Administration classroom walkthroughs	Smith, Britt	8/21/2017	para professional sign-ins	6/1/2018 daily
G2.B1.S3.A1  A363269	ELL para professionals travel with the Newcomer students throughout the day.	Smith, Britt	8/21/2017	Master schedule	6/1/2018 daily
G2.B2.S3.MA1  M388255	Pull reports from FOCUS and put in Attendance Google Doc	Green, Dia	8/28/2017	Attendance data from FOCUS	6/1/2018 weekly
G2.B2.S3.A1  A363272	Title 1 Resource teacher will hold parent conferences, home visits and student conferences to...	Green, Dia	8/21/2017	Google Docs and counselor notes.	6/1/2018 daily

V. Professional Development Opportunities

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

G1. To increase the number of students achieving proficiency rating in higher level course work.

G1.B3 lack of rigor

G1.B3.S2 Provide professional development for teachers on implementing rigor within their lessons

PD Opportunity 1

Professional development will be provided in four content areas.

Facilitator

Alisa Mugridge, Jeanne Blackwell

Participants

Teachers

Schedule

Triannually, from 8/21/2017 to 6/1/2018

G2. To double learning gains in the lower quartile (lowest 30%) in all state tested areas.

G2.B3 Student behavior continues to disrupt instructional time.

G2.B3.S1 Jinks will implement Class charts to track student behavior and will pinpoint areas of positive and negative behavior

PD Opportunity 1

A school wide MTSS Behavior Team was formed with representatives from each content area, ESE, District Staff and community members.

Facilitator

Dia Green

Participants

Teachers

Schedule

Weekly, from 4/24/2017 to 6/1/2018

PD Opportunity 2

Class charts will be implemented as a Tier 1 behavior support

Facilitator

Valerie Jateff

Participants

Teachers

Schedule

Daily, from 8/21/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Title 1 Resource teacher will plan and execute the attendance celebration quarterly.	\$0.00
2	G1.B1.S2.A1	PLCs will discuss frequent student absenteeism.	\$0.00
3	G1.B1.S3.A1	Title 1 Resource teacher will hold parent conferences, home visits and student conferences to address chronic absenteeism.	\$0.00
4	G1.B2.S1.A1	Teachers will assess prior knowledge using vocabulary, anticipation guides, pre-reading poll and curriculum aligned bell ringers.	\$0.00
5	G1.B3.S1.A1	Teachers can use CHAMP time to provide enrichment/higher order thinking lessons as provided by coaches.	\$0.00
6	G1.B3.S2.A1	Professional development will be provided in four content areas.	\$0.00
7	G1.B3.S3.A1	Identify students achieving prerequisite requirements for entry into high school credit courses.	\$0.00
8	G2.B1.S1.A1	ELL teachers will assess prior knowledge using picture cards and vocabulary.	\$0.00
9	G2.B1.S2.A1	ELL Newcomers are scheduled into three courses, one of which is an additional 47 minutes of language.	\$0.00
10	G2.B1.S3.A1	ELL para professionals travel with the Newcomer students throughout the day.	\$0.00
11	G2.B2.S1.A1	Title 1 Resource teacher will plan and execute the attendance celebration quarterly.	\$0.00
12	G2.B2.S2.A1	PLCs will discuss frequent student absenteeism.	\$0.00
13	G2.B2.S3.A1	Title 1 Resource teacher will hold parent conferences, home visits and student conferences to address chronic absenteeism.	\$0.00
14	G2.B3.S1.A1	A school wide MTSS Behavior Team was formed with representatives from each content area, ESE, District Staff and community members.	\$0.00
15	G2.B3.S1.A2	Class charts will be implemented as a Tier 1 behavior support	\$0.00
16	G2.B3.S1.A3	Jinks will train parents on the use of Class Charts to monitor their child's behavior at various times throughout the year.	\$0.00
Total:			\$0.00