

Putnam County School District

Robert H. Jenkins, Junior Middle



2020-21 Schoolwide Improvement Plan

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Robert H. Jenkins, Junior Middle

1100 N 19TH ST, Palatka, FL 32177

www.putnamschools.org/o/jms

Demographics

Principal: Diana Drew

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Closed: 2021-06-30
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (39%) 2017-18: C (44%) 2016-17: D (38%) 2015-16: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Putnam County School Board on 11/3/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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1100 N 19TH ST, Palatka, FL 32177

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jenkins Middle school is to support all students to achieve high levels of learning necessary to prepare them for high school and success in life.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Drew, Diana	Principal	Serve as the school's instructional leader, partner with the FLDOE BSI, facilitate and monitor the completion of the school's SIP and its implementation, attend MTSS meetings when necessary; disaggregate testing data to place students in appropriate academic classes, plan professional development and PLCs; conduct classroom observations in order to provide coaching and support; collaborate with team leaders, content area coaches, guidance counselors and the dean to make decisions that are in the best interest of our students and teachers, help implement the PBIS plan as a committee member.
Lee, Chris	Assistant Principal	Monitor and attend MTSS meetings when necessary and facilitate the completion of the SIP; disaggregate testing data to place students in appropriate academic classes, plan and monitor professional development and PLCs; conduct classroom observations in order to provide coaching and support; collaborate with team leaders, content area coaches, guidance counselors and the dean to make decisions that are in the best interest of our students and teachers. PBIS committee member.
Hurst, Sandra	School Counselor	Schedule and facilitate ELL and 504 meetings and provide any pertinent data for the SIP, counsel with students who are struggling academically and/or have personal issues that are impeding their academic performance, provide student body with anti-bullying and suicide awareness training. PBIS committee member. Co-Assessment coordinator.
Wilbur, Jennifer	Administrative Support	TOSA- schedule and facilitate behavioral and academic MTSS, coordinate district and state testing, set up and monitor credit recovery through Odysseyware, support struggling teachers, lead the PBIS Committee, oversee audit box.

Demographic Information

Principal start date

Sunday 7/1/2018, Diana Drew

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 Status (per MSID File)	Closed: 2021-06-30
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SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	248	260	0	0	0	0	508	
Attendance below 90 percent	0	0	0	0	0	0	0	108	103	0	0	0	0	211	
One or more suspensions	0	0	0	0	0	0	0	126	115	0	0	0	0	241	
Course failure in ELA	0	0	0	0	0	0	0	45	62	0	0	0	0	107	
Course failure in Math	0	0	0	0	0	0	0	55	46	0	0	0	0	101	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	134	125	0	0	0	0	259	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	140	113	0	0	0	0	253	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	149	137	0	0	0	0	286	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	3	2	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	0	8	5	0	0	0	0	13	

Date this data was collected or last updated

Friday 9/18/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	279	248	0	0	0	0	527	
Attendance below 90 percent	0	0	0	0	0	0	0	120	100	0	0	0	0	220	
One or more suspensions	0	0	0	0	0	0	0	95	99	0	0	0	0	194	
Course failure in ELA or Math	0	0	0	0	0	0	0	69	72	0	0	0	0	141	
Level 1 on statewide assessment	0	0	0	0	0	0	0	161	133	0	0	0	0	294	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	67	55	0	0	0	0	122	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	5	2	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	6	8	0	0	0	0	14	

Prior Year - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	279	248	0	0	0	0	527	
Attendance below 90 percent	0	0	0	0	0	0	0	120	100	0	0	0	0	220	
One or more suspensions	0	0	0	0	0	0	0	95	99	0	0	0	0	194	
Course failure in ELA or Math	0	0	0	0	0	0	0	69	72	0	0	0	0	141	
Level 1 on statewide assessment	0	0	0	0	0	0	0	161	133	0	0	0	0	294	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	67	55	0	0	0	0	122

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	5	2	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	6	8	0	0	0	0	14	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	39%	54%	24%	29%	52%
ELA Learning Gains	37%	48%	54%	50%	44%	54%
ELA Lowest 25th Percentile	43%	45%	47%	41%	36%	44%
Math Achievement	30%	43%	58%	26%	32%	56%
Math Learning Gains	42%	45%	57%	37%	34%	57%
Math Lowest 25th Percentile	48%	42%	51%	30%	31%	50%
Science Achievement	19%	25%	51%	21%	26%	50%
Social Studies Achievement	45%	60%	72%	50%	54%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)		Total
	7	8	
	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	19%	38%	-19%	52%	-33%
	2018	30%	38%	-8%	51%	-21%
Same Grade Comparison		-11%				
Cohort Comparison						
08	2019	29%	41%	-12%	56%	-27%
	2018	36%	47%	-11%	58%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	16%	33%	-17%	54%	-38%
	2018	26%	25%	1%	54%	-28%
Same Grade Comparison		-10%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	18%	16%	2%	46%	-28%
	2018	19%	16%	3%	45%	-26%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	6%	14%	-8%	48%	-42%
	2018	17%	20%	-3%	50%	-33%
Same Grade Comparison		-11%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	54%	-6%	67%	-19%
2018	88%	58%	30%	65%	23%
Compare		-40%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	60%	-20%	71%	-31%
2018	43%	60%	-17%	71%	-28%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	49%	14%	61%	2%
2018	62%	43%	19%	62%	0%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	43%	51%	57%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	50%	15%	56%	9%
Compare		29%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	45	48	28	48	51	17	42			
ELL	29	46		29	43			70			
BLK	21	34	44	22	40	44	7	35	58		
HSP	47	59		32	39		33	74	50		
MUL	33	47		39	31		30				
WHT	34	35	37	40	46	58	27	51	64		
FRL	25	36	43	26	42	47	14	42	57		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	39	29	30	44	38	29	36			
BLK	27	42	34	22	41	47	21	36	64		
HSP	32	36	36	35	46		18	53			
MUL	33	73		18	50			40			
WHT	45	52	44	46	57	58	39	56	65		
FRL	34	46	37	31	46	49	27	42	56		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	34	39	8	35	37	3	30			
BLK	19	52	44	14	29	27	12	47	50		
HSP	26	48		33	39		24	40			
WHT	29	49	37	37	44	31	27	53	63		
FRL	21	50	40	21	33	30	15	45	54		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science data from Performance Matters showed the lowest performance in 8th grade for the 2019-2020 school year. There has been a trend even according to FCAT since 2015-2016. Even with a stronger focus on standards-based planning, the Performance Matters Data still indicated this component was the lowest performing. Instructional practices may have been a contributing factor. We improved in the area of standards-based planning, but the level of expectation regarding what students can learn and produce effected outcomes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline from the prior year. As stated above, a lack of standards-based planning and target-task mis-alignment were factors that contributed to the decline in the data from the prior/prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap was, again, Science. Standards-based planning and target-task alignment improved based on iObservation and LSI data, but Performance Matters data still indicated a need to focus on this area.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement would be ELA overall, but specifically Reading Intervention. This year we had two effective teachers and one highly effective teacher instructing our reading intervention classes. All three are either certified in reading or reading endorsed. One of them came to us last year from a local high school with a history of data showing incredible growth. She taught a blended model curriculum based on student needs. Two of our Reading Intervention teachers were funded from grants.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Overall student discipline will continue to be a focus. Attendance is still one of the biggest areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Continuing with the expectation of standards-based planning for core areas
2. Implementing sound instructional practices and skills along with LSI strategies to increase student engagement
3. Increasing the rigor in all core areas
4. Increasing writing in ELA, science and social studies classes
5. Improving student discipline

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description
and
Rationale:**

With a previous school grade of D in the 2018-2019 school year, we increased our focus on standards-based instruction in 2019-2020. In that, we noticed there was a trend of assigned tasks that were not aligned to the depth of the standard. The result of professional development focused on this area yielded the following trend:
 October- 30% of classrooms visited showed evidence of target-task alignment.
 November- 50% of classrooms visited showed evidence of target-task alignment.
 February- 71% of classrooms visited showed evidence of target-task alignment.

Standards-aligned instruction impacts student learning by improving student engagement, efficacy, and sustainability. Last year we saw great improvement with our cohort of teachers who participated in Learning Sciences International trainings. These trainings focused a great deal on aligning the instruction to the standards. This year, we are expanding our focus of target-task alignment to all core area teachers. In doing so, we believe we will see positive trends with cross-curricular learning to help students achieve standards mastery. Our goal is to see students engaged in more rigorous and purposeful tasks.

**Measurable
Outcome:**

While we gained traction in this area, our goal is to have 100 percent target-task alignment in our classrooms. We will utilize data from iObservation, specifically the critical content element. We will also be able to monitor progress in this Area of Focus by using data from our Rigor Walks. Standards-aligned instruction should yield an improvement in progress monitoring assessment scores, as well. We will be able to monitor progress in the following platforms: iReady (both ELA and Math), Aleks (Math, Pre-Algebra, Geometry and Algebra 1), USA Test Prep for Science and USA Test Prep for Civics. Our goal for progress monitoring purposes and district data presentations is 70%.

**Person
responsible
for
monitoring
outcome:**

Diana Drew (d2drew@my.putnamschools.org)

**Evidence-
based
Strategy:**

We will continue to use the instructional strategies we acquired from Learning Science International's School of Rigor. In addition, our teachers will participate in weekly PLC's in which they will plan rigorous lessons with standards-aligned instruction. During these PLC's, teachers will also analyze student work and plan for peer to peer observations. Administration will meet monthly with team leaders to debrief peer to peer observation findings.

**Rationale
for
Evidence-
based
Strategy:**

During the 2019-2020 school year, 62% of our eighth grade population tested at least one grade level below proficiency at Window 2 of the Reading diagnostic assessment period. During that same interval, 53% of our 7th grade population tested at least one grade level below proficiency in Reading. Along with the components recognized in our Early Warning Systems, this data was in direct correlation with the lack of assigned classroom tasks aligned to standards-based learning targets.

Action Steps to Implement

Fund one additional intervention teacher to provide small group interventions to students with significant academic needs. (UniSIG)

**Person
Responsible**

Diana Drew (d2drew@my.putnamschools.org)

Fund additional student laptops to support the intervention classrooms. (UniSIG)

Person Responsible Chris Lee (c2lee@my.putnamschools.org)

Support ELA with supplemental intervention programs and/or resources including Achieve3000 and Springboard- Zinc. (UniSIG)

Person Responsible Lisa Massey (lmassey@my.putnamschools.org)

Support standards-aligned instruction and intervention in Math with supplemental intervention resources including the i-Ready Math Teacher Toolbox. (UniSIG), Math Nation and Algebra Nation. Our Math lead will provide training on the use of Math Nation resources on our October 27th In-service day.

Person Responsible Christopher DeLuca (cdeluca@my.putnamschools.org)

Support teacher development and effectiveness through professional development on rigorous teaching practices provided by Learning Sciences International and district Leadership Development staff.

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

Support teachers through weekly PLC's to include planning rigorous tasks, data discussions and analyzing student work.

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

Improve instructional practices through conducting Look and Learns (peer to peer classroom observations) with a targeted focus of effective instructional strategies.

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

Schedule monthly department chair instructional focus groups to discuss progress on JMS's vision for teaching and learning.

Person Responsible Chris Lee (c2lee@my.putnamschools.org)

Provide intervention in Science for students in ESSA subgroups based on USA Test Prep data. The intervention will be provided by our TOSA, as she already supports the Science department with planning. Intervention will occur weekly and then bi-weekly the second semester.

Person Responsible Jennifer Wilbur (jwilbur@my.putnamschools.org)

Provide intervention in Math for students in ESSA subgroups based on iReady and Aleks assessment data. The intervention will be provided by an elective teacher on campus. Intervention will occur weekly and then bi-weekly the second semester.

Person Responsible Christopher DeLuca (cdeluca@my.putnamschools.org)

Provide support to digital teachers that will continue to build their knowledge of online teaching strategies and use of online tools. Three district staff members are supporting our school with Canvas and engagement strategies. We also have district training available on our October 27th in-service to address Canvas, Pear Deck and Edpuzzle. In addition, other content available to teachers on the October 27th in-service day will have engagement strategies embedded for teachers to see modeled.

All PD are addressing virtual engagement strategies as well.
3 district staff to come

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	Studies show that school culture and climate are among the top influences in affecting improved student achievement. Although Jenkins Middle School seeks to provide a safe and equitable learning environment for all students, data revealed a need to provide more standards-based instruction to students within not only our ESSA subgroups (i.e. multi-racial, economically disadvantaged, black/non-hispanic, SWD), but also within the general population of our student body. Students within these categories fell below the 41% threshold on prior assessments. In addition, students within these categories had more absences and discipline referrals than their peers. These challenges made it difficult to achieve standards-based learning targets, or embrace high expectations for learning. Meaningful school improvement begins with cultural change. So, the rationale for selecting this area of focus comes from school-wide data that shows high frequencies of assigned classroom tasks not aligned to learning targets and standards, low expectations for learning, student aggressive/verbally aggressive behaviors, and high absenteeism.
Measurable Outcome:	JMS will establish a system of identification, rewards, and interventions, that will increase students meeting the District's 90% attendance threshold by 5%. JMS will establish a system of identification, rewards, and interventions, that will reduce its discipline referrals by 5%.
Person responsible for monitoring outcome:	Chris Lee (c2lee@my.putnamschools.org)
Evidence-based Strategy:	Mentoring: Student Success Mentor will identify students struggling to meet academic goals in order to provide mentoring and social-emotional development training. Positive Programming/Use of Incentives In increase the number of students meeting the attendance threshold, JMS will use the LiveSchool point program/system. This program will offer points for students in the areas of character and attendance. These points give students access to campus-wide rewards. *PBIS- framework for implementing systems and strategies.
Rationale for Evidence-based Strategy:	Research shows students behavior better when they have strong mentoring/support. Therefore, UniSIG grant funds will be used to employ a Student Success Mentor to offer services in this, and other areas. Research shows behavior change is supported through positive programming. Therefore, JMS will use LiveSchool points to positively reward students for appropriate behaviors.

Action Steps to Implement

Salary for a Student Success Mentor to support the success of students in low-performing subgroups. (UniSIG)

Person Responsible Diana Drew (d2drew@my.putnamschools.org)

Implement and monitor year 2 of LiveSchool to support our PBIS system.

Person Responsible [no one identified]

AVID Site team meetings

Person Responsible Sandra Hurst (shurst@my.putnamschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will address the remaining school-wide improvement priorities. The team will continue with the expectation of standards-based planning for core areas during common planning. In the classroom, the implementation of sound instructional practices and skills along with collaboration strategies to increase student engagement will be reflected from planning. Increasing the rigor in all core areas with more writing in ELA, science and social studies classes is imperative. Student attendance and discipline will improve with continued strengthening of our PBIS structure implementation and through the duties of our Student Success Mentor.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Robert H. Jenkins, Jr. Middle School addresses building a positive school culture and environment ensuring all stakeholders are involved. Parent and family involvement is necessary for maintaining a positive school culture. Parent conferences, positive and concern based phone calls, School Messenger calls and Facebook announcements will be utilized for communication. Social and emotional wellness is a cornerstone of positive school environment. UniSIG funds will be used to employ an on site Student Success Mentor, and the district employs Mental Wellness Counselors to support our most at risk students. The school works in conjunction with community organizations and partners to employ school improvement strategies that impact the positive school culture and environment.

This year, due to CDC guidelines and our PCSD Reopening Plans, we will begin the year without on-site events. Therefore, we will have to hold events virtually until we can again welcome our families to school-based programs. Before school started, we posted an online Open House on Facebook for families to see our teachers and school. We are also supporting parents by offering virtual parent conferences. Our district is assisting with virtual events for families, as well, that we support and advertise with our families. One event is being offered as a series of PCSD Friday Family Learning Bytes, of which two sessions have taken place. Another way parents are being supported is by our 21st Century After School Program. They are offering a Family Learning Event on October 19th called Reading and Math Strategies to Support My Child at Home. Additionally, our SAC meetings will be held virtually until we can begin to hold them at school again. Our SAC meeting will be October 29th. Student of the Month is being held virtually right now, so we can recognize and celebrate our nominated student. Also, our PBIS Committee is offering gift cards to select Option 2 (digital) students who are displaying excellent work ethic and achievement, since they are not on campus to participate in PBIS rewards. We are also reaching out to families using phone calls and

home visits to continue to build connections between families and school. Our School Messenger system allows us to communicate via phone, email and SMS messages and Canvas announcements are posted for both Option 1 and 2 students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$167,688.17
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0171 - Robert H. Jenkins, Jr. Middle	UniSIG	1.0	\$62,000.00
			Notes: Salary for one additional teacher at Robert H. Jenkins, Jr. Middle to support interventions for students with significant academic needs.			
	5100	210-Retirement	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$6,200.00
			Notes: Retirement for one additional teacher at Robert H. Jenkins, Jr. Middle to support interventions. Retirement rate is 10.00%.			
	5100	220-Social Security	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$4,743.00
			Notes: Social Security/Medicare for one additional teacher at Robert H. Jenkins, Jr. Middle to support interventions. Benefit rate is 7.65%.			
	5100	230-Group Insurance	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$4,500.00
			Notes: Group Insurance for one additional teacher at Robert H. Jenkins, Jr. Middle to support interventions. District share is \$4500 per employee.			
	5100	232-Life Insurance	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$102.00
			Notes: Life Insurance for one additional teacher at Robert H. Jenkins, Jr. Middle to support interventions. Rate is \$0.203 per thousand up to \$50,000.			
	5100	644-Computer Hardware Non-Capitalized	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$19,600.00
			Notes: Expenditures for 100 student Chromebooks at Robert H. Jenkins, Jr. Middle to support the Achieve3000 intervention program and the use of ALEKS in mathematics intervention classrooms. The cost per Chromebook is \$165.00 plus the Google Chrome Management Console License and the extended service for a total cost of \$196.00 per device.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$2,997.00
			Notes: Expenditures for 3 Chromebook charging cart storage stations at Robert H. Jenkins, Jr. Middle. The cost per cart is \$999.00.			
	5100	120-Classroom Teachers	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$2,520.00
			Notes: Compensation for four teachers at Robert H. Jenkins, Jr. Middle to provide academic and leadership instruction at a three day Rising Leaders Camp for selected students entering			

			8th grade in July 2021. Teachers will be paid a rate of \$30.00 per hour, 7 hours per day, for 3 days, which is a total of 84 hours.			
	5100	210-Retirement	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$252.00
			Notes: Retirement for four teachers at Robert H. Jenkins, Jr. Middle to provide academic and leadership instruction at a three day Rising Leaders Camp. Retirement rate is 10.00%.			
	5100	220-Social Security	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$193.00
			Notes: Social Security/Medicare for four teachers at Robert H. Jenkins, Jr. Middle to provide academic and leadership instruction at a three day Rising Leaders Camp. Benefit rate is 7.65%.			
	5100	510-Supplies	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$12,728.17
			Notes: Expenditures for instructional supplies at Robert H. Jenkins, Jr. Middle to support standards-aligned instruction including SpringBoard Close Reading Booklets, notebooks, folders, teen novels, student headphones, chart paper, highlighters, markers, individual dry erase boards, and student workbooks.			
	5100	369-Technology-Related Rentals	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$13,175.00
			Notes: Expenditures for student licenses and online access to Achieve3000 (\$7,920.00), SpringBoard (\$2,025.00), and the i-Ready Math Teacher Toolbox (\$3,230.00) at Robert H. Jenkins, Jr. Middle to support standards-aligned instruction and intervention. (Student licenses and online access to SpringBoard equals \$2,025.00 and the SpringBoard Close Reading Booklets total \$1,685.85. The combined total for the SpringBoard quote equals \$3,710.85 from two different line items.)			
	5100	150-Aides	0171 - Robert H. Jenkins, Jr. Middle	UniSIG	1.0	\$29,000.00
			Notes: Salary for one additional paraprofessional at Robert H. Jenkins, Jr. Middle to support interventions for students with significant academic needs.			
	5100	210-Retirement	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$2,900.00
			Notes: Retirement for one additional paraprofessional at Robert H. Jenkins, Jr. Middle to support interventions. Retirement rate is 10.00%.			
	5100	220-Social Security	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$2,219.00
			Notes: Social Security/Medicare for one additional paraprofessional at Robert H. Jenkins, Jr. Middle to support interventions. Benefit rate is 7.65%.			
	5100	230-Group Insurance	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$4,500.00
			Notes: Group Insurance for one additional paraprofessional at Robert H. Jenkins, Jr. Middle to support interventions. District share is \$4500 per employee.			
	5100	232-Life Insurance	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$59.00
			Notes: Life Insurance for one additional paraprofessional at Robert H. Jenkins, Jr. Middle to support interventions. Rate is \$0.203 per thousand up to \$50,000.			
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$60,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6100	160-Other Support Personnel	0171 - Robert H. Jenkins, Jr. Middle	UniSIG	1.0	\$35,000.00
			Notes: Salary for one Student Success Mentor at Robert H. Jenkins, Jr. Middle to support the success of students in low-performing subgroups. The job goal of the Student Success			

			<i>Mentor is to increase students' overall success in school by providing mentoring services, improving communication, and monitoring data.</i>			
	6100	210-Retirement	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$3,500.00
			<i>Notes: Retirement for one Student Success Mentor at Robert H. Jenkins, Jr. Middle to support the success of students in low-performing subgroups. Retirement rate is 10.00%.</i>			
	6100	220-Social Security	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$2,678.00
			<i>Notes: Social Security/Medicare for one Student Success Mentor at Robert H. Jenkins, Jr. Middle to support the success of students in low-performing subgroups. Benefit rate is 7.65%.</i>			
	6100	230-Group Insurance	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$4,500.00
			<i>Notes: Group Insurance for one Student Success Mentor at Robert H. Jenkins, Jr. Middle to support the success of students in low-performing subgroups. District share is \$4500 per employee.</i>			
	6100	232-Life Insurance	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$72.00
			<i>Notes: Life Insurance for one Student Success Mentor at Robert H. Jenkins, Jr. Middle to support the success of students in low-performing subgroups. Rate is \$0.203 per thousand up to \$50,000.</i>			
	5100	390-Other Purchased Services	0171 - Robert H. Jenkins, Jr. Middle	UniSIG		\$15,000.00
			<i>Notes: Compensation for hourly contracted tutoring through Remedy Intelligent Staffing to screen and hire personnel to mentor and provide additional support for students with academics and SEL. Remedy is a staffing service that provides hourly professional contracted services. This is not a sub agreement. A tutor may qualify for the maximum compensation of \$25.00 per hour based on qualifications with a bill rate of \$33.75.</i>			
Total:						\$239,162.50