

Bay District Schools

Jinks Middle School



2016-17 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)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	62%

School Grades History

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Jinks Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - 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 the 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, monitoring 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. Another is the STEAM(STEM) program that provides hands-on-science, math, art, music, and technology activities for all students before school. This program is also offered as an extension of the school day (after school) where trained adults are monitoring as well as participating with students. Snacks and transportation

are provided for all participating students. Yet another strategy is our Positive Behavior Support System (PBIS), 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 Responsible, Be Respectful, Be Safe, and Be Successful. These positive traits are reinforced during academic instruction and transitions within the school setting. Other strategies used are: Classroom lead, 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 Positive Behavior Intervention Supports, PBIS, program to promote students being able to demonstrate they have the skills needed to: Be Respectful, Be Safe, Be Responsible, and Be Successful. These skills are reinforced during regular instruction and especially designed PBIS 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 1

School wide PBS store that is available to students before and after school using Best Bucks that are earned for meeting the school expectations.

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

Reteach Reinforcement

* Tier 2

Behavior intervention small group daily during 5th period intervention hour.

Check in/check out

* Tier 3

Positive Behavior Intervention Plan based on a Functional Behavior Assessment

One on one counseling with the school based counselor.

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. The Girl Scouts are here bi-monthly to meet with girls. We also employ a school nurse and part-time Social Worker.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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	57	44	56	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	47	30	36	0	0	0	0	113
Course failure in ELA or Math	0	0	0	0	0	0	12	6	14	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	99	77	70	0	0	0	0	246

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	56	39	40	0	0	0	0	135

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:

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

We are implementing 6 Plus 1 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 or time to make up tests.

Multi-Tiered Systems of Support for Reading and Math - 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 Read 180/Math180, System 44 and Pierson interventions. Other interventions for Tier 3 used are Dreambox, SRA kits, SM8, 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 be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316958>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Smith, Britt	Principal
Mitchell, Helen	Assistant Principal
Sirmans, Tracey	Teacher, K-12
Green, Dia	Other
Jateff, Valerie	Instructional Coach
Mapoles, Elizabeth	School Counselor
Sweet, Carey	Instructional Coach
Barron, Stephanie	Teacher, K-12
Mugridge, Alisa	Instructional Coach
Petty, Michael	Other

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.

Tracey Sirmans is a teacher in our GAP program (a program to help students who are 1-2 years behind using a blended model; Ms. Sirmans is leading our "Leader in Me" book study, is on the School Improvement Team and a Grade level leader. She is also a member of the PBIS Team.

Dia Green is our Title 1 PBS resource teacher, she is on the MTSS team for behavior, and a member of the Leadership team and School Improvement 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, is a Grade level leader, and member of the School Leadership team

Carey Sweet 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, PBIS Team and School Improvement team and is heading up the New Teacher Induction training.

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 PBIS school.

The MTSS Leadership Team will meet monthly with the Aspire and Intensive teachers to review data, evaluate implementation processes and make decisions regarding modifications to the instructional program and/or student involvement.

Title I, Part A: Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. 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
Sirmans, Tracey	Teacher
Britt Smith	Principal
Elizabeth Mapoles	Teacher
Helen Mitchell	Education Support Employee
Alexis Taylor	Parent
Amy Davidson	Parent
Jenny Collier	Parent
Kendall Henley	Parent
Amy Flint	Parent
Edy Rivard	Parent
Lisa Warren	Parent
Blythe Carpenter	Parent
Keith Woodward	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

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 2016-2017 school year, the School Improvement Team (SIP Team) scheduled tentative meeting dates via google docs and calendar to prepare for 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 2016-2017 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 2016. 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
Sirmans, Tracey	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
Sweet, Carey	Instructional Coach
Petty, Michael	Other
Mugridge, Alisa	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 PLCs and monitored. Diagnostic tests are to be given by all Language Arts teachers at the beginning and end of the year. Jink's utilizes Jim Knight's Frameworks of Effective Coaching to promote literacy within school-wide curriculum. Leadership duties also includes continuously review data and promoting special events throughout the year, such as Poetry Night, to

increase literacy awareness. Carey Sweet is our District Reading Coach and works with teachers to incorporate the reading frameworks and will be training teachers on the new ELA shifts.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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 weekly PLC's we utilize data-driven decisions making processes to foster learning and adjust improvements to instruction. The normal teachers 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. Opportunity such as the New Teacher Program, was established and facilitated in house, by Valeria Jateff, our school interventionist. She 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. She will lead the Jinks ESE team through training and new policies, including updating IEPs and Enrich updates.

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

Carey Sweet: 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

Alisha Mugridge, is the Math Coach that 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, Read 180, Math 180 for the Aspire classes, System 44 and Dreambox..

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

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, 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.

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 be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

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.

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 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. New to Jinks Middle School this year is 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 section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** JMS will increase the percent of all subgroups performing at or above proficiency levels within 8th grade Science, by a minimum of 10%, using the ELA instructional shifts, specifically to the student engagement in reading, speaking, listening, and writing about complex science texts.
- G2.** Jinks Middle School will decrease the number of disciplinary referrals by at least 30% within grades 6-8, by using proactive measures as aligned within our Positive Behavior Support System.
- G3.** Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in mathematics, by a minimum of 10% or more in all grade levels.
- G4.** Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in ELA, by a minimum of 10% in all grade levels.

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. JMS will increase the percent of all subgroups performing at or above proficiency levels within 8th grade Science, by a minimum of 10%, using the ELA instructional shifts, specifically to the student engagement in reading, speaking, listening, and writing about complex science texts. **1a**

G083264

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal **3**

- Limited knowledge of all (3) ELA instructional shifts affects students' comprehension of text.
- Students' limited ability to retrieve Science content from previous years and apply to new content area standards in Science.

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

- Using STEAM program to compliment science standards; c-palm resources, more computer based activities

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

Lesson plans and walk through data will provide evidence of the progress

Person Responsible

Helen Mitchell

Schedule

Weekly, from 2/1/2017 to 6/2/2017

Evidence of Completion

PLC notes, lesson plans, Google Classroom, walk through data

G2. Jinks Middle School will decrease the number of disciplinary referrals by at least 30% within grades 6-8, by using proactive measures as aligned within our Positive Behavior Support System. 1a

 G083265

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Not having adequate classroom behavior management systems implemented consistently
- Insufficient understanding and support of our PBIS frameworks by stakeholders (parents, students, faculty and staff)
- Effects of poverty on learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Resource Teacher

Plan to Monitor Progress Toward G2. 8

Once a month during the Administration meetings PBIS representative will present data on behavior trends and implementation of strategies.

Person Responsible

Dia Green

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Minutes/agendas, copies of the data

G3. Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in mathematics, by a minimum of 10% or more in all grade levels. 1a

G083266

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- High percentage of students need more intensive instruction such as Aspire or credit recovery courses
- Technology infrastructure shortcomings interfere with the implementation of math special programs
- Limited knowledge of all (3) Math instructional shifts affects students' comprehension of core math content

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I District Math Coach Support
- Professional Development to utilize multiple data sources to plan effective instruction that differentiates to meet individual student needs for remediation and enrichment.
- Teacher collaboration/professional learning community.
- Professional development to increase cognitive engagement via accountable talk
- Classroom teachers and paraprofessionals
- Math 180, Dreambox
- Common Formative and Summative assessments for math
- Collaborative math stations along with small guided math groups

Plan to Monitor Progress Toward G3. 8

MTSS data meetings with Math teachers

Person Responsible

Helen Mitchell

Schedule

Quarterly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Common assessment data, MTSS data

G4. Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in ELA, by a minimum of 10% in all grade levels. 1a

G083267

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- High percentage of students need more intensive instruction such as Aspire classes or credit recovery courses.
- Technology infrastructure shortcomings interfere with the implementation of intensive ELA special programs.
- Limited knowledge of all (3) ELA instructional shifts affects students' comprehension of text

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

MTSS data meetings with ELA teachers

Person Responsible

Elizabeth Mapoles

Schedule

Monthly, from 8/18/2016 to 6/1/2017

Evidence of Completion

common assessment data, MTSS data. . .

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

G1. JMS will increase the percent of all subgroups performing at or above proficiency levels within 8th grade Science, by a minimum of 10%, using the ELA instructional shifts, specifically to the student engagement in reading, speaking, listening, and writing about complex science texts. **1**

 G083264

G1.B1 Limited knowledge of all (3) ELA instructional shifts affects students' comprehension of text. **2**

 B220663

G1.B1.S1 To overcome this barrier, we must embed reading strategies specifically as related to Shift #2 (read, speak and listen, and write about the text) **4**

 S232979

Strategy Rationale

After careful review of Science item specs and last year's Science FCAT data, we have deficiencies in Earth and Space Science, Physical Science and Life Science.

Action Step 1 **5**

Science department will embed close reading strategies in support of ELA shift #2 within the Science curriculum.

Person Responsible

Carey Sweet

Schedule

Biweekly, from 10/17/2016 to 6/2/2017

Evidence of Completion

PLC notes, Google Classroom, Common Assessment data and classroom walkthroughs

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

Progress monitoring through PLC discussion and notes

Person Responsible

Helen Mitchell

Schedule

Weekly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Data driven discussion and documentation from PLCs via Google classroom

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

Continuous monitoring of data

Person Responsible

Helen Mitchell


Schedule

Weekly, from 10/17/2016 to 6/2/2017


Evidence of Completion

Data driven discussion and documentation from PLCs via Google classroom, FCAT scores, 8th MAP data

G1.B2 Students' limited ability to retrieve Science content from previous years and apply to new content area standards in Science. **2**

 B220664

G1.B2.S1 Common Science instructional strategies to ensure consistent review, recall and application of the previous Science standards. **4**

 S232980

Strategy Rationale

Due to the limited ability of students to retrieve Science content from previous years.

Action Step 1 **5**

Department wide common Science Starter (bell ringers) to encourage review and discussion of topics.

Person Responsible

Helen Mitchell

Schedule

Daily, from 10/26/2016 to 6/2/2017

Evidence of Completion

lesson plans, classroom observations, Google Classroom

Action Step 2 **5**

Department will collaborate to create a common 8th grade FCAT intensive review unit, including vocabulary applications and test taking strategies, that will be implemented in all 8th grade Science classrooms.

Person Responsible

Helen Mitchell

Schedule

Annually, from 2/1/2017 to 6/2/2017

Evidence of Completion

lesson plans, Google Classroom, date specific standard focus, review and spiraling

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

PLC will report out at the end of February planning day

Person Responsible

Helen Mitchell

Schedule

On 2/1/2017

Evidence of Completion

Completed unit plan

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

Comparing test results from previous years.

Person Responsible

Britt Smith

Schedule

On 6/2/2017

Evidence of Completion

FCAT data

G2. Jinks Middle School will decrease the number of disciplinary referrals by at least 30% within grades 6-8, by using proactive measures as aligned within our Positive Behavior Support System. 1

G083265

G2.B1 Not having adequate classroom behavior management systems implemented consistently 2

B220665

G2.B1.S1 Title I Resource Teacher will provide Positive Behavior Intervention Support lessons for teachers and incentives as developed within the PBIS team. 4

S232981

Strategy Rationale

Because of our high ratio of new teachers, resources and training on Positive Behavior Support need to be more readily available.

Action Step 1 5

The Title I Resource Teacher will assist teachers with behavior management strategies by providing PBIS lessons to use during Plus 1 (Champ Time period).

Person Responsible

Dia Green

Schedule

Weekly, from 8/18/2016 to 6/1/2017

Evidence of Completion

lessons

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

PBIS lessons within the classrooms by classroom teachers

Person Responsible

Dia Green

Schedule

Monthly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Administrative observation notes from PBIS lessons modeled.

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

Monitor number of discipline incidents occurring within the classroom.

Person Responsible

Dia Green


Schedule

Monthly, from 8/18/2016 to 6/1/2017

Evidence of Completion

Monthly discipline data reports.

G2.B2 Insufficient understanding and support of our PBIS frameworks by stakeholders (parents, students, faculty and staff) **2**

 B220666

G2.B2.S1 PBIS team has developed a PBIS framework. Faculty/staff, parents and students are continuously being trained about this framework. **4**

 S232982

Strategy Rationale

Jinks Middle School has a high mobility rate of stakeholders necessitating continuous training.

Action Step 1 **5**

Continuous training opportunities on the PBIS framework for faculty and staff as needed based on needs assessment and self identification.

Person Responsible

Dia Green

Schedule

Weekly, from 8/18/2016 to 6/1/2017

Evidence of Completion

results from needs assessment, PD sign-ins, minutes, Google Classroom

Action Step 2 **5**

During our 6 + 1 schedule (CHAMP Time), we will be offering a social personal skills for students during the intervention period, which includes PBIS instruction.

Person Responsible

Britt Smith

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Intervention documentation through Dashboard and daily reports.

Action Step 3 5

PBIS Frameworks training is embedded in Title 1 and Parent Involvement meetings Principal's news letters and website.

Person Responsible

Dia Green

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Parent night attendance sheets, Principal news letters, websit

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

results from needs assessment, PD sign-ins, minutes, Google Classroom

Person Responsible

Dia Green

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Pulling Focus reports, MTSS/Enrich data, teacher documentation, news letters, website, Dashboard, Parent night sign-ins, Title 1 agendas

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

PBIS continuous monitoring and analysis of school wide behavior data

Person Responsible

Dia Green

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

PBIS notes and data analysis

G2.B3 Effects of poverty on learning **2**

 B220667

G2.B3.S1 Within PLCs revisit Eric Jensen's research, "Teaching with Poverty in Mind" To identify strategies to implement within a classroom instruction **4**

 S232983

Strategy Rationale

Revisiting this research will help new teachers acquire needed knowledge in the area of teaching students within poverty.

Action Step 1 **5**

Non-classroom certified personnel will mentor our lowest performing students

Person Responsible

Britt Smith

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

google classroom

Action Step 2 **5**

During regular PLC meetings, faculty and staff will share components relevant to teaching student in poverty.

Person Responsible

Britt Smith

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Google classroom

Action Step 3 5

Utilizing the strategies in the classrooms to build the capacity of every student at Jinks Middle School to become effective and successful leaders.

Person Responsible

Britt Smith

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Google classroom, school climate evidence

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

Monitoring will be done by PBS interventionist

Person Responsible

Dia Green

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Discipline referral reports, MTSS behavior minutes/reports, classroom walk throughs

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

PBS interventionist will follow-up with teachers, continue monitoring referral data, and parents

Person Responsible

Dia Green

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

walk throughs, parent meeting minutes, MTSS behavior minutes, referral data from Focus

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

PBS interventionist will follow-up with teachers, continue monitoring referral data, and parents

Person Responsible

Dia Green

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

walk throughs, parent meeting minutes, MTSS behavior minutes, referral data from Focus

G3. Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in mathematics, by a minimum of 10% or more in all grade levels. 1

G083266

G3.B1 High percentage of students need more intensive instruction such as Aspire or credit recovery courses 2

B220668

G3.B1.S1 Making adjustments to schedules to support academic programs focused on lower student-teacher ratios 4

S232984

Strategy Rationale

Our large number of incoming students with deficit academic skills require intense, direct, explicit instruction. Meeting the instructional challenges of our student body requires a significant adjustment in priorities in scheduling and program staffing.

Action Step 1 5

In order to lower student:adult ratios and provide additional support, the number of Aspire classes have been expanded and push-in teachers and paraprofessionals have been prioritized.

Person Responsible

Helen Mitchell

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

Master Schedule and teacher/para schedules

Action Step 2 5

Piloting the GAP program for students who are 1-2 years behind their peers. Teachers will use a blended curriculum- to include computer based Edgenunity for credit recovery focusing on content areas.

Person Responsible

Dia Green

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

master schedule

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

The master schedule will be developed with significant increase in Aspire units as well as adding three units for the GAP pilot program

Person Responsible

Helen Mitchell

Schedule

Daily, from 8/1/2016 to 6/1/2017

Evidence of Completion

Review of course schedules

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

Quarterly evaluation of student performance data

Person Responsible

Helen Mitchell

Schedule

Monthly, from 8/18/2016 to 6/1/2017

Evidence of Completion

MAP scores, course grades and data from other student performance data managed by the MTSS team, teachers, administrators

G3.B2 Technology infrastructure shortcomings interfere with the implementation of math special programs **2**

 B220669

G3.B2.S1 Piloting 1:1 student computers for all students **4**

 S232985

Strategy Rationale

High percentage of incoming students require remediation using technology dependent special programs

Action Step 1 **5**

Distribute computers to students and faculty. Provide training for students and faculty in correct usage and best practices.

Person Responsible

Kevin Sansbury

Schedule

Weekly, from 1/9/2017 to 6/2/2017

Evidence of Completion

Destiny inventory management records and PD sign in sheets

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

Monitoring progress of instructional outcomes of technology based interventions before and after implementation

Person Responsible

Alisa Mugridge

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Special program reports, common assessments and FSA scores.

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

Utilize NWEA MAP assessment data to track progress.

Person Responsible

Britt Smith

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

NWEA MAP assessment data reports

G3.B3 Limited knowledge of all (3) Math instructional shifts affects students' comprehension of core math content

2

 B220670

G3.B3.S1 Provide professional development for the Math Department in implementing current math instructional shifts 4

 S232986

Strategy Rationale

Jinks middle School has a high mobility rate of stakeholders necessitating continuous training.

Action Step 1 5

Math coach will provide training on math shifts embedded within the frameworks

Person Responsible

Alisa Mugridge

Schedule

On 10/18/2016

Evidence of Completion

PD sign-ins

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor by classroom walk through

Person Responsible

Helen Mitchell

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

walk through, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Review of student common assessments, MAP data

Person Responsible

Alisa Mugridge

Schedule

Weekly, from 10/18/2016 to 6/2/2017

Evidence of Completion

lesson plans, observations, assessment data

G4. Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in ELA, by a minimum of 10% in all grade levels. 1

G083267

G4.B1 High percentage of students need more intensive instruction such as Aspire classes or credit recovery courses. 2

B220671

G4.B1.S1 Making adjustments to schedules to support academic programs focused on lower student-teacher ratios. 4

S232987

Strategy Rationale

Our large number of incoming students with deficit academic skills require intense, direct, explicit instruction. Meeting the instructional challenges of our student body requires a significant adjustment to priorities in scheduling and program staffing.

Action Step 1 5

In order to lower student:adult ratios and provide additional support, the number of Aspire classes have been expanded and push-in teachers and paraprofessionals have been prioritized during scheduling.

Person Responsible

Helen Mitchell

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

Master schedule and teacher/para schedules

Action Step 2 5

Piloting the GAP program for students who are 1-2 years behind their peers. Teachers will use a blended curriculum - to include computer based Edgenuity for credit recovery focusing on content areas

Person Responsible

Dia Green

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

master schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The master schedule will be developed with a significant increase in Aspire units as well as adding three units for the GAP pilot program.

Person Responsible

Helen Mitchell

Schedule

Quarterly, from 8/18/2016 to 6/1/2017

Evidence of Completion

review of course schedules

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Quarterly evaluation of student performance data

Person Responsible

Michael Petty

Schedule

Monthly, from 8/18/2016 to 6/1/2017

Evidence of Completion

MAP scores, course grades and data from other student performance data managed by the MTSS team, teachers, administrators

G4.B2 Technology infrastructure shortcomings interfere with the implementation of intensive ELA special programs.

2

B220672

G4.B2.S1 Piloting 1:1 student computers for all students. 4

S232988

Strategy Rationale

High percentage of incoming students require remediation using technology dependent special programs.

Action Step 1 5

Distribute computers to students and faculty. Provide training for students and faculty in the correct usage and best practices.

Person Responsible

Kevin Sansbury

Schedule

Daily, from 1/9/2017 to 6/2/2017

Evidence of Completion

Destiny inventory management records and PD Sign In sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitoring progress of instructional outcomes of technology based interventions before and after implementation.

Person Responsible

Carey Sweet

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

special program reports, common assessment data, and FSA scores

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Utilizing NWEA MAP assessment data to track student progress

Person Responsible

Britt Smith

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

NWEA MAP assessment data reports

G4.B3 Limited knowledge of all (3) ELA instructional shifts affects students' comprehension of text 2

 B220673

G4.B3.S1 Provide professional development for the ELA Department in implementing current ELA instructional shifts. 4

 S232989

Strategy Rationale

Jinks Middle School has a high mobility rate of stakeholders necessitating continuous training.

Action Step 1 5

Reading coach will provide training on ELA shifts embedded within frameworks.

Person Responsible

Carey Sweet

Schedule

On 10/6/2016

Evidence of Completion

PD sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Monitor by classroom walk through

Person Responsible

Michael Petty

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

PD sign-ins, Google classroom

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Review of student common assessment scores, and MAP data

Person Responsible

Michael Petty

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observations, and assessment data

IV. Implementation Timeline







Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.B3.S1.A1 A298447	Reading coach will provide training on ELA shifts embedded within frameworks.	Sweet, Carey	10/6/2016	PD sign-in sheets	10/6/2016 one-time
G3.B3.S1.A1 A298443	Math coach will provide training on math shifts embedded within the frameworks	Mugridge, Alisa	10/18/2016	PD sign-ins	10/18/2016 one-time
G1.B2.S1.MA1 M302555	PLC will report out at the end of February planning day	Mitchell, Helen	2/1/2017	Completed unit plan	2/1/2017 one-time
G2.MA1 M302564	Once a month during the Administration meetings PBIS representative will present data on behavior...	Green, Dia	9/1/2016	Minutes/agendas, copies of the data	6/1/2017 monthly
G3.MA1 M302571	MTSS data meetings with Math teachers	Mitchell, Helen	8/18/2016	Common assessment data, MTSS data	6/1/2017 quarterly
G4.MA1 M302578	MTSS data meetings with ELA teachers	Mapoles, Elizabeth	8/18/2016	common assessment data, MTSS data. . .	6/1/2017 monthly
G2.B1.S1.MA1 M302557	Monitor number of discipline incidents occurring within the classroom.	Green, Dia	8/18/2016	Monthly discipline data reports.	6/1/2017 monthly
G2.B1.S1.MA1 M302558	PBIS lessons within the classrooms by classroom teachers	Green, Dia	8/18/2016	Administrative observation notes from PBIS lessons modeled.	6/1/2017 monthly
G2.B1.S1.A1 A298433	The Title I Resource Teacher will assist teachers with behavior management strategies by providing...	Green, Dia	8/18/2016	lessons	6/1/2017 weekly
G2.B2.S1.A1 A298434	Continuous training opportunities on the PBIS framework for faculty and staff as needed based on...	Green, Dia	8/18/2016	results from needs assessment, PD sign-ins, minutes, Google Classroom	6/1/2017 weekly
G3.B1.S1.MA1 M302565	Quarterly evaluation of student performance data	Mitchell, Helen	8/18/2016	MAP scores, course grades and data from other student performance data managed by the MTSS team, teachers, administrators	6/1/2017 monthly
G3.B1.S1.MA1 M302566	The master schedule will be developed with significant increase in Aspire units as well as adding...	Mitchell, Helen	8/1/2016	Review of course schedules	6/1/2017 daily
G3.B1.S1.A1 A298440	In order to lower student:adult ratios and provide additional support, the number of Aspire classes...	Mitchell, Helen	8/18/2016	Master Schedule and teacher/para schedules	6/1/2017 daily
G3.B1.S1.A2 A298441	Piloting the GAP program for students who are 1-2 years behind their peers. Teachers will use a...	Green, Dia	8/18/2016	master schedule	6/1/2017 daily
G4.B1.S1.MA1 M302572	Quarterly evaluation of student performance data	Petty, Michael	8/18/2016	MAP scores, course grades and data from other student performance data managed by the MTSS team, teachers, administrators	6/1/2017 monthly
G4.B1.S1.MA1 M302573	The master schedule will be developed with a significant increase in Aspire units as well as adding...	Mitchell, Helen	8/18/2016	review of course schedules	6/1/2017 quarterly
G4.B1.S1.A1 A298444	In order to lower student:adult ratios and provide additional support, the number of Aspire classes...	Mitchell, Helen	8/18/2016	Master schedule and teacher/para schedules	6/1/2017 daily
G4.B1.S1.A2 A298445	Piloting the GAP program for students who are 1-2 years behind their peers. Teachers will use a...	Green, Dia	8/18/2016	master schedule	6/1/2017 daily
G1.MA1 M302556	Lesson plans and walk through data will provide evidence of the progress	Mitchell, Helen	2/1/2017	PLC notes, lesson plans, Google Classroom, walk through data	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M302552	Continuous monitoring of data	Mitchell, Helen	10/17/2016	Data driven discussion and documentation from PLCs via Google classroom, FCAT scores, 8th MAP data	6/2/2017 weekly
G1.B1.S1.MA1 M302553	Progress monitoring through PLC discussion and notes	Mitchell, Helen	10/17/2016	Data driven discussion and documentation from PLCs via Google classroom	6/2/2017 weekly
G1.B1.S1.A1 A298430	Science department will embed close reading strategies in support of ELA shift #2 within the...	Sweet, Carey	10/17/2016	PLC notes, Google Classroom, Common Assessment data and classroom walkthroughs	6/2/2017 biweekly
G1.B2.S1.MA1 M302554	Comparing test results from previous years.	Smith, Britt	6/2/2017	FCAT data	6/2/2017 one-time
G1.B2.S1.A1 A298431	Department wide common Science Starter (bell ringers) to encourage review and discussion of topics.	Mitchell, Helen	10/26/2016	lesson plans, classroom observations, Google Classroom	6/2/2017 daily
G1.B2.S1.A2 A298432	Department will collaborate to create a common 8th grade FCAT intensive review unit, including...	Mitchell, Helen	2/1/2017	lesson plans, Google Classroom, date specific standard focus, review and spiraling	6/2/2017 annually
G2.B2.S1.MA1 M302559	PBIS continuous monitoring and analysis of school wide behavior data	Green, Dia	9/1/2016	PBIS notes and data analysis	6/2/2017 daily
G2.B2.S1.MA1 M302560	results from needs assessment, PD sign-ins, minutes, Google Classroom	Green, Dia	9/1/2016	Pulling Focus reports, MTSS/Enrich data, teacher documentation, news letters, website, Dashboard, Parent night sign-ins, Title 1 agendas	6/2/2017 daily
G2.B2.S1.A2 A298435	During our 6 + 1 schedule (CHAMP Time), we will be offering a social personal skills for students...	Smith, Britt	9/1/2016	Intervention documentation through Dashboard and daily reports.	6/2/2017 daily
G2.B2.S1.A3 A298436	PBIS Frameworks training is embedded in Title 1 and Parent Involvement meetings Principal's news...	Green, Dia	9/1/2016	Parent night attendance sheets, Principal news letters, websit	6/2/2017 weekly
G2.B3.S1.MA1 M302561	PBS interventionist will follow-up with teachers, continue monitoring referral data, and parents	Green, Dia	9/1/2016	walk throughs, parent meeting minutes, MTSS behavior minutes, referral data from Focus	6/2/2017 monthly
G2.B3.S1.MA1 M302562	PBS interventionist will follow-up with teachers, continue monitoring referral data, and parents	Green, Dia	9/1/2016	walk throughs, parent meeting minutes, MTSS behavior minutes, referral data from Focus	6/2/2017 monthly
G2.B3.S1.MA1 M302563	Monitoring will be done by PBS interventionist	Green, Dia	9/1/2016	Discipline referral reports, MTSS behavior minutes/reports, classroom walk throughs	6/2/2017 weekly
G2.B3.S1.A1 A298437	Non-classroom certified personnel will mentor our lowest performing students	Smith, Britt	9/1/2016	google classroom	6/2/2017 weekly
G2.B3.S1.A2 A298438	During regular PLC meetings, faculty and staff will share components relevant to teaching student...	Smith, Britt	9/1/2016	Google classroom	6/2/2017 monthly
G2.B3.S1.A3 A298439	Utilizing the strategies in the classrooms to build the capacity of every student at Jinks Middle...	Smith, Britt	9/1/2016	Google classroom, school climate evidence	6/2/2017 weekly
G3.B2.S1.MA1 M302567	Utilize NWEA MAP assessment data to track progress.	Smith, Britt	9/1/2016	NWEA MAP assessment data reports	6/2/2017 quarterly
G3.B2.S1.MA1 M302568	Monitoring progress of instructional outcomes of technology based interventions before and after...	Mugridge, Alisa	9/1/2016	Special program reports, common assessments and FSA scores.	6/2/2017 weekly
G3.B2.S1.A1 A298442	Distribute computers to students and faculty. Provide training for students and faculty in correct...	Sansbury, Kevin	1/9/2017	Destiny inventory management records and PD sign in sheets	6/2/2017 weekly
G3.B3.S1.MA1 M302569	Review of student common assessments, MAP data	Mugridge, Alisa	10/18/2016	lesson plans, observations, assessment data	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1  M302570	Monitor by classroom walk through	Mitchell, Helen	9/1/2016	walk through, lesson plans	6/2/2017 weekly
G4.B2.S1.MA1  M302574	Utilizing NWEA MAP assessment data to track student progress	Smith, Britt	9/1/2016	NWEA MAP assessment data reports	6/2/2017 quarterly
G4.B2.S1.MA1  M302575	Monitoring progress of instructional outcomes of technology based interventions before and after...	Sweet, Carey	9/1/2016	special program reports, common assessment data, and FSA scores	6/2/2017 weekly
G4.B2.S1.A1  A298446	Distribute computers to students and faculty. Provide training for students and faculty in the...	Sansbury, Kevin	1/9/2017	Destiny inventory management records and PD Sign In sheets	6/2/2017 daily
G4.B3.S1.MA1  M302576	Review of student common assessment scores, and MAP data	Petty, Michael	8/8/2016	Lesson plans, observations, and assessment data	6/2/2017 biweekly
G4.B3.S1.MA1  M302577	Monitor by classroom walk through	Petty, Michael	9/1/2016	PD sign-ins, Google classroom	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. JMS will increase the percent of all subgroups performing at or above proficiency levels within 8th grade Science, by a minimum of 10%, using the ELA instructional shifts, specifically to the student engagement in reading, speaking, listening, and writing about complex science texts.

G1.B1 Limited knowledge of all (3) ELA instructional shifts affects students' comprehension of text.

G1.B1.S1 To overcome this barrier, we must embed reading strategies specifically as related to Shift #2 (read, speak and listen, and write about the text)

PD Opportunity 1

Science department will embed close reading strategies in support of ELA shift #2 within the Science curriculum.

Facilitator

Carey Sweet

Participants

Science Department

Schedule

Biweekly, from 10/17/2016 to 6/2/2017

G2. Jinks Middle School will decrease the number of disciplinary referrals by at least 30% within grades 6-8, by using proactive measures as aligned within our Positive Behavior Support System.

G2.B1 Not having adequate classroom behavior management systems implemented consistently

G2.B1.S1 Title I Resource Teacher will provide Positive Behavior Intervention Support lessons for teachers and incentives as developed within the PBIS team.

PD Opportunity 1

The Title I Resource Teacher will assist teachers with behavior management strategies by providing PBIS lessons to use during Plus 1 (Champ Time period).

Facilitator

Dia Green

Participants

Teachers

Schedule

Weekly, from 8/18/2016 to 6/1/2017

G2.B2 Insufficient understanding and support of our PBIS frameworks by stakeholders (parents, students, faculty and staff)

G2.B2.S1 PBIS team has developed a PBIS framework. Faculty/staff, parents and students are continuously being trained about this framework.

PD Opportunity 1

Continuous training opportunities on the PBIS framework for faculty and staff as needed based on needs assessment and self identification.

Facilitator

Dia Green

Participants

Faculty and staff

Schedule

Weekly, from 8/18/2016 to 6/1/2017

G3. Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in mathematics, by a minimum of 10% or more in all grade levels.

G3.B2 Technology infrastructure shortcomings interfere with the implementation of math special programs

G3.B2.S1 Piloting 1:1 student computers for all students

PD Opportunity 1

Distribute computers to students and faculty. Provide training for students and faculty in correct usage and best practices.

Facilitator

Kevin Sansbury/Doug Fountaine

Participants

Faculty

Schedule

Weekly, from 1/9/2017 to 6/2/2017

G3.B3 Limited knowledge of all (3) Math instructional shifts affects students' comprehension of core math content

G3.B3.S1 Provide professional development for the Math Department in implementing current math instructional shifts

PD Opportunity 1

Math coach will provide training on math shifts embedded within the frameworks

Facilitator

Alisa Mugridge

Participants

math teachers

Schedule

On 10/18/2016

G4. Jinks Middle School will increase the percent of all subgroups performing at or above proficiency levels in ELA, by a minimum of 10% in all grade levels.

G4.B2 Technology infrastructure shortcomings interfere with the implementation of intensive ELA special programs.

G4.B2.S1 Piloting 1:1 student computers for all students.

PD Opportunity 1

Distribute computers to students and faculty. Provide training for students and faculty in the correct usage and best practices.

Facilitator

Doug Fountaine/Kevin Sansbury

Participants

Faculty

Schedule

Daily, from 1/9/2017 to 6/2/2017

G4.B3 Limited knowledge of all (3) ELA instructional shifts affects students' comprehension of text

G4.B3.S1 Provide professional development for the ELA Department in implementing current ELA instructional shifts.

PD Opportunity 1

Reading coach will provide training on ELA shifts embedded within frameworks.

Facilitator

Sweet, Carey

Participants

ELA Department

Schedule

On 10/6/2016

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	Science department will embed close reading strategies in support of ELA shift #2 within the Science curriculum.				\$0.00
2	G1.B2.S1.A1	Department wide common Science Starter (bell ringers) to encourage review and discussion of topics.				\$0.00
3	G1.B2.S1.A2	Department will collaborate to create a common 8th grade FCAT intensive review unit, including vocabulary applications and test taking strategies, that will be implemented in all 8th grade Science classrooms.				\$0.00
4	G2.B1.S1.A1	The Title I Resource Teacher will assist teachers with behavior management strategies by providing PBIS lessons to use during Plus 1 (Champ Time period).				\$62,783.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	130-Other Certified Instructional Personnel	0161 - Jinks Middle School	Title I, Part A	1.0	\$62,783.00
			<i>Notes: Title 1 Resource Teacher (D. Green), \$56,869: PBS Curriculum Development - July ,2016,</i>			
5	G2.B2.S1.A1	Continuous training opportunities on the PBIS framework for faculty and staff as needed based on needs assessment and self identification.				\$0.00
6	G2.B2.S1.A2	During our 6 + 1 schedule (CHAMP Time), we will be offering a social personal skills for students during the intervention period, which includes PBIS instruction.				\$0.00
7	G2.B2.S1.A3	PBIS Frameworks training is embedded in Title 1 and Parent Involvement meetings Principal's news letters and website.				\$0.00
8	G2.B3.S1.A1	Non-classroom certified personnel will mentor our lowest performing students				\$0.00
9	G2.B3.S1.A2	During regular PLC meetings, faculty and staff will share components relevant to teaching student in poverty.				\$0.00
10	G2.B3.S1.A3	Utilizing the strategies in the classrooms to build the capacity of every student at Jinks Middle School to become effective and successful leaders.				\$0.00
11	G3.B1.S1.A1	In order to lower student:adult ratios and provide additional support, the number of Aspire classes have been expanded and push-in teachers and paraprofessionals have been prioritized.				\$166,663.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0161 - Jinks Middle School	Title I, Part A	1.0	\$50,561.00
			<i>Notes: 1 Teacher(Dixon) \$50,561.</i>			
	5100	150-Aides	0161 - Jinks Middle School	Title I, Part A	3.35	\$46,054.00
			<i>Notes: Paraprofessionals (L. Gerhart .5 -McNair, -Hall-Jones) \$46,054</i>			
	6200	150-Aides	0161 - Jinks Middle School	Title I, Part A	0.48	\$6,706.00
			<i>Notes: Media Paraprofessional - L.Gerhart</i>			
	5100	130-Other Certified Instructional Personnel	0161 - Jinks Middle School	Title I, Part A	1.0	\$47,478.00

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			<i>Notes: 1 Teacher v. Jateff</i>			
	5100	360-Rentals	0161 - Jinks Middle School	Title I, Part A		\$366.00
			<i>Notes: SRA Digital Lab</i>			
	5100	510-Supplies	0161 - Jinks Middle School	Title I, Part A		\$15,498.00
			<i>Notes: Instructional materials</i>			
12	G3.B1.S1.A2	Piloting the GAP program for students who are 1-2 years behind their peers. Teachers will use a blended curriculum- to include computer based Edgenunity for credit recovery focusing on content areas.				\$0.00
13	G3.B2.S1.A1	Distribute computers to students and faculty. Provide training for students and faculty in correct usage and best practices.				\$0.00
14	G3.B3.S1.A1	Math coach will provide training on math shifts embedded within the frameworks				\$6,629.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	120-Classroom Teachers	0161 - Jinks Middle School	Title I, Part A		\$4,434.00
			<i>Notes: Assessment for ELA, Math - July, 2016</i>			
	7300	110-Administrators	0161 - Jinks Middle School	Title I, Part A	0.05	\$2,195.00
			<i>Notes: Administrative Assistant - facilitate curriculum and intervention development</i>			
15	G4.B1.S1.A1	In order to lower student:adult ratios and provide additional support, the number of Aspire classes have been expanded and push-in teachers and paraprofessionals have been prioritized during scheduling.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0161 - Jinks Middle School			\$0.00
			<i>Notes: See Math goal G3. B1. S1. A1</i>			
16	G4.B1.S1.A2	Piloting the GAP program for students who are 1-2 years behind their peers. Teachers will use a blended curriculum - to include computer based Edgenunity for credit recovery focusing on content areas				\$0.00
17	G4.B2.S1.A1	Distribute computers to students and faculty. Provide training for students and faculty in the correct usage and best practices.				\$0.00
18	G4.B3.S1.A1	Reading coach will provide training on ELA shifts embedded within frameworks.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0161 - Jinks Middle School			\$0.00
			<i>Notes: See under Math Coach providing training.</i>			
					Total:	\$236,075.00