

Bay District Schools

Jinks Middle School



2018-19 Schoolwide Improvement Plan

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Jinks Middle School

600 W 11TH ST, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File) Middle School 6-8	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 83%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 62%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jinks Middle School, in partnership with the community, is to develop well-rounded, self-directed, lifelong learners by promoting high expectations, actively engaging learners in a student centered environment, while providing a caring environment that fosters self-esteem and respect for individual differences.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Smith, Britt	Principal
Martin, Gelonda	Assistant Principal
Green, Dia	Other
Mapoles, Elizabeth	School Counselor
Petty, Michael	Other
Daniels, Sallie	Teacher, K-12
Taws, Mary Vickie	Teacher, K-12
Davis, Louis	Teacher, K-12
Pender, Sheri	Other
Collier, Tony	Other
Watson-Raines, Hope	Other
Sharpe, Paula	Teacher, K-12

Duties

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

Each member of the leadership team collaborates with the School Improvement Team to develop the School Improvement Plan. Team members serve as grade-level chairs, interventionist, administration, and/or members of the Multi-tiered Support System (MTSS) team.

Britt Smith, GeLonda Martin, and Michael Petty serve as school-based administrators. Each administrator is an instructional leader, working with the Professional Learning Communities within the school and teachers in their respective areas.

Dia Green serves as the Title I Resource Teacher and serves as a leader for the Jinks' GAP program.

She also works with Jinks' families with regards to students' attendance.

Elizabeth Mapoles serves as a counselor for the Pre-AICE program and is a member of the MTSS team and School Advisory Council.

Sallie Daniels is a teacher in the GAP program. She also serves on the School Improvement Team.

Sheri Pender, Paula Sharpe, and Mary Vickie Taws work as grade-level chairs.

Sheri Pender, Hope Raines, and Anthony Collier serve as interventionists.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	58	55	62	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	78	80	62	0	0	0	0	220
Course failure in ELA or Math	0	0	0	0	0	0	21	27	4	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	0	0	0	127	98	79	0	0	0	0	304

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	80	79	64	0	0	0	0	223

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	24	26	9	0	0	0	0	59
Retained Students: Previous Year(s)	0	0	0	0	0	0	8	25	10	0	0	0	0	43

Date this data was collected

Friday 8/24/2018

Year 2016-17 - As Reported

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	33	38	29	0	0	0	0	100

Year 2016-17 - Updated

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	33	38	29	0	0	0	0	100

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

ELA Achievement at 31% was the lowest for the school, followed closely by Math Achievement and Science Achievement at 34% each. The three components ranked in close order the previous year: ELA (32%), Science (32%) and Math (34%).

Which data component showed the greatest decline from prior year?

All data components increased, some only slightly, except for ELA Achievement decreased by 1% from 32% in 2017 to 31% in 2018.

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

Math Achievement was 24% below the State in 2018 with a similar difference of 22% below the State in 2017.

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

ELA Lowest 25th Percentile was only 1% below the State in 2018. The previous year ELA Lowest 25th Percentile was 8% below the State. Of note: Math Lowest 25th Percentile were 8% below the State for both 2018 and 2017 only slightly below Math Learning Gains for 2018 resulting in 7% below the State.

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

Math improvement can be attributed to implementation of math programs such as Math 180 and Dream Box as well as differentiated instruction and individual math instruction during CHAMP time for students in need. For ELA, the implementation of Achieve 3000, guided reading initiatives, and differentiated instruction contributed to increased student achievement.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	54%	53%	35%	53%	52%
ELA Learning Gains	45%	54%	54%	36%	51%	53%
ELA Lowest 25th Percentile	46%	47%	47%	37%	45%	45%
Math Achievement	34%	61%	58%	37%	60%	55%
Math Learning Gains	50%	61%	57%	41%	60%	55%
Math Lowest 25th Percentile	43%	58%	51%	34%	56%	47%
Science Achievement	34%	51%	52%	27%	49%	50%
Social Studies Achievement	62%	76%	72%	57%	71%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	58 (34)	55 (29)	62 (38)	175 (101)
One or more suspensions	78 (0)	80 (4)	62 (2)	220 (6)
Course failure in ELA or Math	21 (17)	27 (30)	4 (13)	52 (60)
Level 1 on statewide assessment	127 (125)	98 (111)	79 (64)	304 (300)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	25%	51%	-26%	52%	-27%
	2017	23%	52%	-29%	52%	-29%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	28%	51%	-23%	51%	-23%
	2017	32%	50%	-18%	52%	-20%
Same Grade Comparison		-4%				
Cohort Comparison		5%				
08	2018	40%	58%	-18%	58%	-18%
	2017	40%	56%	-16%	55%	-15%
Same Grade Comparison		0%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	52%	-29%	52%	-29%
	2017	17%	49%	-32%	51%	-34%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	31%	59%	-28%	54%	-23%
	2017	35%	58%	-23%	53%	-18%
Same Grade Comparison		-4%				
Cohort Comparison		14%				
08	2018	21%	48%	-27%	45%	-24%
	2017	33%	46%	-13%	46%	-13%
Same Grade Comparison		-12%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	33%	49%	-16%	50%	-17%
	2017					
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	76%	-17%	71%	-12%
2017	56%	72%	-16%	69%	-13%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	64%	17%	62%	19%
2017	100%	62%	38%	60%	40%
Compare		-19%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	62%	38%	56%	44%
2017	100%	60%	40%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	30	37	12	31	37	14	33			
ELL	10	40	39	12	38	28	8	29			
ASN	71	62		46	62						
BLK	21	41	48	23	44	45	17	58	62		
HSP	19	51	47	26	46	33	28	36	77		
MUL	46	56	50	38	59	50	42	58	70		
WHT	41	44	41	45	56	45	51	68	79		
FRL	29	45	48	32	49	45	33	58	71		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	32	32	12	35	28	9	32			
ELL	12	33	29	9	33	26		30			
ASN	77	57		62	50						
BLK	15	33	37	20	39	40	17	45	33		
HSP	22	36	25	29	47	39	9	58			

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	34	50	40	40	57	64	38	57			
WHT	48	51	42	45	53	41	46	70	45		
FRL	28	40	37	30	46	44	23	57	46		

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Grade Acceleration Program (GAP)
Rationale	The rationale for focusing on GAP participants is to increase the number of grade-level advancements for high risk students who are multiple years behind their peers.
Intended Outcome	The percentage of GAP students in grades 6, 7, & 8 who will recover at least one grade level will increase from 45% to 60% by May 30, 2019.
Point Person	Dia Green (greenjd@bay.k12.fl.us)
Action Step	
Description	GAP Teachers and Coordinator: Increase awareness about resources that are available to students during non-school hours and that may be used to complete assignments.
	GAP Teachers and Coordinator: Increase parent awareness through open house, parent nights, and other collaborative sessions such as Donuts with Dads and Muffins with Moms.
	GAP Teachers and Coordinator: Host quarterly conferences with students and parents to discuss student progress.
	GAP Teachers: Host weekly data chats with students about their progress.
	GAP Teachers: Provide weekly data summaries to parents detailing student progress in assigned courses.
Person Responsible	Participation in the following Professional Development: Edgenuity Professional Learning Communities
	Dia Green (greenjd@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Progress will be monitored via weekly Professional Learning Community meetings, which will convene on Monday mornings from 8:00 AM to 8:40 AM.
	The number of students who recover grade levels will be tracked on a weekly basis.
Person Responsible	Dia Green (greenjd@bay.k12.fl.us)

Activity #2

Title ASPIRE (Level 1 and Level 2 Students)

Rationale To help underperforming middle school students to better meet their academic needs through Prevention, Intervention, Remediation, and Enrichment.

Intended Outcome The ASPIRE Team at Jinks Middle School of 2018-2019 in partnership with our School Improvement Team will increase the overall RIT performance of ASPIRE students in MAP testing one full point from fall to spring in the 2018-2019 school year.

Point Person Louis Davis (davislc@bay.k12.fl.us)

Action Step

Teachers and Parents:

Parental engagement and mission support will be increased by establishing rapport through parent contact and increasing parental awareness of students' status via updates and orientation. Parents and guardians will be encouraged to read at least one book with their students per quarter.

Teachers and Interventionists:

Provide differentiated classroom instruction, flexible grouping, and immediate intervention from math/reading Interventionists for tier 2 and 3 students to those who are not mastering the individual instruction they need to succeed in math and/or reading.

Provide opportunities to apply problem solving skills to relevant, everyday experiences. Manipulatives, computers, and daily math and reading (Bell work) practice will be provided in mathematics and reading communication.

Conduct teacher collaboration during PLC within and across grade levels, acknowledging the importance of year to year continuity in mathematics/reading instruction.

Description

Differentiation within the math and reading blocks will occur; use of varied instructional strategies and tools including: small group instruction, hands on activities, and use of manipulative, writing centers, Independent Reading, and Computer Stations.

When students are absent or suspended, the teachers will provide math tutorials/reading programs: For math, they'll use Khan Academy; Mathantics, and for reading, they'll utilize the reading component in Achieve 3000.

Teachers:

Provide ongoing assessments, allowing reteach as needed. Use assessments for learning, engage in ongoing staff development to improve their own effectiveness, and plan with one another to ensure consistency and high expectations. Teachers will analyze data available to them and make adjustments as necessary, to be sure students are learning what is necessary to meet standards.

Conduct guided reading and vocabulary review with students.

Interventionists:

In the event that students do not meet the standards necessary to master the skills, the Interventionists will work with them during small group instruction.

Person Responsible Louis Davis (davislc@bay.k12.fl.us)

Plan to Monitor Effectiveness

Teachers and Interventionist will meet monthly to analyze data and to determine the effectiveness of the interventions being used.

Description

MAP data will be analyzed for areas of strength and weakness. Teachers and Interventionists will discuss strategies for addressing students' challenges.

Person

Responsible

Britt Smith (smithjb@bay.k12.fl.us)

Activity #3

Title Cambridge Pre-AICE

Rationale The rationale for focusing on Pre-AICE participants is to ensure that approximately 132 high performing students continue to demonstrate learning gains and growth for Florida standards and Cambridge standards.

Intended Outcome Sixty-five percent (65%) of Pre-AICE students in 6th, 7th, and 8th grades will reach their projected RIT(Rasch Unit) performance goal by Spring MAP testing in each subject area (ELA, Mathematics, Algebra, Geometry, and 8th grade Science).

Point Person Elizabeth Mapoles (mapolen@bay.k12.fl.us)

Action Step

Pre-AICE Teachers and Coordinator: An attendance, behavior, and academic cross-curriculum chart will be used to determine actions that may be taken to decrease absenteeism.

Pre-AICE Teachers and Coordinator: Documentation of excessive absences and actions taken will be monitored.

Pre-AICE Teachers: Formative assessments will be used to determine areas in need of reteaching and to determine student misconceptions.

Description Pre-AICE Teachers and Coordinator: Students will be provided with background knowledge and real-world experiences through physical and virtual field-trips, literature and magazines, presentations by guest speakers, and career planning.

Participate in the following Professional Development Opportunities:
Crisis/Trauma Training
Math Frameworks
Math Liaisons
HMH
Discovery Ed. Tech Book
ELA TNTP

Person Responsible Elizabeth Mapoles (mapolen@bay.k12.fl.us)

Plan to Monitor Effectiveness

Professional Learning Communities will be used to analyze FOCUS data to include absenteeism and grades to determine whether the number of absences is decreasing and the grades are increasing.

Description

The following assessments will be used to measure effectiveness:
FSA/EOC - May, 2019
MAP testing - Fall, Winter, Spring

Person Responsible Elizabeth Mapoles (mapolen@bay.k12.fl.us)

Activity #4	
Title	Schoolwide
Rationale	The Measures of Academic Progress (MAP) assessment will be used to determine the areas in which students need additional help and the areas of strength in which students need to be challenged. Students' progress will be gauged using data from each MAP session.
Intended Outcome	Forty-five percent (45%) of students will reach their projected RIT (Rasch Unit) in Math and Reading for School Year 2018-2019 as measured by the Spring MAP test.
Point Person	Britt Smith (smithjb@bay.k12.fl.us)
Action Step	

Instructional

Teachers:

Will analyze MAP data to compare achievement status and changes in achievement status between test occasions.

Will use MAP data to plan instruction for individual students and to confer with parents.

Teachers and Interventionists:

Use the spread of data to identify students who fall well above or well below the school average and to utilize school resources strategically.

Will use MAP data to set goals between administration of MAP assessments.

Coaches:

Plan for teacher professional development using MAP data.

Behavioral

Description

A school-wide behavioral system will aid in minimizing distractions to keep students engaged during instructional time. The Multi-tiered Support System will be implemented.

Tier I -- Teachers and Behavioral Interventionist:

Will spend 5 days at the beginning of the school year to intensively teach school-wide expectations. At the Tier I level, teachers will implement classroom-level interventions to correct minor incidents. Additionally, students may be sent to the Success Center to receive additional interventions to assist in correcting unwanted behaviors.

Tier II -- Behavioral Interventionist:

As an intervention, Tier II students will receive assistance with social and personal skills using the pull-out instructional model.

Interventions for each student will be tracked to determine whether additional support is needed.

Tier III

Tier III students will have behavioral intervention plans designed to provide specific interventions for exhibited behaviors.

Administration:

An established protocol will be used for disciplinary incidents. The protocol will be communicated clearly to the faculty. The Bay Discipline Schools Matrix will be used for behavioral issues.

Person Responsible Britt Smith (smithjb@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description Professional Learning Communities will be used to analyze MAP data, to determine student growth, and to determine the effectiveness of interventions that are being utilized.

Person Responsible Britt Smith (smithjb@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Response is provided in the Parent and Family Engagement Plan (PFEP).

PFEP Link

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

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

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.

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

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

For our 8th grade advanced students, the high schools come in January and talk about their honors

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

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 problem-solving process includes a review of students' cumulative records targeting state testing scores, MAP scores, academic grades, behavioral and psychological evaluations. Students that need additional supports are provided accommodations in ASPIRE, Math 180, Dreambox, and intensive classes.

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

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. Title I, Part A funds and various other funds are coordinated and integrated to provide homeless programs.

Title I, Part C-Migrant: 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 advocacy and outreach; family literacy programs; the integration of technology and educational programs; and transition for secondary school students.

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.

Title II: Funds from Title II, Title I Part A, Title III, and various state and local allocations are used to hire highly qualified teachers and administrative personnel, and to provide professional development needed for career and personal growth.

Title III: The Title III/ESOL program provides assistance to students, parents, and teachers for students whose first language is not English. Additional funding is provided to support teacher training, English language learning software, translation/interpretation services for parents, and activities geared towards parental involvement.

Title IX, Title I Part A, the community, and faith-based organizations provide funding and services to identify homeless students and to 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. Implementation of supplemental instructional strategies may include modification of curriculum, after-school instruction, tutoring, mentoring, 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. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills."

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.

Career and Technical Education: Haney Technical Center provides career and technical education in various employment areas. Additionally, licensure programs include Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

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 of 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.

Part V: Budget

Total:	\$442,552.00
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