Bay District Schools

Jinks Middle School

2019-20 Schoolwide Improvement Plan

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Jinks Middle School

600 W 11TH ST, Panama City, FL 32401

[no web address on file]

Demographics

Principal: Billy May

Start Date for this Principal: 3/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (41%) 2015-16: D (39%) 2014-15: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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

School Board Approval

This plan 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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Jinks Middle School

600 W 11TH ST, Panama City, FL 32401

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%

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	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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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	Job Duties and Responsibilities
Carpenter, Blythe	Principal	
Martin, Gelonda	Assistant Principal	
Mapoles, Elizabeth	School Counselor	
Daniels, Sallie	Teacher, K-12	
Clutch, Lori	Other	
Hicks , Barbara	Other	
Solots, Lisa	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	147	148	117	0	0	0	0	412
Attendance below 90 percent	0	0	0	0	0	0	32	37	29	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	31	52	41	0	0	0	0	124
Course failure in ELA or Math	0	0	0	0	0	0	8	7	5	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	61	76	69	0	0	0	0	206

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	33	57	42	0	0	0	0	132

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	6	4	2	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	9	7	8	0	0	0	0	24

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Thursday 8/22/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	79	64	0	0	0	0	223

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	79	64	0	0	0	0	223

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	56%	54%	32%	53%	52%
ELA Learning Gains	45%	59%	54%	41%	56%	54%
ELA Lowest 25th Percentile	45%	55%	47%	36%	49%	44%
Math Achievement	35%	60%	58%	34%	59%	56%
Math Learning Gains	51%	55%	57%	47%	60%	57%
Math Lowest 25th Percentile	43%	55%	51%	42%	59%	50%
Science Achievement	26%	50%	51%	32%	48%	50%
Social Studies Achievement	48%	72%	72%	58%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	147 (0)	148 (0)	117 (0)	412 (0)
Attendance below 90 percent	32 (58)	37 (55)	29 (62)	98 (175)
One or more suspensions	31 (78)	52 (80)	41 (62)	124 (220)
Course failure in ELA or Math	8 (21)	7 (27)	5 (4)	20 (52)
Level 1 on statewide assessment	61 (127)	76 (98)	69 (79)	206 (304)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	56%	-26%	54%	-24%
	2018	25%	51%	-26%	52%	-27%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	26%	54%	-28%	52%	-26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	51%	-23%	51%	-23%
Same Grade Comparison		-2%				
Cohort Comparison		1%				
08	2019	34%	59%	-25%	56%	-22%
	2018	40%	58%	-18%	58%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	25%	53%	-28%	55%	-30%
	2018	23%	52%	-29%	52%	-29%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	31%	59%	-28%	54%	-23%
	2018	31%	59%	-28%	54%	-23%
Same Grade Comparison		0%				
Cohort Comparison		8%				
08	2019	34%	48%	-14%	46%	-12%
	2018	21%	48%	-27%	45%	-24%
Same Grade Comparison		13%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	24%	51%	-27%	48%	-24%
	2018	33%	49%	-16%	50%	-17%
Same Grade Comparison		-9%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	74%	-31%	71%	-28%
2018	59%	76%	-17%	71%	-12%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
Compare		-16%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	79%	64%	15%	61%	18%
2018	81%	64%	17%	62%	19%
Compare		-2%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	92%	62%	30%	57%	35%
2018	100%	62%	38%	56%	44%
Compare		-8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	14	43	43	17	42	34	12	32			
ELL	9	47	43	14	40	48	7	38			
BLK	20	36	39	27	48	31	19	29	27		
HSP	18	44	46	22	48	50	22	39	40		
MUL	33	37		37	44						
WHT	43	54	58	43	53	52	31	68	41		
FRL	28	43	43	32	48	40	20	41	37		
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		

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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			
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		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The lowest component for 2018-19 was science at 26% proficient. One of the contributing factors was a category 5 hurricane forced many changes such as, loss of teachers, loss of students, a split schedule with a local high school, and many schedule changes.

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

Middle school acceleration showed the greatest decline. A loss of teachers, loss of students, a split schedule with a local high school and schedules changes due to Hurricane Michael all contributed to the decline in acceleration points.

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

Sixth grade math FSA scores show the greatest gap when compared to the state average. There was a lack of fidelity of instructional practices in the aftermath of Hurricane Michael.

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

Math achievement and learning gains overall showed a gain of 1 percentage point each. Specifically, seventh grade had the most improvement. The teacher and schedule remained constant in the aftermath of the hurricane.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The primary area of concern according the the EWS data are the high numbers of Level 1s, (6th-61, 7th - 76, 8th - 6). The focus of the SIP will be to address these deficiencies and teach the standards to these students with high levels of expectations for their academic progress. Small group instruction, coupled with interventions as determined by the individual student needs will be the primary focus of Jinks Middle School.

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

1. ELA Proficiency
2. Math Proficiency
3. Acceleration Points
4. Science Proficiency
5. Civics Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our ESE and our ELL subgroups are not showing learning gains or proficiency in ELA.
State the measurable outcome the school plans to achieve	41% of our students will achieve proficiency in ELA as measured by the FSA. We will specifically focus on the subgroups of students labeled ESE (36% proficient on the 2019 FSA) and ELL (14% proficient on the 2019 FSA) in order to meet our goal, with their target also being 41% proficient.
Person responsible for monitoring outcome	Barbara Hicks (hicksbb@bay.k12.fl.us)
Evidence-based Strategy	Small group instruction and push-in support with certified teacher and paraprofessionals.
Rationale for Evidence-based Strategy	Research has proven that small group instruction is the most effective method for improving student performance. (Schueler, etal., 2016, abstract, Gersten et al., 2007)
Action Step	
Description	1. Smaller class sizes to keep the teacher to student ratio low 2. Professional Development - Instructing ELL students 3. Implementation of new to BDS curriculum "EL Education" 4. Designated remediation time in the master schedule 5. Classroom Walk-throughs and data review for student assessments
Person Responsible	Barbara Hicks (hicksbb@bay.k12.fl.us)

#2	
Title	Math
Rationale	Our ESE and our ELL subgroups are not showing learning gains or proficiency in mathematics.

State the measurable outcome the school plans to achieve	41% of our students will achieve proficiency in mathematics as measured by the FSA. We will specifically focus on the subgroups of students labeled ESE (36% proficient on the 2019 FSA) and ELL (5% proficient on the 2019 FSA) in order to meet our goal, with their target also being 41% proficient.
Person responsible for monitoring outcome	Lori Clutch (clutclm@bay.k12.fl.us)
Evidence-based Strategy	Small group instruction and push-in support with certified teacher and paraprofessionals.
Rationale for Evidence-based Strategy	Research has proven that small group instruction is the most effective method for improving student performance. (Schueler, et al., 2016, abstract, Gertsen et al., 2007)

Action Step	
Description	1. Smaller class sizes to keep the teacher to student ratio low 2. Professional Development - Instructing ELL students 3. Jinks will pilot new program in mathematics "Edmentum's Exact Path and Study Island" 4. Designated remediation time in the master schedule 5. Classroom classroom walk-throughs and review of data for students assessments
Person Responsible	Lori Clutch (clutclm@bay.k12.fl.us)

#3	
Title	Student Behavior
Rationale	By identifying and addressing the behavioral needs of our students, instructional momentum in classrooms will increase and therefore the number of students demonstrating proficiency in ELA and mathematics will increase.

State the measurable outcome the school plans to achieve	The total number of discipline referrals will decrease by 10% by the end of the 2019-20 school year in comparison to the 2018-19 school year.
Person responsible for monitoring outcome	Lisa Solots (solotlm@bay.k12.fl.us)
Evidence-based Strategy	Jinks has invested in a part-time social worker to assist students and families with community resources to meet Maslow's hierarchy of needs. Bay District Schools is providing two behavioral resource teachers, three mental health counselors, and support paraprofessionals for Telehealth mental health. A district social worker for secondary schools will also be provided.
Rationale for Evidence-based Strategy	When students' basic needs are met, students have the ability to focus on academic goals and expectations.

Action Step	
Description	1. School-wide behavioral expectations will be set 2. Hallway behavioral expectations will be set 3. New school-wide cell phone policy - students check their phones in with the teacher for each class period 4. At the monthly Threat Assessment Team meetings, referrals will be monitored closely to determine if students need the benefit of outside resources for counseling or other social services
Person Responsible	Gelonda Martin (townsgk@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Jinks will host multiple family involvement events, specifically, "Donuts with Dad", "Morning with Mom", "Invitation to Pre-AICE". Jinks will establish two-way communication with students and families to inform them of academic and behavioral progress of the students. Our guidance counselors will host transitional meetings with families to ensure a seamless transition to incoming sixth grade students and outgoing eighth grade students. We will partner with Emerald Coast Fellowship Church to provide backpack blessings, clothing items, and shoes for our students in need. Jinks will continue to offer mentors to our students under the Elevate Bay initiative by Bay District Schools. Our social worker will establish a rapport with families in need and provide resources as needed.

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.

Jinks has invested in a part-time social worker to assist students and families with community resources to meet Maslow's hierarchy of needs. Bay District Schools is providing two behavioral resource teachers, three mental health counselors, and support paraprofessionals for Telehealth mental health. A district social worker for secondary schools will also be provided.

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.

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

Jinks offers a variety of CTE courses to our students who are interested in pursuing careers in CTE-related fields.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA				$136,748.66
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	0.88	$33,688.00
			Notes: The ELA teacher is hired to work specifically with ESE and ELL subgroups of students to improve their proficiency on the FSA in reading and writing. They will be utilizing SRA materials in order to each reading skills.			
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	0.0	$2,500.00
			Notes: (123) advance degree supplement for the ELA teacher			
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	0.0	$2,955.00
			Notes: (128) bonuses for recruitment/retention and as part of the salary negotiation for the ELA teacher			
	5100	210-Retirement	0161 - Jinks Middle School	UniSIG	0.0	$2,854.00
			Notes: benefits for the ELA teacher			
	5100	220-Social Security	0161 - Jinks Middle School	UniSIG	0.0	$3,005.00
			Notes: benefits for the ELA teacher			
	5100	230-Group Insurance	0161 - Jinks Middle School	UniSIG	0.0	$5,875.00
			Notes: benefits for the ELA teacher			
	5100	240-Workers Compensation	0161 - Jinks Middle School	UniSIG	0.0	$598.00
			Notes: benefits for the ELA teacher			
	5100	750-Other Personal Services	0161 - Jinks Middle School	UniSIG	0.0	$700.00
			Notes: substitutes for the ELA teacher for when she is out on leave.			
	5100	510-Supplies	0161 - Jinks Middle School	UniSIG	0.0	$6,000.00
			Notes: instructional materials for interventions to be used with the ELL students and the lowest performing students.			
	5100	644-Computer Hardware Non-Capitalized	0161 - Jinks Middle School	UniSIG	0.0	$20,000.00
			Notes: Laptops for ELL classrooms to support instruction and enhance instruction.			
	6200	610-Library Books	0161 - Jinks Middle School	UniSIG	0.0	$18,573.66
			Notes: Library books to improve the selection of books in the library to encourage reading and increase resources for projects.			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0161 - Jinks Middle School	UniSIG	0.0	$40,000.00
		Notes: Contract with Dorina Sackman to provide job embedded professional development for the ELL teachers.				
2	III.A.	**Areas of Focus: Math**				**$54,591.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	0.88	$38,063.00
		Notes: The math teacher was hired to work specifically with our ESE and ELL subgroups in order to increase their proficiency scores in mathematics on the FSA.				
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	0.0	$2,955.00
		Notes: (128) Bonuses for recruitment/retention and as part of the salary negotiations for the math teacher				
	5100	210-Retirement	0161 - Jinks Middle School	UniSIG	0.0	$3,224.00
		Notes: benefits for the math teacher				
	5100	220-Social Security	0161 - Jinks Middle School	UniSIG	0.0	$3,148.00
		Notes: benefits for the math teacher				
	5100	230-Group Insurance	0161 - Jinks Middle School	UniSIG	0.0	$5,875.00
		Notes: benefits for the math teacher				
	5100	240-Workers Compensation	0161 - Jinks Middle School	UniSIG	0.0	$626.00
		Notes: benefits for the math teacher				
	5100	750-Other Personal Services	0161 - Jinks Middle School	UniSIG	0.0	$700.00
		Notes: substitute teachers for when the math teacher is out on leave.				
3	III.A.	**Areas of Focus: Student Behavior**				**$0.00**
					Total:	**$195,571.75**