

Bay District Schools

# Jinks Middle School



2020-21 Schoolwide Improvement Plan

## Table of Contents

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>20</b>

# 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: 3/23/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (41%) 2015-16: D (39%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>20</b>

# 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)	2019-20 Title I School	2019-20 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	66%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Carpenter, Blythe	Principal	Engaging with all stakeholders, managing facility and faculty day to day operations.
Mapoles, Elizabeth	School Counselor	Pre-AICE coordinator, SAC committee secretary, ELL coordinator, help with communications of parents, students and staff.
Clutch, Lori	Other	Math interventionist- push in for small groups, Tier 3 math support, oversees paras and chairs the math PLC.
Hicks , Barbara	Other	ELA interventionist - push in for ELA small groups, Tier 3 intervention and ELA support, oversees paras and chairs the ELA PLC.
Solots, Lisa	Assistant Principal	Curriculum and instruction, oversees guidance, helps with student discipline, COVID administrator
Allison, Julie	Other	Assistant Administrator- discipline, facilities, safety and security administrator

### Demographic Information

#### Principal start date

Saturday 3/23/2019, Billy May

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

1

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

17

**Total number of teacher positions allocated to the school**

21

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (41%) 2015-16: D (39%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	139	138	123	0	0	0	0	400
Attendance below 90 percent	0	0	0	0	0	0	23	17	17	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	40	53	52	0	0	0	0	145
Course failure in ELA	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	3	4	5	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	21	32	31	0	0	0	0	84
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	39	44	0	0	0	0	119

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	42	46	0	0	0	0	121

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	2	0	4	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	3	4	5	0	0	0	0	12

Date this data was collected or last updated

Friday 8/28/2020

### Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	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	

**Prior Year - Updated**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	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	

## 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	
	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
	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%
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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		
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			
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%	2
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

The lowest component was science at 26% proficient. One of the contributing factors was a Category 5 hurricane which forced many changes such as loss of teachers, loss of students, a split schedule with a local high school and many other schedule changes. Due to the COVID-19 pandemic, we have the same scores from 2019 hence science proficiency is still our lowest component.

**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. One of the contributing factors was a Category 5 hurricane which forced many changes such as loss of teachers, loss of students, a split

schedule with a local high school and many other schedule changes. Due to the COVID-19 pandemic, we have the same scores from 2019 hence acceleration has not improved.

**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 showed the greatest gap when compared to the state scores. There was a lack of fidelity of instructional practices in the aftermath of Hurricane Michael. Due to the COVID-19 pandemic, this is still where our greatest gap appears.

**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, 7th grade had the most improvement. Math teachers and math schedules remained the most constant in the aftermath of the hurricane. Due to the COVID-19 pandemic, math achievement and learning gains still show the most improvement.

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

The primary area of concern according to the EWS data are the high number of level 1's, (6th-21, 7th-32, 8th-31). The focus of the SIP will be to address these deficiencies and teach the grade-level standards to the level 1 students with high levels of expectation for academic progress. Small group instruction coupled with interventions as determined by individual student need, 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. Instructional Practice specifically relating to ELA

### Area of Focus

**Description and Rationale:** Our ESE and ELL subgroups are not showing learning gains or proficiency in ELA.

**Measurable Outcome:** 41% of our overall student population will achieve proficiency in ELA as measured by FSA. We will specifically focus on the subgroups of students labeled ESE (19% proficient on the 2019 FSA) and ELL (3% proficient on the 2019 FSA) in order to meet our goal with their target being 25 percent for ESE and 10% for ELL.

### Person responsible for monitoring outcome:

Barbara Hicks (hicksbb@bay.k12.fl.us)

**Evidence-based Strategy:** Small group instruction, push in support with certified teacher (interventionist) and paraprofessionals. Use of Write Score instruction and assessment of writing. Use of EL Education and Achieve3000 curricula to aid in grade-level standard instruction.

### 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, Gersten et al., 2007)

## Action Steps to Implement

1. Small class sizes to keep the teacher student ratio low.
2. Professional development - instructing ELL students continued.
3. Continued implementation of EL Education.
4. Designated remediation time in the master schedule.
5. Classroom walkthroughs
6. Data review using Write Score assessments to drive instruction.

**Person Responsible** Barbara Hicks (hicksbb@bay.k12.fl.us)

## #2. Instructional Practice specifically relating to Math

### Area of

### Focus

### Description and

### Rationale:

Our ESE and our ELL subgroups are not showing learning gains or proficiency in mathematics.

### Measurable Outcome:

41% of our students will achieve proficiency as measured by the FSA. We will specifically focus on the subgroups of students labeled ESE (25% proficient on the 2019 FSA) and ELL (8% proficient on the 2019 FSA) in order to meet our goal of 41%, with their target also being 30% proficient for ESE and 15% proficient for ELL.

### Person responsible for monitoring outcome:

Lori Clutch (clutchlm@bay.k12.fl.us)

### Evidence-based Strategy:

Small group instruction, push in support with certified teacher (interventionist) and paraprofessionals. Use of Exact Path, Study Island and Math 180.

### 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, Gersten et al., 2007)

## Action Steps to Implement

1. Smaller class size to keep student teacher ratio low.
2. Professional development - instructing ELL students continued.
3. Edmentum's Exact Path and Study Island
4. Designated remediation in the master schedule
5. Classroom walk-thoughts and review of student assessment data for instruction

### Person Responsible

Lori Clutch (clutchlm@bay.k12.fl.us)

### #3. Culture & Environment specifically relating to Discipline

<b>Area of Focus</b>	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.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Total number of discipline referrals will decrease by 10% by the end of 2021 school year in comparison to the 19-20 school year (not including the distance learning data from COVID-19).
<b>Person responsible for monitoring outcome:</b>	Julie Allison (allisjj@bay.k12.fl.us)
<b>Evidence-based Strategy:</b>	Jinks currently has a full-time social worker to assist students and families with community resources to meet Mazlow's hierarchy of needs. Bay District Schools is providing a mental health triad team to assist with student behavior needs. We also have a child advocate from the CAC and a licensed therapist from Florida Therapy housed on campus to provide additional supports. Additional behavior support in the form of behavior paraprofessionals will also be added.
<b>Rationale for Evidence-based Strategy:</b>	When students' basic physical and emotional needs are met, they have the ability to focus on academic goals and expectations.

#### Action Steps to Implement

1. School-wide behavioral and hallway expectations will be set.
2. School-wide cell phone policy - students check their phones in with the teacher for each class period.
3. At the monthly threat assessment and MTSS meetings, referrals will be monitored to determine if the students need the benefit of counseling or other social services.

**Person Responsible** Julie Allison (allisjj@bay.k12.fl.us)

#### Additional Schoolwide Improvement Priorities

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

NA

## Part IV: Positive Culture & Environment

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

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

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

Jinks will host multiple family involvement events, specifically "Donuts with Dad," "Morning with Mom," "Invitation to Pre-AICE," subject-based family nights (math, ELA, STEM, and Civics). Jinks will establish two-way communication with students and families to inform them of academic and behavioral progress. 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 BDS. Our social worker will establish a rapport with families and provide resources as needed. The mental health triad team will support the emotional needs of our students. The Jinks problem solving process aligns all available resources (for example: personnel, instructional, curricular), including a review of students' cumulative records. Students that need additional supports are provided accommodations as needed.

#### Parent Family and Engagement Plan (PFEP) Link

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$115,999.55
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	1.7	\$80,750.00
			<i>Notes: *(121) Salaries for 2 ELA teachers to reduce class size in order to provide intensive instruction for students in subgroups in greatest need (ELL and ESE). 1 position is a continuation from last year and the new position starts 9/1/20.</i>			
	5100	210-Retirement	0161 - Jinks Middle School	UniSIG	0.0	\$8,075.00
			<i>Notes: Benefits for the 2 ELA teachers</i>			
	5100	220-Social Security	0161 - Jinks Middle School	UniSIG	0.0	\$6,200.00
			<i>Notes: Benefits for 2 ELA teachers and their substitutes</i>			
	5100	230-Group Insurance	0161 - Jinks Middle School	UniSIG	0.0	\$11,750.00
			<i>Notes: Benefits for the 2 ELA teachers</i>			
	5100	240-Workers Compensation	0161 - Jinks Middle School	UniSIG	0.0	\$1,235.00
			<i>Notes: Benefits for the 2 ELA teachers and their paras</i>			

	5100	750-Other Personal Services	0161 - Jinks Middle School	UniSIG	0.0	\$1,540.00
			Notes: 10 days for each of the classes of the ELA teachers in the event they are out sick or have to take personal leave.			
	5100	369-Technology-Related Rentals	0161 - Jinks Middle School	UniSIG	0.0	\$6,449.55
			Notes: Write Score for assessing, data analysis and writing resources.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$65,132.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	0.85	\$40,375.00
			Notes: *(131) 1 Math teacher to reduce class size to focus on students in subgroups in greatest need (ELL and ESE) This position is a continuation from 19-20.			
	5100	150-Aides	0161 - Jinks Middle School	UniSIG	0.71	\$8,667.00
			Notes: 1 5.75 hour para to assist the most in need students in the classrooms starting 10-19-20.			
	5100	210-Retirement	0161 - Jinks Middle School	UniSIG	0.0	\$4,905.00
			Notes: Benefits for math teacher and para			
	5100	220-Social Security	0161 - Jinks Middle School	UniSIG	0.0	\$3,763.00
			Notes: Benefits for math teacher, para, and substitutes			
	5100	230-Group Insurance	0161 - Jinks Middle School	UniSIG	0.0	\$5,905.00
			Notes: Benefits for the teacher and para			
	5100	750-Other Personal Services	0161 - Jinks Middle School	UniSIG	0.0	\$770.00
			Notes: 10 substitute days for the math class in the event the teacher is out sick or has to take personal leave.			
	5100	240-Workers Compensation	0161 - Jinks Middle School	UniSIG	0.0	\$747.00
			Notes: Benefits for the math teacher, para, and substitutes.			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
Total:						\$186,366.25