Bay District Schools

Jinks Middle School

2021-22 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: 3/18/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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)	**2020-21 Title I School**	**2020-21 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	64%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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	Position Title	Job Duties and Responsibilities
Carpenter, Blythe	Principal	Engaging with all stakeholders, managing facility and faculty day to day operations.
Solots, Lisa	Assistant Principal	Curriculum and instruction, oversees guidance, helps with student discipline, COVID administrator
Hicks , Barbara	Instructional Coach	ELA Interventionist - push in for ELA small groups, Tier 3 intervention and ELA support, oversees paras and chairs the ELA PLC.
Clutch, Lori	Instructional Coach	Math Interventionist - push in for small groups, Tier 3 math support, oversees paras and chairs the math PLC.
Mapoles, Elizabeth	School Counselor	Pre-AICE coordinator, SAC committee secretary, ELL coordinator, help with communications of parents, students, and staff.
Bohannon, Stefanie	Other	Student supervision, student discipline, teacher evaluations, operation of physical plant

Demographic Information

Principal start date
Monday 3/18/2019, 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

41

Total number of students enrolled at the school

497

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	180	159	156	0	0	0	0	495
Attendance below 90 percent	0	0	0	0	0	0	60	72	54	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	37	32	19	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	6	13	7	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	7	19	11	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	59	33	48	0	0	0	0	140
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	85	51	50	0	0	0	0	186
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	4	5	0	0	0	0	9

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	60	52	43	0	0	0	0	155

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	5	20	10	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	4	11	2	6	0	0	0	23

Date this data was collected or last updated

Tuesday 10/12/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	56%	54%	31%	54%	53%
ELA Learning Gains				45%	59%	54%	45%	54%	54%
ELA Lowest 25th Percentile				45%	55%	47%	46%	47%	47%
Math Achievement				35%	60%	58%	34%	61%	58%
Math Learning Gains				51%	55%	57%	50%	61%	57%
Math Lowest 25th Percentile				43%	55%	51%	43%	58%	51%
Science Achievement				26%	50%	51%	34%	51%	52%
Social Studies Achievement				48%	72%	72%	62%	76%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	30%	56%	-26%	54%	-24%
Cohort Comparison						
07	2021					
	2019	26%	54%	-28%	52%	-26%
Cohort Comparison		-30%				
08	2021					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	53%	-28%	55%	-30%
Cohort Comparison						
07	2021					
	2019	31%	59%	-28%	54%	-23%
Cohort Comparison		-25%				
08	2021					
	2019	34%	48%	-14%	46%	-12%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	24%	51%	-27%	48%	-24%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	74%	-31%	71%	-28%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	64%	15%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	62%	30%	57%	35%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used Fall and Winter NWEA MAP data for 6th, 7th, and 8th grade ELA, Math, and Science.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	50%	
	Economically Disadvantaged	63%	45%	
	Students With Disabilities	46%	29%	
	English Language Learners	21%	11%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	24%	
	Economically Disadvantaged	28%	24%	
	Students With Disabilities	23%	17%	
	English Language Learners	7%	11%	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.7%	44%	NA
	Economically Disadvantaged	44.96%	44%	NA
	Students With Disabilities	31.25%	27%	NA
	English Language Learners	33.3%	32%	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.75%	24%	NA
	Economically Disadvantaged	22.13%	24%	NA
	Students With Disabilities	16.3%	14%	NA
	English Language Learners	20%	14%	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	N/A	NA
	Economically Disadvantaged	N/A	N/A	NA
	Students With Disabilities	N/A	N/A	NA
	English Language Learners	N/A	N/A	NA

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.07%	41%	NA
	Economically Disadvantaged	58.25%	41%	NA
	Students With Disabilities	35.28%	32%	NA
	English Language Learners	13.63%	11%	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.33%	27%	NA
	Economically Disadvantaged	33.65%	27%	NA
	Students With Disabilities	19.44%	17%	NA
	English Language Learners	4.3%	4%	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	43%	
	Economically Disadvantaged	N/A	43%	
	Students With Disabilities	N/A	19%	
	English Language Learners	N/A	21%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	35	47	15	26	25	3	28			
ELL	20	49	57	17	59	74	8	41			
BLK	31	43	52	29	36	19	18	57			
HSP	35	51	54	37	60	71	30	53			
MUL	37	35		44	42						
WHT	51	54	56	48	55	48	49	63	84		
FRL	40	48	54	39	49	40	30	57	76		
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		

				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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	36
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	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	40
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	56
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In 7/10 components, there were double-digit gains in proficiency. We had growth in every component on the FSA in reading, math, civics, and science. Additionally, ELA proficiency significantly improved across multiple demographics: white students improved 11.1%, black students improved 12.7%, our Hispanic students improved 12.6%, and our two or more race students improved 10.5%.

In math proficiency: white students improved 9.3%, Hispanic students 10.3%, black students went up 3.8%, and our economically disadvantaged students improved 9%.

It should be noted that our black students improved 34.9% on the civics EOC.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

8th grade math stayed consistent between 2019 FSA and 2021 FSA. 6th grade math is the only math that we did not see double-digit growth (+6%). Additionally, our ESE subgroup continues to struggle with academic growth.

**It should be noted that we have placed more students in Algebra than Jinks has ever had, and our Algebra EOC has 100% pass rate. However, this means that these students are not sitting for the math FSA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A large portion of the problem is the students' lack of foundational math skills when they arrive to middle school. The pandemic contributed to the highest rates of truancy that we have seen. One bright spot is that for the students that were in consistent, daily attendance, they were some of our highest performing students by showing the most growth.

We have adjusted our modified block schedule so that students receive remediation on one day and core math on the other day. This keeps the consistency in instruction allowing students to receive 100+ minutes of math instruction each school day. We have also formed an attendance task force with our guidance counselor and triad team to conduct home visits and track truant students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA and ELL subgroup showed double-digit improvement in proficiency in every grade level.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In all ELA, ESE, and ELL classrooms we pushed in additional support with instructional paraprofessionals. Our ELA interventionist served as a co-teacher in some of our lowest performing academic classes, she also worked with our MTSS Tier 3 academic students during our remediation period (Champ). It should further be noted that several high impact teachers were hired in ELA who have made a tremendous contribution to the overall growth and achievement of our students.

What strategies will need to be implemented in order to accelerate learning?

Our revised modified block schedule whereby we have remediation class on one day and core content on the other day provides consistent daily instruction in the content areas in order to raise student achievement. We also have the new iReady program to assist students and teachers with appropriate, instructional and grade level content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers and administration will have iReady training opportunities to implement and utilize this new resource. Our high-functioning PLCs will continue to operate with weekly meetings whereby students progress will be discussed among team members in order to implement the best instructional practices to improve student achievement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The continuity of our administration and staff will always be a key to our success. The modified instructional block schedule works well for our students, and we will continue to offer the remediation/ intensive classes on one day and the core content classes on the other day. Our PLC process will remain in tact and our use of high quality resources will remain a mainstay.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Our proficiency rates are still far below adequate, so we will continue to grow and develop our students' capacity in the areas of ELA and mathematics, respectively. The use of our newest resource, iReady, will aid students and teachers with both instructional and on grade level material. Our ELA and math interventionists will continue to co-teach with our ELA and math teachers working with our lowest performing students to divide them into smaller groups and provide more direct instruction. They will continue to work with our Tier 3 academic students in the areas of ELA and math during our remediation period (Champ). We continue to believe that with a strong emphasis on literacy, all content areas will be impacted positively in student achievement. Research supports that reading and writing correlate with high student performance across all content areas. Therefore, ELA will impact math as well as the other content areas because when students can master reading and writing, their critical thinking skills rise allowing them to master other subjects as well.
Measurable Outcome:	Jinks will improve in the areas of ELA and mathematics by 10% growth across all students.
Monitoring:	We will use the progress monitoring tool of iReady, as well as classroom assessments and FSA.
Person responsible for monitoring outcome:	Elizabeth Mapoles (mapolen@bay.k12.fl.us)
Evidence-based Strategy:	Teachers will continue to work with students in small groups, with additional support from instructional paraprofessionals as well as our ELA and math interventionists co-teaching with our lowest performing students.
Rationale for Evidence-based Strategy:	Small group instruction along with high quality resources continue to show that these strategies are the most effective for impacting student achievement scores. Therefore, we will continue with these proven strategies in order to move students to proficiency in both ELA and math.

Action Steps to Implement

Teachers will work within their PLCs to identify student needs. Teachers will identify and match appropriate resources to student needs. Teachers will accentuate students' strengths and identify ways to better address student deficiencies in ELA and math.

Person Responsible	Blythe Carpenter (carpeba@bay.k12.fl.us)

Students will participate in small group instruction during core academic classes and during remediation in CHAMP.

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

Teachers will utilize iReady in both ELA and math to meet student needs and address deficiencies.

Person Responsible	Lori Clutch (clutclm@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the report on the SafeSchoolsforAlex.org and reviewing our data, our highest category is for drug/public order incidents. We did have an uptick with students using vapes on campus this year. Last year we began a SWAT (Students Working Against Tobacco) program to hold meetings, promote a drug free campus through a poster and ad campaign and through encouraging students to "See something, say something."

The other high area was the number of referrals as a whole. This year we are continuing to work with PBIS and our school social worker to promote student accountability and personal responsibility. Our goal is to have 10% fewer referrals for the 21-22 school year as compared to the numbers in the 20-21 school year.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Emerald Coast Fellowship Church - partner for helping students in need
Elevate Bay - Provides mentors
Triad team- Focus on student mental wellness
Social Worker - help families get necessary resources

Teachers and Admin - mentor and support student instructional progress
Guidance - Helps encourage student progress

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$187,904.04
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0161 - Jinks Middle School	UniSIG	1.76	$77,257.00
			Notes: (Object 121) Decrease class size in ELA and math by hiring an additional ELA teacher and a math teacher to supplement the units provided by the district. The teachers will be certified in the subject in which they teach and will work from the beginning of the school year to the end - 7.5 hrs a day. The Superintended has agreed to provide their salaries up to 9-1-21, so the classes are not disrupted after the school year starts and the positions hired in a timely manner. The ELA teacher earns $29.61 an hour and the math teacher earns $30.46 an hour.			
	5100	210-Retirement	0161 - Jinks Middle School	UniSIG		$9,708.00
			Notes: Retirement for ELA and math teachers and para			
	5100	220-Social Security	0161 - Jinks Middle School	UniSIG		$6,892.00
			Notes: FICA for ELA & math teachers; para; and for their subs			
	5100	230-Group Insurance	0161 - Jinks Middle School	UniSIG		$16,297.00
			Notes: Insurance Benefits for ELA and math teachers and para			
	5100	240-Workers Compensation	0161 - Jinks Middle School	UniSIG		$1,375.00
			Notes: Workers Comp for ELA & math teachers, subs for the teachers, and para			
	5100	519-Technology-Related Supplies	0161 - Jinks Middle School	UniSIG		$1,080.00
			Notes: 54 Chromebook covers @ $20 each.			
	5100	644-Computer Hardware Non-Capitalized	0161 - Jinks Middle School	UniSIG		$18,900.00
			Notes: 54 Chromebook @ $350 each to be used by students for core instruction and small group instruction. Each middle school students is provided a chromebook by the district, but often the students forget them at home or the chromebooks are not charged. Each class will be given 6 chromebooks so these students can stay engaged in their learning.			
	6200	610-Library Books	0161 - Jinks Middle School	UniSIG		$32,000.00
			Notes: Purchase approximately 3200 new library books @ approximately $10 each to expand the selection of books in the library to encourage students to read, which will increase their ELA achievement.			
	5100	750-Other Personal Services	0161 - Jinks Middle School	UniSIG		$1,820.00
			Notes: Substitutes teachers for the ELA and math teachers for when they are off for sick or personal leave (calculated 10 days for each teacher).			
	5100	150-Aides	0161 - Jinks Middle School	UniSIG	0.91	$12,450.00
			Notes: (Object 151) Hire one 6 hr para to push into ELA and math classrooms to assist identified students Starting 9/1/21 6 hrs at $12.50 hr for 166 days			
	5100	510-Supplies	0161 - Jinks Middle School	UniSIG		$10,125.04
			Notes: High interest classroom libraries for 13 ELA classroom @ $778.84			

	Total:	$191,781.25

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