

Jeaga Middle School

3777 N JOG RD, West Palm Beach, FL 33411

www.edline.net/pages/jeaga_middle_school

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

91%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Jeaga Middle School and Pre-Law Magnet is to provide a diverse, academic, physical, emotional, social, and safe learning environment that fosters high expectations for students' potential and success through development-appropriate instruction; innovative instructional strategies, rigorous standards, and educational and technological resources, while instilling in our students a desire to become life-long learners.

Provide the school's vision statement

Through quality and innovative teaching, instructional strategies and learning, Jeaga Middle School and Pre-Law Magnet will be recognized as one of the premier middle schools in Palm Beach County for educating, empowering and equipping all students with the knowledge, skills, and character to become personally fulfilled, interdependent, socially responsible and productive citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Jeaga Middle School will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

1. History of Holocaust
2. History of Africans and African Americans
3. Hispanic Contributions
4. Women's Contribution
5. Sacrifices of Veterans

Jeaga Middle School faculty and staff receive yearly efficacy presentations and training for the purpose of helping teachers build relationships with their students.

Jeaga also hosts several events throughout the year aimed at bringing the school community together for the purpose of increasing student achievement. Jeaga hosts parent training, FCAT-night, Edline Training, a Fall Festival, Student Dances, Chorus and Band concerts, and a drama club. All of these events are designed to keep our students engaged in school and bring community members and parents into the school.

Jeaga also employs a Parent Liaison who runs our Parent Resource Center and offers various training throughout the school year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Jeaga Middle School demonstrates a single school culture for academics, safety, and behavior. Our Crisis Response plan is updated yearly and the Crisis Response Team meets several times per year to discuss any incidents that have occurred and how to avoid them in the future. School supervision and staff duty posts are updated yearly, and then on an as-needed basis to ensure a safe campus. Jeaga Middle School teachers train yearly on the reporting of bullying and the protocols involved. Jeaga has a series of steps that are followed in every alleged bullying incident. Students recited everyday during morning announcements "How to report bullying or who to turn". Students are taught about cyber-bullying and internet safety on a yearly basis.

Students are encouraged to speak to their teachers, guidance counselors, coaches, assistant principals, etc. if they feel threatened or unsafe.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Jeaga Middle School demonstrates a single school culture for academics, safety, and behavior. The single school culture for behavior manifests itself in out of school-wide positive behavior (SWPB) initiatives. Jeaga MS has created a matrix of student activity and the associated expected behaviors. This matrix is posted in every classroom and in strategic locations throughout the campus. Teachers are able to refer to the matrix as necessary, making it a classroom management tool. Teachers are trained on the matrix at the beginning of the school year and the SWPB team attends several trainings throughout the school year.

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

Jeaga Middle School employees, with three guidance counselors, one specifically responsible for our ELL population, and an ELL and ESE coordinator. These individuals are able to meet with students in regards to several issues ranging from alleged bullying, counseling, and academic issues. In addition to these employees, Jeaga Middle School also offers counseling through our Safe Schools Representative who is active on campus three days per week. This representative targets truancy and attendance-flagged students as well as some specific discipline issues. Lastly Jeaga middle School houses a DATA counselor who deals with drug and alcohol dependency and teen pregnancy.

Jeaga has a School Based Team (SBT) that meets weekly to discuss previously identified students who are experiencing difficulty and their barriers to academic and social success, and well as monitoring of these students and alternative education placements.

All teachers are encouraged to mentor at least two students in our lowest 25% reading and/or math and submit documentation to that effect on a weekly basis summarizing their meetings with their mentee and the topics of discussion.

Early Warning Systems

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

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

The following items are discussed at the beginning of each school year and are revisited during scheduled professional development days. Teachers have the ability to refer students to our School Based Team (SBT). These identified students are discussed in weekly meetings and are given Tier 1, 2, or 3 interventions based on our RTI (Response to Intervention) process. Possible reasons for an SBT referral include truancy and attendance issues, behavioral concerns, academic concerns, and emotional or social concerns. RTI interventions can include daily or weekly progress reports to track academic or attendance concerns, behavior plan points sheets, enrollment in a credit recovery program (Compass), intensive (remedial reading or math) classes or an assigned mentor as examples. Students who have accumulated more than ten out of school suspension days, ten in-school suspension days, or ten unexcused absences are automatically referred to the SBT.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	15	28	21	64
One or more suspensions	152	103	135	390
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	152	164	148	464

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	83	71	74	228

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students that exhibit two or more EWI may receive the following interventions:

- *Intensive (remedial) classes in reading and/or math
- *Enrollment in Compass for credit recovery
- *Enrollment in After-School Tutorials in reading, math, and/or science
- *Preferential scheduling with teachers who demonstrate a capacity to move low-performing students
- *Increased parent involvement through our Parent Resource Center
- *Referral to SBT
- *Referral to DATA counselor or Safe Schools Counselor

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Generally, our target is to increase parental involvement in school activities and increase communication with parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Jeaga Middle School reaches out to local businesses and associations to secure business partners for our school. We choose our business partners based on convergent needs and beliefs regarding our students and their futures. These business partners are encouraged to attend all SAC meetings and school functions.

Jeaga Middle is also equipped with a Parent Resource Center and Parent Liaison who offers several training throughout the school year including Edline, Parenting Skills, and Sate Test Taking Strategies and Readiness.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gatlin, Kevin	Principal
Degregory, Allison	Assistant Principal
	Assistant Principal
McKnight, Alisha	Assistant Principal

Duties

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

The school-based RTI (Response to Intervention) Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math coaches, and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place

a process to address and monitor subsequent needs is created

the School Based Team (SBT) is implementing RTI processes

assessment of RTI skills of school staff is conducted

fidelity of implementation of intervention support is documented

adequate professional development to support RTI implementation is provided

effective communication with parents regarding school-based RTI plans and activities occurs.

During Learning Team Meetings administration and coaches meet regularly with teachers analyze data and develop strategies to meet the needs of students.

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

The School Based Team (SBT) ensures the necessary resources are available and interventions are implemented with fidelity.

Jeaga Middle School integrates Single School Culture by sharing our universal guidelines for success, following our school-wide positive behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring our SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of the SWPBS programs.

Services are provided to ensure students requiring remediation are assisted through tutoring and after-school programs. Title 1 funds are also used to ensure staff development and family

involvement needs are provided. Title 1 funds area used to purchase the follows positions: Parent Liaison, Math Coach, Reading Coach, and Learning Team Facilitator (LTF). Our Parent Resource Center (PRC) uses Title 1 funds to provide opportunities for family involvement within the school. We offer training on research based strategies to help parents help their students become academically successful. Title 1 funds are also used to purchase classroom materials including paper and books as well as technology (desk tops, lap tops, ipads, etc.) for student use. Appropriate instructional lessons are planned and implemented during grade level and curriculum specific Learning Team Meetings. Student benchmark assessment and diagnostic data is discussed in small LTMs and large group department meetings.

District Migrant Liaison provides services and support to students and parents and coordinates with Title 1 and other programs to ensure needs are met. Jeaga Middle collaborates with Palm Beach County School District Migrant staff as needed to meet the needs of our migrant students and their families.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL students.

District personnel provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Jeaga will participate in the new Federal Provision II Breakfast Program where breakfast will be offered to all students free of charge every day.

Jeaga Middle works closely with the community to meet the diverse needs of our students. Some of our business partners include, but are not limited to: Subway sponsors Literacy program, Kona Ice, The Barber Shop and Great Clips sponsors Athletics, Kiwanis sponsors the Builders programs, Ball 4 Lyfe sponsors, Afterschool tutorials and other local business.

Title II funds are used to support Marzano training for teachers and other district initiatives.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kevin Gatlin	Principal
Brent Higley	Principal
Lashonda Siddique	Teacher
Kimberly Esau	Parent
Michelle O'Connor	Parent
Meycett Barrera	Parent
Christian Barrera	Student
John Makhoul	Business/Community
Doris Zabel	Education Support Employee
Lisa Munns	Teacher
Stanely Goldwire	Business/Community
Tanoy Williams	Parent
Gregory Lattimore	Parent
Michelle Clark	Parent
	Student
Colin Maher	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Jeaga Middle School - SY14 School Improvement Plan is available online and in the front office (hard copy) for SAC members and school community stakeholders to review. The SIP is updated regularly at SAC meetings with input from SAC members in attendance. Any changes made to the SIP must be approved by SAC. This is an ongoing process throughout the school year. During the last SAC meeting, the current SIP is evaluated and discussed for planning purposes the following year.

Development of this school improvement plan

The SAC will offer input in regards to the goals of the school and use of Title 1 funds. The SAC will make recommendations, and offer approval before the SIP is submitted to the Area Office. The SIP is updated regularly at SAC meetings with input from SAC members in attendance. Any changes made to the SIP must be approved by SAC.

Preparation of the school's annual budget and plan

The SAC will offer input in regards to the goals of the school and use of Title 1 funds. The SAC will make recommendations, and offer approval before the SIP is submitted to the Area Office. The SIP is updated regularly at SAC meetings with input from SAC members in attendance. Any changes made to the SIP must be approved by SAC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$200 - Student Council Association for Medallions and T Shirts

\$380 - Science Engineering Communications Mathematics Enrichment (SECME) club for rocket launcher and materials for the SECME Olympiad.

\$300 - Incentives for the School Wide Positive Behavior Committee to help lower suspension rates

\$600 - Honor Roll Assembly awards and decorations (1, 2, and 3 9-Weeks)

\$600 - Marketing materials (flyers, leaflets, handouts) for the Pre-Law Magnet

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bembry, Janet	Other
Brandt, Danielle	Instructional Coach
Degregory, Allison	Assistant Principal
Echelberger, Claudia	Instructional Media
Gatlin, Kevin	Principal
Haddock, Nicole	Instructional Coach
	Assistant Principal
King, Katrena	Other
Little, Towanda	Guidance Counselor
McKnight, Alisha	Assistant Principal
Munns, Lisa	Teacher, K-12
Pryce, Marlene	Teacher, K-12
Sanchez, Yuri	Guidance Counselor
Siddique, Lashonda	Teacher, K-12
Sideregts, Janier	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Reading Counts Program

This is an incentive and points based program that encourages students to read books and take quizzes to check for comprehension. There is a grade level competition and trophy tied into our reading counts program, an end of the year movie day field trip and ice cream incentives throughout the year.

This is an evening for parents to learn about how they can help their son/daughter succeed on the state test. Agenda includes modeling, strategies, giveaways, and door prizes.

Maintaining and organizing classroom libraries for all teachers.

Jeaga Middle School provides up-to-date classroom libraries for all teachers. These books are to be used by students to fill in any down time and also to spark an interest in reading.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers within any given curriculum have common planning for collegiality and meet regularly with our Learning Team Facilitator to discuss standards-based student activities, and formative and summative data analysis. Research-based protocols are utilized to focus the meetings on student's academic needs and how students might be assessed. Student mastery of content is assessed through bench mark assessments and instruction is geared toward enrichment, remediation, or re-teaching based on student results.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Applicants from our job postings are regularly monitored through PeopleSoft. To build capacity with our current staff, we offer professional growth opportunities for teachers and staff. New teachers are paired with veteran teachers within the same curriculum. Jeaga provides a positive work environment through regularly scheduled meetings of new teachers with administration and key staff. New teachers are offered workshops to provide opportunities for professional growth. Instructional coaches are available to provide demonstrations of best practices. New teachers also receive extra support from coaches and our Learning Team Facilitator.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers are paired with qualified veteran teachers within the same academic discipline. The mentor assists in tracking student data, assuring effective content teaching and classroom management strategies through weekly meetings, as well as reviews walk through data. LTF will review Marzano's Art and Science of Teaching with new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

As part of teachers' participation in LTM meetings, teachers unpack the Florida standards and plan activities and curriculum that align to these standards. These meetings also promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Jeaga Middle School employs a Continual Improvement Model of instruction. After being taught, a benchmark is assessed and students are given an opportunity to demonstrate mastery of the content. For those that do not show mastery, teachers remediate or if necessary re-teach the concept. This is then assessed by a second benchmark assessment for those who did not previously show mastery. This data is then discussed at Learning Team Meetings.

A rotational model is used in both intensive reading and math which consists of an independent work station, small group instruction, and a technology component.

As needed, Jeaga employs pull-out and after school tutorials to help those students struggling in reading, math, and/or science.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,000

After school tutorial programs that focus on students in need of remediation in reading, math, writing and/or science.

Strategy Rationale

Additional help and/or remediation can take place without interfering with the normal school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Degregory, Allison, allison.degregory@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance is monitored using data collections such as SRI, Fall and Winter Diagnostics, benchmark assessments. Also monitored through program generated reports in Study Island.

Strategy: After School Program

Minutes added to school year: 10,000

Aftercare program; gives students an opportunity to participate in a wide variety of activities including sports, drum line, IT studies, and study hall.

Strategy Rationale

This allows students access to activities they might not otherwise get due to the need for remedial classes or schedule conflicts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vereen, Dorothy, dorothe.vereen@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance is monitored using data collections such as SRI, Fall and Winter Diagnostics, benchmark assessments.

Strategy: After School Program

Minutes added to school year: 5,000

Compass is a computer based learning program that is used for remediation of previously failed classes; credit recovery.

Strategy Rationale

Compass after school allows a student to make up a failed class and continue to move forward in their core classes. Retention rates decrease significantly.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McKnight, Alisha, alisha.mcknight@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance is monitored using data generated in the computer program.

Student Transition and Readiness

PreK-12 Transition

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

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

Prior to school opening, Jeaga offers a Middle School Transition Training for both Parents and 6th grade students. This training exposes individuals to the policies, procedures, and changes they will experience in Middle School.

Cohort assessment data is monitored through EDW and is discussed at Learning Team Meetings and Leadership Team Meetings.

College and Career Readiness

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

Students and parents fill out yearly course selection sheets. These sheets are presented to the students by Guidance Counselors who are available for questions regarding student schedules. Guidance Counselors lead 7th grade students through a college and career readiness program as part of their Civics curriculum.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Jeaga has a Pre-Law magnet academy that begins in 6th grade. Students in the academy take 3 years of Pre-Law as well as the following required cognate electives: Speech and Debate, Research, Journalism, and Global Studies (for high school credit). Jeaga also offers a culinary academy. Students in the academy take the following elective classes: Exploring Hospitality and Tourism, Fundamentals of Culinary Arts, and Culinary Careers.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Jeaga's academies are organized as programs of study attached to articulated credit attached to high schools with similar programs. If a student chooses, he/she may continue their academy in these high schools upon acceptance into that high school's program.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase rigorous and ambitious, student-centered standards based instruction and thereby overall proficiency of all accountable subgroups in Reading.
- G2.** To increase rigorous, ambitious, student-centered and standards based instruction and thereby overall proficiency of all accountable subgroups in Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase rigorous and ambitious, student-centered standards based instruction and thereby overall proficiency of all accountable subgroups in Reading. 1a

G059313

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- All District-based resources and initiatives
- Continuous Improvement Model
- Title 1 Funds
- Reading Coach
- Study Island, Read 180, Reading + (software)
-

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient time within the school day to ensure quality instruction, remediation, and/or enrichment as necessary
- Lack of supplemental materials, supplies, and technology (computers, laptops, iPads) to implement quality and ambitious instruction, remediation, and/or enrichment for all students.
- Staff needs for professional development and modeling of best practices and ambitious instruction.
- Lack of parent involvement in student academics or school activities

Plan to Monitor Progress Toward G1. 8

All formative student data including but not limited to: benchmark assessments, classroom tests, diagnostic data, SRI, Fair, reports within computer programs such as READ180, Reading +, Study Island

Person Responsible

Alisha McKnight

Schedule

Biweekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Meeting notes and agendas from weekly leadership team meeting and Learning Team Meetings

G2. To increase rigorous, ambitious, student-centered and standards based instruction and thereby overall proficiency of all accountable subgroups in Math. 1a

G059314

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal 2

- All District-based resources and initiatives
- Continuous Improvement Model
- Study Island
- Lap Tops
- Math Coach/Resource Teacher

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient time within the school day to ensure quality instruction, remediation, and/or enrichment as necessary
- Lack of supplemental materials, supplies, and technology (computers, laptops, iPads), to ensure quality instruction, remediation, and/or enrichment for all students
- Staff needs for professional development and modeling of best practices and ambitious instruction

Plan to Monitor Progress Toward G2. 8

All formative student data including but not limited to: benchmark assessments, classroom tests, diagnostic data, reports within computer programs such as, Study Island, Trans Math, V Math.

Person Responsible

Brent Higley

Schedule

Biweekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Meeting notes and agendas from weekly leadership team meeting and Learning Team Meetings.

Action Plan for Improvement


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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase rigorous and ambitious, student-centered standards based instruction and thereby overall proficiency of all accountable subgroups in Reading. **1**

 G059313

G1.B1 Lack of sufficient time within the school day to ensure quality instruction, remediation, and/or enrichment as necessary **2**

 B150999

G1.B1.S1 Implementation of after school tutorial program for reading and provide small group remediation. **4**

 S162869

Strategy Rationale

Remediation or enrichment for students in small groups outside the confines of regular school day. Extended learning opportunity.

Action Step 1 **5**

Two (0.5) Reading Resource teachers will provide remediation for non-proficient students.

Person Responsible

Nicole Haddock

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, student attendance, walk throughs, student performance, schedule

Action Step 2 5

Identify students weakness based on multiple data sources (PYFCAT, current grades, benchmark assessments, diagnostic data) and assign them to appropriate tutorials.

Person Responsible

Lashonda Siddique

Schedule

Every 2 Months, from 9/8/2015 to 3/11/2016

Evidence of Completion

List of tutorial students grouped by their weaknesses and academic need.

Action Step 3 5

Arrange and pay for transportation (activity buses) for tutorial students

Person Responsible

Schedule

On 3/11/2016

Evidence of Completion

Tutorial Buses arrive on campus.

Action Step 4 5

Identify and hire tutorial teachers.

Person Responsible

Allison Degregory

Schedule

On 3/11/2016

Evidence of Completion

Payroll, time sheets kept in Title 1 Box.

Action Step 5 5

Order tutorial supplies (paper, ink, storage bins, consumable curriculum materials, chart paper, folders, anchor charts, classroom libraries, highlighters, pens, pencils, pencil sharpeners).

Person Responsible

Allison Degregory

Schedule

On 3/13/2015

Evidence of Completion

Supplies being used during tutorials.

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

Formative data analysis to measure student growth on previously identified weak areas.

Person Responsible

Allison Degregory

Schedule

Monthly, from 9/19/2014 to 3/13/2015

Evidence of Completion

SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.

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

Formative data analysis to measure student growth on previously identified weak areas.

Person Responsible

Kevin Gatlin


Schedule

Quarterly, from 9/19/2014 to 3/13/2015

Evidence of Completion


SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.

G1.B2 Lack of supplemental materials, supplies, and technology (computers, laptops, iPads) to implement quality and ambitious instruction, remediation, and/or enrichment for all students. 2

 B151000

G1.B2.S1 Use of Title 1 funds to provide supplemental materials and supplies for classroom instruction.

4

 S162870

Strategy Rationale

Supplemental supplies may be used for remediation and/or enrichment as part of our Continuous Improvement Model

Action Step 2 5

Order appropriate supplemental supplies for classroom reading instruction (paper, ink , pens, pencils, printer ink, highlighters, classroom libraries, etc.)

Person Responsible

Allison Degregory

Schedule

Monthly, from 8/17/2015 to 11/2/2015

Evidence of Completion

Order requisitions, invoices

Action Step 2 5

Implement use of Study Island to reinforce core content skills.

Person Responsible

Allison Degregory

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

usage reports, internal asesment report from program

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

While conducting walkthroughs, administration will note supplemental materials and technologies being used to support instruction.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 10/1/2014 to 12/19/2014

Evidence of Completion

Purchase orders and receipts, visual observations during walkthroughs.

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

Student data analysis

Person Responsible

Lashonda Siddique

Schedule


On 6/5/2015

Evidence of Completion


Student performance on FSA, diagnostics, SRI and Fair data, benchmark assessment data

G1.B3 Staff needs for professional development and modeling of best practices and ambitious instruction.

2

 B151001

G1.B3.S1 Provide professional development and academic support to teaches both on an as needed basis, and regularly throughout the school year. 4

 S162871

Strategy Rationale

Professional development and support will build capacity in our teachers and ultimately have a positive impact on student achievement.

Action Step 1 5

Academic Coach will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

School Budget Allocation, Title 1 Budget

Action Step 2 5

Learning Team Facilitator (LTF) will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

School Budget Allocation, Title 1 Budget

Action Step 3 5

Encourage selected teachers to attend curriculum conferences.

Person Responsible

Kevin Gatlin

Schedule

Semiannually, from 9/18/2014 to 12/19/2014

Evidence of Completion

Agendas, Sign-In sheets from conferences.

Action Step 4 5

Teachers whom are experts in their field will be chosen to lead professional development for their departments on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities.

Person Responsible

Kevin Gatlin

Schedule

Every 2 Months, from 9/18/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-In Sheets from PD meetings

Action Step 5 5

Pay teachers to attend PD workshops on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities led by their department members that occur outside of normal school hours.

Person Responsible

Kevin Gatlin

Schedule

Every 2 Months, from 9/18/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-In Sheets from PD meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Coaches, LTF, and Curriculum Assistant Principals will report on any and all staff development during weekly Leadership Team Meetings.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Leadership Team Meeting Agendas, Notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Coaches and LTF will be evaluated according to the appropriate Marzano Protocol. Staff Development will be monitored for frequency of occurrence and quality of presentation.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaches logs, LTM Meeting minutes and teacher products. PD Agendas and Sign-In Sheets.

G1.B4 Lack of parent involvement in student academics or school activities **2**

 B151002

G1.B4.S1 Increase communication efforts. **4**

 S162872

Strategy Rationale

Parents may not always be aware of the school activities or training available to them.

Action Step 1 **5**

Part-time parent liaison will provide parent trainings and activities to build parent capacity.

Person Responsible

Kevin Gatlin

Schedule

Biweekly, from 7/13/2015 to 6/2/2016

Evidence of Completion

parent log, sign-in sheets, agendas, parent evaluations

Action Step 2 **5**

Generate and mail out a Jeaga Newsletter for Parents.

Person Responsible

Kevin Gatlin

Schedule

Quarterly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Completion of the Newsletter, copies placed in Title 1 Box

Action Step 3 5

Update the information on the marquis regularly.

Person Responsible

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Up to date info on the marquis

Action Step 4 5

Increase use of edline as a means to communicate with parents and students.

Person Responsible

Lisa Munns

Schedule

Biweekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Up to date information on the Jeaga's home page.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Efforts at increasing communication with parents will be discussed at weekly leadership meetings.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Agendas and notes from meetings

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will use of Edline and update biweekly.

Person Responsible

Allison Degregory

Schedule

Biweekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Edline reports depicting teacher use of edline.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Parent participation in school activities and training will be monitored.

Person Responsible

Allison Degregory


Schedule

Monthly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Parent sign-in sheets at school functions.

G1.B4.S2 Stock our Parent Resource Center (PRC) with modern technology **4**

 S162873

Strategy Rationale

The use of available computers, lap tops and printers may encourage parents to utilize the PRC.

Action Step 1 **5**

Conduct needs assessment/survey on what parents would like to see in their resource center during our Open House and Title 1 Annual Meeting.

Person Responsible

Allison Degregory

Schedule

On 9/18/2014

Evidence of Completion

Results of survey/needs assessment

Plan to Monitor Fidelity of Implementation of G1.B4.S2 **6**

Orders must be completed within given timeline to ensure adequate use during current school year.

Person Responsible

Allison Degregory

Schedule

On 9/26/2014

Evidence of Completion

Order requisition with dates.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monitor parent usage of resource center and technology.

Person Responsible

Allison Degregory

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Parent sign-in sheet from the PRC, usage logs from technology.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Title 1 Budget review

Person Responsible

Kevin Gatlin

Schedule

On 9/25/2014

Evidence of Completion

Title 1 Budget line allocating for parent training.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Monitor attendance at parent training throughout the school year.

Person Responsible

Allison Degregory

Schedule

On 6/5/2015

Evidence of Completion

Parent training sign-in sheets.

G2. To increase rigorous, ambitious, student-centered and standards based instruction and thereby overall proficiency of all accountable subgroups in Math. 1

G059314

G2.B1 Lack of sufficient time within the school day to ensure quality instruction, remediation, and/or enrichment as necessary 2

B151003

G2.B1.S1 Implementation of after school tutorial program for math and small group remediation. 4

S162875

Strategy Rationale

Remediation or enrichment for students in small groups outside the confines of regular school day. Extended learning opportunity.

Action Step 1 5

Math and Science Resource Teachers will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.

Person Responsible

Danielle Brandt

Schedule

Every 2 Months, from 9/19/2014 to 3/13/2015

Evidence of Completion

Lesson plans, student attendance, walk throughs, student performance.

Action Step 2 5

Identify students weakness based on multiple data sources (PYFCAT, current grades, benchmark assessments, diagnostic data) and assign them to appropriate tutorials.

Person Responsible

Lashonda Siddique

Schedule

Every 2 Months, from 9/19/2014 to 3/13/2015

Evidence of Completion

List of tutorial students grouped by their weaknesses and academic need.

Action Step 3 5

Arrange and pay for transportation (activity buses) for tutorial students.

Person Responsible

Schedule

On 3/13/2015

Evidence of Completion

Tutorial Buses arrive on campus.

Action Step 4 5

Identify and hire tutorial teachers.

Person Responsible

Allison Degregory

Schedule

On 3/13/2015

Evidence of Completion

Payroll, time sheets kept in Title 1 Box..

Action Step 5 5

Order tutorial supplies (paper, ink, storage bins, consumable curriculum materials, chart paper, folders, anchor charts, classroom libraries, highlighters, pens, pencils, pencil sharpeners).

Person Responsible

Allison Degregory

Schedule

On 3/13/2015

Evidence of Completion

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

Formative data analysis to measure student growth on previously identified weak areas.

Person Responsible

Allison Degregory

Schedule

Monthly, from 9/19/2014 to 3/13/2015

Evidence of Completion

SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores

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

Formative data analysis to measure student growth on previously identified weak areas.

Person Responsible

Kevin Gatlin


Schedule

Quarterly, from 9/19/2014 to 3/13/2015

Evidence of Completion


SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.

G2.B2 Lack of supplemental materials, supplies, and technology (computers, laptops, iPads), to ensure quality instruction, remediation, and/or enrichment for all students **2**

 B151004

G2.B2.S1 Use of Title 1 funds to provide supplemental materials and supplies for classroom instruction.

4

 S162876

Strategy Rationale

Supplemental supplies may be used for remediation and/or enrichment as part of our Continuous Improvement Model

Action Step 2 **5**

Order appropriate supplemental supplies for math classroom instruction (paper, ink , pens, pencils, printer ink, highlighters, classroom libraries, etc.).

Person Responsible

Allison Degregory

Schedule

Quarterly, from 9/1/2014 to 12/19/2014

Evidence of Completion

Action Step 3 **5**

Order appropriate supplemental technology components for reading classroom instruction (computers, lap tops, iPads, kindles, nooks, printers)

Person Responsible

Allison Degregory

Schedule

On 12/19/2014

Evidence of Completion

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

While conducting walkthroughs, administration will note supplemental materials and technologies being used to support instruction.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 10/1/2014 to 12/19/2014

Evidence of Completion

Purchase orders and receipts, visual observations during walkthroughs.

G2.B3 Staff needs for professional development and modeling of best practices and ambitious instruction

2

 B151005

G2.B3.S1 Provide professional development and academic support to teaches both on an as needed basis, and regularly throughout the school year. 4

 S162877

Strategy Rationale

Professional development and support will build capacity in our teachers and ultimately have a positive impact on student achievement.

Action Step 1 5

Academic Coaches will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.

Person Responsible

Danielle Brandt

Schedule

On 6/2/2016

Evidence of Completion

coaches logs, schedules, agendas, teacher chat notes, evidence of PD/gradual release model

Action Step 2 5

Encourage selected teachers to attend curriculum conferences.

Person Responsible

Kevin Gatlin

Schedule

Semiannually, from 9/18/2014 to 12/19/2014

Evidence of Completion

Action Step 4 5

Teachers whom are experts in their field will be chosen to lead professional development for their departments on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities.

Person Responsible

Kevin Gatlin

Schedule

Every 2 Months, from 9/18/2014 to 9/18/2014

Evidence of Completion

Agendas, Sign-In Sheets from PD meetings.

Action Step 5 5

Pay teachers to attend PD workshops on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities led by their department members that occur outside of normal school hours.

Person Responsible

Kevin Gatlin

Schedule

Every 2 Months, from 9/18/2014 to 6/5/2015

Evidence of Completion

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

Coaches, LTF, and Curriculum Assistant Principals will report on any and all staff development during weekly Leadership Team Meetings.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Leadership Team Meeting Agendas, Notes

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

Coaches and LTF will be evaluated according to the appropriate Marzano Protocol. Staff Development will be monitored for frequency of occurrence and quality of presentation.

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaches logs, LTM Meeting minutes and teacher products. PD Agendas and Sign-In Sheets.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Two (0.5) Reading Resource teachers will provide remediation for non-proficient students.	Haddock, Nicole	8/17/2015	Lesson plans, student attendance, walk throughs, student performance, schedule	6/2/2016 weekly
G1.B3.S1.A1	Academic Coach will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.	Gatlin, Kevin	8/17/2015	School Budget Allocation, Title 1 Budget	6/2/2016 weekly
G1.B4.S1.A1	Part-time parent liaison will provide parent trainings and activities to build parent capacity.	Gatlin, Kevin	7/13/2015	parent log, sign-in sheets, agendas, parent evaluations	6/2/2016 biweekly
G1.B4.S2.A1	Conduct needs assessment/survey on what parents would like to see in their	Degregory, Allison	9/18/2014	Results of survey/needs assessment	9/18/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	resource center during our Open House and Title 1 Annual Meeting.				
G2.B1.S1.A1	Math and Science Resource Teachers will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.	Brandt, Danielle	9/19/2014	Lesson plans, student attendance, walk throughs, student performance.	3/13/2015 every-2-months
G2.B3.S1.A1	Academic Coaches will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.	Brandt, Danielle	8/17/2015	coaches logs, schedules, agendas, teacher chat notes, evidence of PD/ gradual release model	6/2/2016 one-time
G1.B1.S1.A2	Identify students weakness based on multiple data sources (PYFCAT, current grades, benchmark assessments, diagnostic data) and assign them to appropriate tutorials.	Siddique, Lashonda	9/8/2015	List of tutorial students grouped by their weaknesses and academic need.	3/11/2016 every-2-months
G1.B2.S1.A2	Order appropriate supplemental supplies for classroom reading instruction (paper, ink , pens, pencils, printer ink, highlighters, classroom libraries, etc.)	Degregory, Allison	8/17/2015	Order requisitions, invoices	11/2/2015 monthly
G1.B3.S1.A2	Learning Team Facilitator (LTF) will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.	Gatlin, Kevin	8/17/2015	School Budget Allocation, Title 1 Budget	6/2/2016 weekly
G1.B4.S1.A2	Generate and mail out a Jeaga Newsletter for Parents.	Gatlin, Kevin	9/18/2014	Completion of the Newsletter, copies placed in Title 1 Box	6/5/2015 quarterly
G2.B1.S1.A2	Identify students weakness based on multiple data sources (PYFCAT, current grades, benchmark assessments, diagnostic data) and assign them to appropriate tutorials.	Siddique, Lashonda	9/19/2014	List of tutorial students grouped by their weaknesses and academic need.	3/13/2015 every-2-months
G2.B2.S1.A2	Order appropriate supplemental supplies for math classroom instruction (paper, ink , pens, pencils, printer ink, highlighters, classroom libraries, etc.).	Degregory, Allison	9/1/2014		12/19/2014 quarterly
G2.B3.S1.A2	Encourage selected teachers to attend curriculum conferences.	Gatlin, Kevin	9/18/2014		12/19/2014 semiannually
G1.B2.S1.A2	Implement use of Study Island to reinforce core content skills.	Degregory, Allison	8/17/2015	usage reports, internal asesment report from program	6/2/2016 weekly
G1.B1.S1.A3	Arrange and pay for transportation (activity buses) for tutorial students		9/8/2015	Tutorial Buses arrive on campus.	3/11/2016 one-time
G1.B3.S1.A3	Encourage selected teachers to attend curriculum conferences.	Gatlin, Kevin	9/18/2014	Agendas, Sign-In sheets from conferences.	12/19/2014 semiannually
G1.B4.S1.A3	Update the information on the marquis regularly.		9/18/2014	Up to date info on the marquis	6/5/2015 weekly
G2.B1.S1.A3	Arrange and pay for transportation (activity buses) for tutorial students.		9/19/2014	Tutorial Buses arrive on campus.	3/13/2015 one-time
G2.B2.S1.A3	Order appropriate supplemental technology components for reading classroom instruction (computers, lap tops, iPads, kindles, nooks, printers)	Degregory, Allison	9/1/2014		12/19/2014 one-time
G1.B1.S1.A4	Identify and hire tutorial teachers.	Degregory, Allison	9/8/2015	Payroll, time sheets kept in Title 1 Box.	3/11/2016 one-time
G1.B3.S1.A4	Teachers whom are experts in their field will be chosen to lead professional development for their departments on Differentiated Instruction, The New Standards,	Gatlin, Kevin	9/18/2014	Agendas, Sign-In Sheets from PD meetings	6/5/2015 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Rigorous Instruction, and Student-Centered Learning Activities.				
G1.B4.S1.A4	Increase use of edline as a means to communicate with parents and students.	Munns, Lisa	9/18/2014	Up to date information on the Jeaga's home page.	6/5/2015 biweekly
G2.B1.S1.A4	Identify and hire tutorial teachers.	Degregory, Allison	9/19/2014	Payroll, time sheets kept in Title 1 Box..	3/13/2015 one-time
G2.B3.S1.A4	Teachers whom are experts in their field will be chosen to lead professional development for their departments on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities.	Gatlin, Kevin	9/18/2014	Agendas, Sign-In Sheets from PD meetings.	9/18/2014 every-2-months
G1.B1.S1.A5	Order tutorial supplies (paper, ink, storage bins, consumable curriculum materials, chart paper, folders, anchor charts, classroom libraries, highlighters, pens, pencils, pencil sharpeners).	Degregory, Allison	9/19/2014	Supplies being used during tutorials.	3/13/2015 one-time
G1.B3.S1.A5	Pay teachers to attend PD workshops on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities led by their department members that occur outside of normal school hours.	Gatlin, Kevin	9/18/2014	Agendas, Sign-In Sheets from PD meetings.	6/5/2015 every-2-months
G2.B1.S1.A5	Order tutorial supplies (paper, ink, storage bins, consumable curriculum materials, chart paper, folders, anchor charts, classroom libraries, highlighters, pens, pencils, pencil sharpeners).	Degregory, Allison	9/19/2014		3/13/2015 one-time
G2.B3.S1.A5	Pay teachers to attend PD workshops on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities led by their department members that occur outside of normal school hours.	Gatlin, Kevin	9/18/2014		6/5/2015 every-2-months
G1.MA1	All formative student data including but not limited to: benchmark assessments, classroom tests, diagnostic data, SRI, Fair, reports within computer programs such as READ180, Reading +, Study Island	McKnight, Alisha	9/18/2014	Meeting notes and agendas from weekly leadership team meeting and Learning Team Meetings	6/5/2015 biweekly
G1.B1.S1.MA1	Formative data analysis to measure student growth on previously identified weak areas.	Gatlin, Kevin	9/19/2014	SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.	3/13/2015 quarterly
G1.B1.S1.MA1	Formative data analysis to measure student growth on previously identified weak areas.	Degregory, Allison	9/19/2014	SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.	3/13/2015 monthly
G1.B2.S1.MA1	Student data analysis	Siddique, Lashonda	10/1/2014	Student performance on FSA, diagnostics, SRI and Fair data, benchmark assessment data	6/5/2015 one-time
G1.B2.S1.MA1	While conducting walkthroughs, administration will note supplemental materials and technologies being used to support instruction.	Gatlin, Kevin	10/1/2014	Purchase orders and receipts, visual observations during walkthroughs.	12/19/2014 weekly
G1.B3.S1.MA1	Coaches and LTF will be evaluated according to the appropriate Marzano Protocol. Staff Development will be monitored for frequency of occurrence and quality of presentation.	Gatlin, Kevin	8/19/2014	Coaches logs, LTM Meeting minutes and teacher products. PD Agendas and Sign-In Sheets.	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Coaches, LTF, and Curriculum Assistant Principals will report on any and all staff development during weekly Leadership Team Meetings.	Gatlin, Kevin	8/19/2014	Leadership Team Meeting Agendas, Notes	6/5/2015 weekly
G1.B4.S1.MA1	Parent participation in school activities and training will be monitored.	Degregory, Allison	9/18/2014	Parent sign-in sheets at school functions.	6/5/2015 monthly
G1.B4.S1.MA1	Efforts at increasing communication with parents will be discussed at weekly leadership meetings.	Gatlin, Kevin	9/18/2014	Agendas and notes from meetings	6/5/2015 weekly
G1.B4.S1.MA2	Teachers will use of Edline and update biweekly.	Degregory, Allison	9/18/2014	Edline reports depicting teacher use of edline.	6/5/2015 biweekly
G1.B4.S2.MA1	Monitor parent usage of resource center and technology.	Degregory, Allison	9/30/2014	Parent sign-in sheet form the PRC, usage logs from technology.	6/5/2015 monthly
G1.B4.S2.MA1	Orders must be completed within given timeline to ensure adequate use during current school year.	Degregory, Allison	9/22/2014	Order requisition with dates.	9/26/2014 one-time
G1.B4.S3.MA1	Monitor attendance at parent training throughout the school year.	Degregory, Allison	9/18/2014	Parent training sign-in sheets.	6/5/2015 one-time
G1.B4.S3.MA1	Title 1 Budget review	Gatlin, Kevin	9/25/2014	Title 1 Budget line allocating for parent training.	9/25/2014 one-time
G2.MA1	All formative student data including but not limited to: benchmark assessments, classroom tests, diagnostic data, reports within computer programs such as, Study Island, Trans Math, V Math.	Higley, Brent	9/18/2014	Meeting notes and agendas from weekly leadership team meeting and Learning Team Meetings.	6/5/2015 biweekly
G2.B1.S1.MA1	Formative data analysis to measure student growth on previously identified weak areas.	Gatlin, Kevin	9/19/2014	SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.	3/13/2015 quarterly
G2.B1.S1.MA1	Formative data analysis to measure student growth on previously identified weak areas.	Degregory, Allison	9/19/2014	SY15 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores	3/13/2015 monthly
G2.B2.S1.MA1	While conducting walkthroughs, administration will note supplemental materials and technologies being used to support instruction.	Gatlin, Kevin	10/1/2014	Purchase orders and receipts, visual observations during walkthroughs.	12/19/2014 weekly
G2.B3.S1.MA1	Coaches and LTF will be evaluated according to the appropriate Marzano Protocol. Staff Development will be monitored for frequency of occurrence and quality of presentation.	Gatlin, Kevin	8/19/2014	Coaches logs, LTM Meeting minutes and teacher products. PD Agendas and Sign-In Sheets.	6/5/2015 weekly
G2.B3.S1.MA1	Coaches, LTF, and Curriculum Assistant Principals will report on any and all staff development during weekly Leadership Team Meetings.	Gatlin, Kevin	8/19/2014	Leadership Team Meeting Agendas, Notes	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase rigorous and ambitious, student-centered standards based instruction and thereby overall proficiency of all accountable subgroups in Reading.

G1.B1 Lack of sufficient time within the school day to ensure quality instruction, remediation, and/or enrichment as necessary

G1.B1.S1 Implementation of after school tutorial program for reading and provide small group remediation.

PD Opportunity 1

Identify students weakness based on multiple data sources (PYFCAT, current grades, benchmark assessments, diagnostic data) and assign them to appropriate tutorials.

Facilitator

Siddique, Lashonda (LTF)

Participants

All core teachers

Schedule

Every 2 Months, from 9/8/2015 to 3/11/2016

G1.B3 Staff needs for professional development and modeling of best practices and ambitious instruction.

G1.B3.S1 Provide professional development and academic support to teaches both on an as needed basis, and regularly throughout the school year.

PD Opportunity 1

Academic Coach will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.

Facilitator

Reading Coach

Participants

Jeaga Middle School staff

Schedule

Weekly, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Encourage selected teachers to attend curriculum conferences.

Facilitator

Various Conferences

Participants

Select Teachers in content areas

Schedule

Semiannually, from 9/18/2014 to 12/19/2014

PD Opportunity 3

Teachers whom are experts in their field will be chosen to lead professional development for their departments on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities.

Facilitator

Select Teachers TBD

Participants

Select Teachers TBD

Schedule

Every 2 Months, from 9/18/2014 to 6/5/2015

PD Opportunity 4

Pay teachers to attend PD workshops on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities led by their department members that occur outside of normal school hours.

Facilitator

Select Teachers TBD

Participants

Select Teachers TBD

Schedule

Every 2 Months, from 9/18/2014 to 6/5/2015

G2. To increase rigorous, ambitious, student-centered and standards based instruction and thereby overall proficiency of all accountable subgroups in Math.

G2.B1 Lack of sufficient time within the school day to ensure quality instruction, remediation, and/or enrichment as necessary

G2.B1.S1 Implementation of after school tutorial program for math and small group remediation.

PD Opportunity 1

Identify students weakness based on multiple data sources (PYFCAT, current grades, benchmark assessments, diagnostic data) and assign them to appropriate tutorials.

Facilitator

Siddique, Lashonda (LTF)

Participants

All core teachers

Schedule

Every 2 Months, from 9/19/2014 to 3/13/2015

G2.B3 Staff needs for professional development and modeling of best practices and ambitious instruction

G2.B3.S1 Provide professional development and academic support to teaches both on an as needed basis, and regularly throughout the school year.

PD Opportunity 1

Academic Coaches will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.

Facilitator

Math Coach and Science Coach

Participants

All Jeaga Math/Science Teachers

Schedule

On 6/2/2016

PD Opportunity 2

Encourage selected teachers to attend curriculum conferences.

Facilitator

Various Conferences

Participants

Select Teachers in content areas

Schedule

Semiannually, from 9/18/2014 to 12/19/2014

PD Opportunity 3

Teachers whom are experts in their field will be chosen to lead professional development for their departments on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities.

Facilitator

Select Teachers TBD

Participants

Select Teachers TBD

Schedule

Every 2 Months, from 9/18/2014 to 9/18/2014

PD Opportunity 4

Pay teachers to attend PD workshops on Differentiated Instruction, The New Standards, Rigorous Instruction, and Student-Centered Learning Activities led by their department members that occur outside of normal school hours.

Facilitator

Select Teachers TBD.

Participants

Select Teachers TBD.

Schedule

Every 2 Months, from 9/18/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: To increase rigorous and ambitious, student-centered standards based instruction and thereby overall proficiency of all accountable subgroups in Reading.	210,072
Goal 2: To increase rigorous, ambitious, student-centered and standards based instruction and thereby overall proficiency of all accountable subgroups in Math.	184,061
Grand Total	394,133

Goal 1: To increase rigorous and ambitious, student-centered standards based instruction and thereby overall proficiency of all accountable subgroups in Reading.

Description	Source	Total
B1.S1.A1 - 0.5 Reading resource teacher - Haddock (Sal/Bens)	Title I Part A	35,945
B1.S1.A1 - 0.5 Reading Resource Teacher - Siddique (Sal/Bens)	Title I Part A	35,945
B1.S1.A3 - Transportation for tutorial	Title I Part A	2,000
B1.S1.A4 - Tutorial Teachers salaries/Bens (PRT and Extra Periods)	Title I Part A	8,000
B1.S1.A5 - Tutorial Supplies - paper, ink, storage bins, consumable curriculum materials, chart paper, folders, anchor charts, classroom libraries, highlighters, pens, pencils, pencil sharpeners	Title I Part A	3,000
B2.S1.A2 - Study Island	Title I Part A	15,000
B2.S1.A2 - Supplemental materials and supplies/class instruction -paper, ink, storage bins, consumable curriculum materials, chart paper, folders, anchor charts, classroom libraries, highlighters, pens, pencils, pencil sharpeners	Title I Part A	10,000
B2.S1.A2 - System 44 Classroom Kit	Title I Part A	19,342
B3.S1.A1 - 0.5 Reading Coach salary and bens - Haddock	Title I Part A	35,945
B3.S1.A2 - 0.5 Learning Team Facilitator - salary and bens - Siddique	Title I Part A	35,945
B4.S1.A1 - part-time liaison salary and bens	Title I Part A	5,000
B4.S1.A1 - refreshments, paper, chart paper, brochures, folders, parent training materials, colored paper	Title I Part A	3,450
B4.S1.A2 - Postage	Title I Part A	500
Total Goal 1		210,072

Goal 2: To increase rigorous, ambitious, student-centered and standards based instruction and thereby overall proficiency of all accountable subgroups in Math.

Description	Source	Total
B1.S1.A1 - 0.5 Math Resource Teacher - Brandt - sal/bens	Title I Part A	35,945
B1.S1.A1 - 0.5 Science Resource Teacher - TBD - sal/bens	Title I Part A	32,504
B1.S1.A3 - Transportation for Tutorials	Title I Part A	2,000
B1.S1.A4 - Salaries for Tutorial Teachers - sal/bens for prt and extra periods	Title I Part A	8,000
B1.S1.A5 - Supplies for tutorials - paper, math manipulatives, calculators, chart paper, ink, math literature books	Title I Part A	1,500
B2.S1.A2 - Supplemental tutorial supplies for math instruction - paper, math manipulatives, calculators, chart paper, ink, math literature books	Title I Part A	5,663
B2.S1.A3 - Software licenses - Math 180	Title I Part A	30,000
B3.S1.A1 - 0.5 Math Coach Half coach - Brandt - sal/bens	Title I Part A	35,945
B3.S1.A1 - 0.5 Science Coach Half coach - TBD - sal/bens	Title I Part A	32,504
Total Goal 2		184,061