The School District of Palm Beach County

Jeaga Middle School

2016-17 Schoolwide Improvement Plan

Jeaga Middle School

3777 N JOG RD, West Palm Beach, FL 33411

https://jgms.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jeaga Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	10	13	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	152	129	145	0	0	0	0	426
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	72	74	104	0	0	0	0	250

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	50	53	67	0	0	0	0	170

c. 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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. 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
Maher, Colin	
Stimmler, MaryLisa	Assistant Principal

b. Duties

1. 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.

2. 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, Science and Writing Coach. 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 PLCs 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kevin Gatlin	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

b. Duties

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

a. Evaluation of last year's school improvement plan

Jeaga Middle School - SY16 School Improvement Plan is available online and in the front office (hard copy) for SAC members and school community stake holders to review. The SIP is updated regular 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.

b. 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 regular at SAC meetings with input from SAC members in attendance. Any changes made to the SIP must be approved by SAC.

c. 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 regular at SAC meetings with input from SAC members in attendance. Any changes made to the SIP must be approved by SAC.

2. 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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bembry, Janet	Teacher, K-12
Degregory, Allison	Assistant Principal
Gatlin, Kevin	Principal
Haddock, Nicole	Instructional Coach
Little, Towanda	School Counselor
Pryce, Marlene	Teacher, K-12
Siddique, Lashonda	Teacher, K-12
Maher, Colin	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 filed 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.

D. 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).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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, dorothy.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

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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strengths - Algebra 1 and Geometry (acceleration courses) FY-16 80% pass rate.
Areas of need - Reading and Math proficiency below 45%

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Why: Reading/Math proficiency below 45%. Vacancies in core/tested area. Excessive teacher leave of absence.

C. Strategic Goals

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers increase rigorous, ambitious, student-centered and standards based instruction then we will increase the percentage of students matriculating through Middle School to be High School Ready.

Strategic Goals Detail

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

G1. If teachers increase rigorous, ambitious, student-centered and standards based instruction then we will increase the percentage of students matriculating through Middle School to be High School Ready. `1a`

🔍 G083720

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	75.0
High School Readiness	54.7
FSA ELA Achievement	43.0
FSA Mathematics Achievement	46.0
FCAT 2.0 Science Proficiency	45.0
High School Readiness	38.7

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.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- All District-based resources and initiatives.

- Continuous Improvement Model

- Title 1 Funds

- Reading Coach

- Study Island, Read 180, Reading + (software)
-

Plan to Monitor Progress Toward G1. `8`

All formative student data will be analyzed to ensure progress of targets are met.

Person Responsible

Kevin Gatlin

Schedule

Quarterly, from 10/20/2016 to 10/20/2016

Evidence of Completion

Data meeting notes, diagnostic data, SRI, reports within computer programs such as Read 180, Reading Plus, Study Island.

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. If teachers increase rigorous, ambitious, student-centered and standards based instruction then we will increase the percentage of students matriculating through Middle School to be High School Ready. 1

🔧 G083720

G1.B1 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. 2

🔧 B222293

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔧 S234567

Strategy Rationale

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

Action Step 1 5

Science resource teacher will identify students weakness based on multiple data sources (PY-FCAT, current grades, benchmark assessments, diagnostic data) and provide push-in support in math classes.

Person Responsible

Beatrice Flaig

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Detailed push-in logs (schedule, list of students, use of data and skill covered).

Action Step 2 5

Reading resource teacher will identify students weakness based on multiple data sources (PY-FCAT, current grades, benchmark assessments, diagnostic data) and provide push-in support in reading classes.

Person Responsible

Lashonda Siddique

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Detailed push-in logs (schedule, list of students, use of data and skill covered).

Action Step 3 `5`

Reading resource teacher will identify students weakness based on multiple data sources (PY-FCAT, current grades, benchmark assessments, diagnostic data) and provide push-in support in reading classes.

Person Responsible

Nicole Haddock

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Detailed push-in logs (schedule, list of students, use of data and skill covered).

Action Step 4 `5`

Classroom teacher will implement math instruction to students

Person Responsible

Paula Guido

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, class schedules and student work samples.

Action Step 5 `5`

Classroom teacher will implement math instruction to students.

Person Responsible

Autumn Love

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, class schedules and student work samples.

Action Step 6 `5`

Extended learning opportunities will be provided for selected students.

Person Responsible

Allison Degregory

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Lesson plans, class roster and time sheets.

Action Step 7 `5`

Adaptive technology (online resources) will be used to engage and support instruction

Person Responsible

Allison Degregory

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Usage report from program.

Action Step 8 `5`

Increase students' motivation for learning by using relevant and engaging instructional technologies.

Person Responsible

Allison Degregory

Schedule

Daily, from 8/15/2016 to 10/31/2016

Evidence of Completion

Lesson plans and observations.

Action Step 9 5

Ensure students have instructional resources and supplies to enhance classroom instruction.

Person Responsible

Allison Degregory

Schedule

Monthly, from 8/15/2016 to 1/31/2017

Evidence of Completion

Order requisitions and invoices.

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

Meeting with teachers to review program implementation and discuss student data.

Person Responsible

Allison Degregory

Schedule

Quarterly, from 10/20/2016 to 6/2/2017

Evidence of Completion

FY-16 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores. Observational notes and debriefing meeting notes.

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 10/20/2016 to 6/2/2017

Evidence of Completion

FY-16 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.

G1.B2 Staff needs for professional development and modeling of best practices and ambitious instruction.
`2`

🔍 B222294

G1.B2.S1 Develop the capacity to deliver effective instruction. `4`

🔍 S234568

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`

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

Person Responsible

Nicole Haddock

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coaches logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.

Action Step 2 `5`

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

Person Responsible

Beatrice Flaig

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coaches logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.

Action Step 3 `5`

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

Person Responsible

Lashonda Siddique

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Writing Coaches logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.

Action Step 4 `5`

Select staff will attend conferences for professional development on best practice instructional strategies and share with other instructional staff.

Person Responsible

Kevin Gatlin

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, sign-in sheet and conference documents/checklist

Action Step 5 `5`

Key staff members will anaylze FSA and student data in preparation for SY17 school year.

Person Responsible

Kevin Gatlin

Schedule

On 6/2/2017

Evidence of Completion

Time Sheets/work products

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

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

Person Responsible

Kevin Gatlin

Schedule

Monthly, from 10/20/2016 to 10/20/2016

Evidence of Completion

Administration will monitor evidence using observation feedback form and notes from leadership team.

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

Observe an increase of teacher using facilitative instructional practices with fidelity.

Person Responsible

Kevin Gatlin

Schedule

Monthly, from 10/20/2016 to 6/2/2017

Evidence of Completion

Observation checklist with comparison of all checklist.

G1.B3 Lack of parent involvement in student academics or school activities. 2

🔑 B222295

G1.B3.S1 Align new and existing community and parent partnerships. 4

🔑 S234569

Strategy Rationale

Parent engagement is a cornerstone of a successful school.

Action Step 1 5

Part-time Parent Liaison will facilitate parent training's to provide parents with strategies and activities that can be done at home to help increase academic achievement.

Person Responsible

Kevin Gatlin

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Kevin Gatlin

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Agendas and notes from meetings

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

Teachers will use of Edline and update biweekly.

Person Responsible

Allison Degregory

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Edline reports depicting teacher use of edline.

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

Debriefing meetings with parent liaison and review of evidences.

Person Responsible

Allison Degregory

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

debriefing notes, feedback to liaison, emails, notes from review of parent evaluations and sign-in sheets

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

Parent participation in school activities and training will be increased and positive feedback will be provided on parent evaluations and surveys.

Person Responsible

Allison Degregory

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Parent sign-in sheets at school functions. comparison data, survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M306545	All formative student data will be analyzed to ensure progress of targets are met.	Gatlin, Kevin	10/20/2016	Data meeting notes, diagnostic data, SRI, reports within computer programs such as Read 180, Reading Plus, Study Island.	10/20/2016 quarterly
G1.B2.S1.MA1 🔍 M306540	Coaches and Curriculum Assistant Principals will report on any and all staff development during...	Gatlin, Kevin	10/20/2016	Administration will monitor evidence using observation feedback form and notes from leadership team.	10/20/2016 monthly
G1.B1.S1.A8 🔍 A301955	Increase students' motivation for learning by using relevant and engaging instructional...	Degregory, Allison	8/15/2016	Lesson plans and observations.	10/31/2016 daily
G1.B1.S1.A9 🔍 A301956	Ensure students have instructional resources and supplies to enhance classroom instruction.	Degregory, Allison	8/15/2016	Order requisitions and invoices.	1/31/2017 monthly
G1.B1.S1.A6 🔍 A301953	Extended learning opportunities will be provided for selected students.	Degregory, Allison	9/19/2016	Lesson plans, class roster and time sheets.	5/26/2017 weekly
G1.B3.S1.MA4 🔍 M306544	Debriefing meetings with parent liaison and review of evidences.	Degregory, Allison	9/26/2016	debriefing notes, feedback to liaison, emails, notes from review of parent evaluations and sign-in sheets	5/31/2017 monthly
G1.B1.S1.MA1 🔍 M306537	Formative data analysis to measure student growth on previously identified weak areas.	Gatlin, Kevin	10/20/2016	FY-16 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores.	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M306538	Meeting with teachers to review program implementation and discuss student data.	Degregory, Allison	10/20/2016	FY-16 Diagnostic data, benchmark assessment data, SRI and Fair Data, FSA and EOC scores. Observational notes and debriefing meeting notes.	6/2/2017 quarterly
G1.B1.S1.A1 🔍 A301948	Science resource teacher will identify students weakness based on multiple data sources (PY-FCAT,...	Flaig, Beatrice	8/15/2016	Detailed push-in logs (schedule, list of students, use of data and skill covered).	6/2/2017 weekly
G1.B1.S1.A2 🔍 A301949	Reading resource teacher will identify students weakness based on multiple data sources (PY-FCAT,...	Siddique, Lashonda	8/15/2016	Detailed push-in logs (schedule, list of students, use of data and skill covered).	6/2/2017 weekly
G1.B1.S1.A3 🔍 A301950	Reading resource teacher will identify students weakness based on multiple data sources (PY-FCAT,...	Haddock, Nicole	8/15/2016	Detailed push-in logs (schedule, list of students, use of data and skill covered).	6/2/2017 weekly
G1.B1.S1.A4 🔍 A301951	Classroom teacher will implement math instruction to students	Guido, Paula	8/15/2016	Lesson plans, class schedules and student work samples.	6/2/2017 daily
G1.B1.S1.A5 🔍 A301952	Classroom teacher will implement math instruction to students.	Love, Autumn	8/15/2016	Lesson plans, class schedules and student work samples.	6/2/2017 daily
G1.B1.S1.A7 🔍 A301954	Adaptive technology (online resources) will be used to engage and support instruction	Degregory, Allison	8/15/2016	Usage report from program.	6/2/2017 daily
G1.B2.S1.MA1 🔍 M306539	Observe an increase of teacher using facilitative instructional practices with fidelity.	Gatlin, Kevin	10/20/2016	Observation checklist with comparison of all checklist.	6/2/2017 monthly
G1.B2.S1.A1 🔍 A301957	Reading coach will analyze data, model lessons, and provide professional development for staff in...	Haddock, Nicole	8/15/2016	Coaches logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.	6/2/2017 monthly
G1.B2.S1.A2 🔍 A301958	Science coach will analyze data, model lessons, and provide professional development for staff in...	Flaig, Beatrice	8/15/2016	Coaches logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3 🔑 A301959	Writing coach will analyze data, model lessons, and provide professional development for staff in...	Siddique, Lashonda	8/15/2016	Writing Coaches logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.	6/2/2017 weekly
G1.B2.S1.A4 🔑 A301960	Select staff will attend conferences for professional development on best practice instructional...	Gatlin, Kevin	8/15/2016	Agendas, sign-in sheet and conference documents/checklist	6/2/2017 quarterly
G1.B2.S1.A5 🔑 A301961	Key staff members will anaylze FSA and student data in preparation for SY17 school year.	Gatlin, Kevin	8/15/2016	Time Sheets/work products	6/2/2017 one-time
G1.B3.S1.MA1 🔑 M306541	Parent participation in school activities and training will be increased and positive feedback will...	Degregory, Allison	9/26/2016	Parent sign-in sheets at school functions. comparison data, survey results	6/2/2017 monthly
G1.B3.S1.MA1 🔑 M306542	Efforts at increasing communication with parents will be discussed at weekly leadership meetings.	Gatlin, Kevin	9/12/2016	Agendas and notes from meetings	6/2/2017 weekly
G1.B3.S1.MA2 🔑 M306543	Teachers will use of Edline and update biweekly.	Degregory, Allison	8/29/2016	Edline reports depicting teacher use of edline.	6/2/2017 biweekly
G1.B3.S1.A1 🔑 A301962	Part-time Parent Liaison will facilitate parent training's to provide parents with strategies and...	Gatlin, Kevin	8/15/2016	Parent log, sign-in sheets, agendas, parent evaluations.	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If teachers increase rigorous, ambitious, student-centered and standards based instruction then we will increase the percentage of students matriculating through Middle School to be High School Ready.

G1.B2 Staff needs for professional development and modeling of best practices and ambitious instruction.

G1.B2.S1 Develop the capacity to deliver effective instruction.

PD Opportunity 1

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

Facilitator

Haddock

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Flaig

Participants

Science teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 3

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

Facilitator

Siddique

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 4

Select staff will attend conferences for professional development on best practice instructional strategies and share with other instructional staff.

Facilitator

District/Conference Facilitators

Participants

Select teachers

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Science resource teacher will identify students weakness based on multiple data sources (PY-FCAT, current grades, benchmark assessments, diagnostic data) and provide push-in support in math classes.				$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2701 - Jeaga Middle School	Title I, Part A	0.5	$33,171.23
			Notes: 0.5 Science resource teacher - Flaig (Sal/Bens)			
2	G1.B1.S1.A2	Reading resource teacher will identify students weakness based on multiple data sources (PY-FCAT, current grades, benchmark assessments, diagnostic data) and provide push-in support in reading classes.				$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2701 - Jeaga Middle School	Title I, Part A	0.5	$33,171.23
			Notes: 0.5 Resource teacher salary and bens - Siddique			
3	G1.B1.S1.A3	Reading resource teacher will identify students weakness based on multiple data sources (PY-FCAT, current grades, benchmark assessments, diagnostic data) and provide push-in support in reading classes.				$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2701 - Jeaga Middle School	Title I, Part A	0.5	$33,171.23
			Notes: 0.5 Reading resource teacher - salary and bens - Haddock			
4	G1.B1.S1.A4	Classroom teacher will implement math instruction to students				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2701 - Jeaga Middle School	Title I, Part A	1.0	$66,342.45
			Notes: Critical Thinking teacher salary and bens for Guido			
	5100	750-Other Personal Services	2701 - Jeaga Middle School	Title I, Part A		$611.32
			Notes: Substitutes for Guido			
5	G1.B1.S1.A5	Classroom teacher will implement math instruction to students.				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2701 - Jeaga Middle School	Title I, Part A	1.0	$66,342.45
			Notes: Math teacher salary and bens for Love			
	5100	750-Other Personal Services	2701 - Jeaga Middle School	Title I, Part A		$611.32
			Notes: Substitutes for Love			

6	G1.B1.S1.A6	**Extended learning opportunities will be provided for selected students.**				$22,806.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	790-Miscellaneous Expenses	2701 - Jeaga Middle School	Title I, Part A		$6,000.00
			Notes: After-school tutorial transportation			
	5100	100-Salaries	2701 - Jeaga Middle School	Title I, Part A		$15,806.25
			Notes: Salaries and Bens for tutorial teachers			
	5100	510-Supplies	2701 - Jeaga Middle School	Title I, Part A		$1,000.00
			Notes: Tutorial Supplies - paper, ink, chart paper, books			
7	G1.B1.S1.A7	**Adaptive technology (online resources) will be used to engage and support instruction**				$27,522.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	2701 - Jeaga Middle School	Title I, Part A		$1,372.25
			Notes: Systems 44			
	5100	360-Rentals	2701 - Jeaga Middle School	Title I, Part A		$9,700.00
			Notes: Study Island			
	5100	360-Rentals	2701 - Jeaga Middle School	Title I, Part A		$15,450.00
			Notes: Math 180			
	5100	510-Supplies	2701 - Jeaga Middle School	Title I, Part A		$1,000.00
			Notes: Headphones (repairs/replenish)			
8	G1.B1.S1.A8	**Increase students' motivation for learning by using relevant and engaging instructional technologies.**				$16,975.42
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	2701 - Jeaga Middle School	Title I, Part A		$6,000.00
			Notes: Laptop cart			
	5100	644-Computer Hardware Non-Capitalized	2701 - Jeaga Middle School	Title I, Part A		$10,000.00
			Notes: Laptops			
	5100	510-Supplies	2701 - Jeaga Middle School	Title I, Part A		$975.42
			Notes: Power cords and other miscellaneous items.			
9	G1.B1.S1.A9	**Ensure students have instructional resources and supplies to enhance classroom instruction.**				$5,971.11
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2701 - Jeaga Middle School	Title I, Part A		$3,193.75

			Notes: Ink, paper, pens and pencils.			
	5100	510-Supplies	2701 - Jeaga Middle School	Title I, Part A		$2,777.36
			Notes: Supplemental materials to be used as interventions (Reading and Science)			
10	G1.B2.S1.A1	**Reading coach will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA and differentiated instruction.**				**$36,577.28**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2701 - Jeaga Middle School	Title I, Part A		$36,577.28
			Notes: 0.5 Reading Coach - salary and bens - Haddock			
11	G1.B2.S1.A2	**Science coach will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.**				**$36,577.28**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2701 - Jeaga Middle School	Title I, Part A	0.5	$36,577.28
			Notes: 0.5 Science Coach - salary and Bens - Flaig			
12	G1.B2.S1.A3	**Writing coach will analyze data, model lessons, and provide professional development for staff in the areas of best practices, FSA, and differentiated instruction.**				**$36,577.28**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2701 - Jeaga Middle School	Title I, Part A	0.5	$36,577.28
			Notes: .05 Writing Coach - salary and bens - Siddique			
13	G1.B2.S1.A4	**Select staff will attend conferences for professional development on best practice instructional strategies and share with other instructional staff.**				**$23,467.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	2701 - Jeaga Middle School	Title I, Part A		$6,400.00
			Notes: Poverty Simulation Training			
	6400	330-Travel	2701 - Jeaga Middle School	Title I, Part A		$9,000.00
			Notes: National At-Risk Youth Training			
	6400	330-Travel	2701 - Jeaga Middle School	Title I, Part A		$6,000.00
			Notes: NAESP Conference			
	6400	750-Other Personal Services	2701 - Jeaga Middle School	Title I, Part A		$2,067.00
			Notes: Substitute for Professional Development - Sal and Bens			
14	G1.B2.S1.A5	**Key staff members will anaylze FSA and student data in preparation for SY17 school year.**				**$5,058.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	2701 - Jeaga Middle School	Title I, Part A		$2,529.00
			Notes: Data analysis - FSA- DeGregory - PRT and Bens			
	6400	100-Salaries	2701 - Jeaga Middle School	Title I, Part A		$2,529.00
			Notes: Data analysis - FSA - Siddique - PRT and Bens			
15	G1.B3.S1.A1	**Part-time Parent Liaison will facilitate parent training's to provide parents with strategies and activities that can be done at home to help increase academic achievement.**				**$10,782.61**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	2701 - Jeaga Middle School	Title I, Part A		$6,954.75
			Notes: Part-time liaison salary and bens			
	6150	510-Supplies	2701 - Jeaga Middle School	Title I, Part A		$3,327.86
			Notes: Refreshments, paper, chart paper, brochures, folders, parent training materials, colored paper			
	6150	370-Communications	2701 - Jeaga Middle School	Title I, Part A		$500.00
			Notes: Postage for parent mailings			
					Total:	**$455,735.71**