

# Jeaga Middle School



# 2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/1/2017.

### 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Jeaga Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 is to provide a diverse, academic, physical, emotional, social, and safe learning environment that fosters high expectations for students' potential and success through 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 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 trainings, FSA evenings, Edline Training, a Fall Festival, Student Dances and Chorus and Band concerts. All of these events are designed to keep our students engaged in school and bring community members and parents into the school.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Jeaga Middle School has a single school culture for academics, safety, and behavior. School supervision, staff duty posts and the crisis response plan are updated yearly. Regular meetings are held monthly, 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 Middle School has a series of steps that are followed in every alleged bullying incident.

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 has 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 training activities 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 has a Social Services Facilitator. This representative targets truancy and attendance-flagged students as well as students with some specific discipline issues. This person heads up the School Based Team.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).



**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
- \*Referral to SBT
- \*Referral to DATA counselor or Social Services Facilitator

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**



Yes

### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/436721>.

### 2. Description

A PIP has been uploaded for this school or district - see the link above.

## 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 offers several training throughout the school year including Edline, Parenting Skills, and Sate Test Taking Strategies and Readiness.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Allen, Anthony	Principal
Maher, Colin	Assistant Principal
Timpone, Michael	Assistant Principal
Couey Brisson, Rhonda	Assistant Principal
Brandt, Danielle	Instructional Coach
Bembry, Janet	Other
Haddock, Nicole	Instructional Coach
Magrath, Jennifer	Instructional Coach

#### 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 are used to purchase the following positions: Math Coach, Reading, 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 PLCs. 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
Anthony Allen	Principal
Rachel Christofell	Education Support Employee
Colin Maher	Student
Charles Burgess	Parent
Mary Ann Jackrel	Parent
Danielle Brandt	Teacher

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *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
	Assistant Principal
Allen, Anthony	Principal
Haddock, Nicole	Instructional Coach
Pryce, Marlene	Teacher, K-12
Maher, Colin	Assistant Principal
Magrath, Jennifer	Instructional Coach
Timpone, Michael	Assistant Principal
Couey Brisson, Rhonda	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 field trip and ice cream incentives throughout the year.

Reading Plus is done in reading classes and in every ELA class regularly.

The reading/writing coaches and resource teachers work regularly with students and teachers modeling and providing direct instruction in effective literacy strategies

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All teachers within any given curriculum will have common planning for collegiality and meet regularly with our administration to discuss standards-based student activities, formative and summative assessment 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.

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, mentors and administration.

### **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. The lead mentor will work with all mentors and new teachers to ensure new teachers have needed support.

## **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.***

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

As part of teachers' participation in PLC 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.***

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 PLCs.

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

As needed, Jeaga Middle School 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**

Haddock, Nicole, nicole.haddock@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, dorothea.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**

Kiser, Roosevelt, roosevelt.kiser@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 Orientation for both Parents and 6th grade students. This training exposes individuals to the policies, procedures, and changes they will experience in Middle School. AVID holds an Open House and interviewing process for potential AVID students. Out-going eighth grade students attend orientation with our feeder high schools and learn about course selection for upcoming school year.

**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.**

N/A

**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 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

## 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.**      If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

## 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 we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1a**

 G094958

**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	75.0
FSA ELA Achievement	54.0
FSA Mathematics Achievement	46.0
FCAT 2.0 Science Proficiency	45.0
High School Readiness	38.7

**Targeted Barriers to Achieving the Goal** **3**

- Teachers lack knowledge of the full intent of the standards, how to design and implement appropriate rigorous lessons based on the standards and how to use data to drive instruction

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

- All District-based resources and initiatives.
- Continuous Improvement Model
- Title 1 Funds
- Reading, Writing and Math Coach
- Read 180, Reading + (software)
- Social Services Facilitator
- Graduation Coach
- 

**Plan to Monitor Progress Toward G1.** **8**

Student data (FSQ, USA, diagnostics, etc) will be analyzed to ensure progress of targets are met.

**Person Responsible**

Michael Timpone

**Schedule**

Every 3 Weeks, from 8/14/2017 to 6/15/2018

**Evidence of Completion**

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

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1**

 G094958

**G1.B2** Teachers lack knowledge of the full intent of the standards, how to design and implement appropriate rigorous lessons based on the standards and how to use data to drive instruction **2**

 B255523

**G1.B2.S1** Provide staff with a variety of professional learning opportunities to develop the capacity to deliver effective rigorous standards based instruction that meets the students needs. **4**

 S270040

### 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, writing coach and math coach will model lessons, and provide professional development for staff in the areas of best practices for literacy, writing, math and differentiated instruction.

#### Person Responsible

Nicole Haddock

#### Schedule

Weekly, from 8/14/2017 to 6/15/2018

#### Evidence of Completion

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

### Action Step 2 **5**

Teachers will attend PLCs and/or data chats with colleagues/administration on a regular basis. Teachers will receive training for understanding standards and rigorous lesson planning.

#### Person Responsible

Anthony Allen

#### Schedule

Weekly, from 8/14/2017 to 6/15/2018

#### Evidence of Completion

Agendas, sign-in sheet

### Action Step 3 5

Staff members will analyze FSA and student data in preparation for SY18 school year.

**Person Responsible**

Rhonda Couey Brisson

**Schedule**

Weekly, from 7/12/2017 to 6/15/2018

**Evidence of Completion**

schedules

### Action Step 4 5

Teachers will receive training in using data to drive instruction

**Person Responsible**

Rhonda Couey Brisson

**Schedule**

Biweekly, from 8/21/2017 to 6/15/2018

**Evidence of Completion**

PD Sign in Sheets, PD agenda and training materials

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

Coaches, DILs and administration will report on any and all staff development during weekly Leadership Team Meetings.

**Person Responsible**

Colin Maher

**Schedule**

Monthly, from 8/14/2017 to 6/15/2018

**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**

Colin Maher

**Schedule**

Monthly, from 8/14/2017 to 6/15/2018

***Evidence of Completion***

Observation checklist with comparison of all checklist.



**G1.B2.S3** Provide students with various learning opportunities that will support their mastery of grade level standards. 4

 S270042

### **Strategy Rationale**

Additional instruction for students lacking skills has been shown to be effective in increasing student achievement.

### **Action Step 1** 5

Resource teachers will conduct push-in/pull out instruction for targeted students

#### **Person Responsible**

Roosevelt Kiser

#### **Schedule**

Weekly, from 8/28/2017 to 5/31/2018

#### **Evidence of Completion**

resource teacher logs, lesson plans, student attendance

### **Action Step 2** 5

Tutorials will occur weekly for math, language arts, civics, science, algebra honors and geometry honors

#### **Person Responsible**

Roosevelt Kiser

#### **Schedule**

Weekly, from 9/11/2017 to 6/15/2018

#### **Evidence of Completion**

lesson plans, teacher/student sign in, data from assessments done during tutorials

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Logs will be reviewed to ensure push-in/pull out instruction is occurring

**Person Responsible**

Michael Timpone

**Schedule**

Monthly, from 8/28/2017 to 6/1/2018

**Evidence of Completion**

Resource teachers logs, lesson plans and student attendance

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Lesson plans, data from assessments in tutorials will be reviewed to ensure effective additional instruction is occurring

**Person Responsible**

Michael Timpone

**Schedule**

Every 3 Weeks, from 9/11/2017 to 6/1/2018

**Evidence of Completion**

data from assessments done during tutorials

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Scores on formative/summative data will be analyzed to see if assistance is effective

**Person Responsible**

Roosevelt Kiser













**Schedule**

Weekly, from 9/11/2017 to 6/15/2018

**Evidence of Completion**

Formative/Summative data from SRI, FSQ, USA, Reading Plus, tutorial lessons, diagnostics

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S3.A1  A361220	Resource teachers will conduct push-in/pull out instruction for targeted students	Kiser, Roosevelt	8/28/2017	resource teacher logs, lesson plans, student attendance	5/31/2018 weekly
G1.B2.S3.MA1  M385885	Logs will be reviewed to ensure push-in/pull out instruction is occurring	Timpone, Michael	8/28/2017	Resource teachers logs, lesson plans and student attendance	6/1/2018 monthly
G1.B2.S3.MA3  M385886	Lesson plans, data from assessments in tutorials will be reviewed to ensure effective additional...	Timpone, Michael	9/11/2017	data from assessments done during tutorials	6/1/2018 every-3-weeks
G1.MA1  M385890	Student data (FSQ, USA, diagnostics, etc) will be analyzed to ensure progress of targets are met.	Timpone, Michael	8/14/2017	Data meeting notes, diagnostic data, SRI, reports within computer programs such as Read 180, Reading Plus,	6/15/2018 every-3-weeks
G1.B2.S1.MA1  M385880	Observe an increase of teacher using facilitative instructional practices with fidelity.	Maher, Colin	8/14/2017	Observation checklist with comparison of all checklist.	6/15/2018 monthly
G1.B2.S1.MA1  M385881	Coaches, DILs and administration will report on any and all staff development during weekly...	Maher, Colin	8/14/2017	Administration will monitor evidence using observation feedback form and notes from leadership team.	6/15/2018 monthly
G1.B2.S1.A1  A361215	Reading coach, writing coach and math coach will model lessons, and provide professional...	Haddock, Nicole	8/14/2017	Coach's logs (data analysis, meetings, managing materials, professional development, agendas, teacher conferences, student assessments, planning and coaching), schedule.	6/15/2018 weekly
G1.B2.S1.A2  A361216	Teachers will attend PLCs and/or data chats with colleagues/administration on a regular basis....	Allen, Anthony	8/14/2017	Agendas, sign-in sheet	6/15/2018 weekly
G1.B2.S1.A3  A361217	Staff members will analyze FSA and student data in preparation for SY18 school year.	Couey Brisson, Rhonda	7/12/2017	schedules	6/15/2018 weekly
G1.B2.S1.A4  A361218	Teachers will receive training in using data to drive instruction	Couey Brisson, Rhonda	8/21/2017	PD Sign in Sheets, PD agenda and training materials	6/15/2018 biweekly
G1.B2.S3.MA1  M385884	Scores on formative/summative data will be analyzed to see if assistance is effective	Kiser, Roosevelt	9/11/2017	Formative/Summative data from SRI, FSQ, USA, Reading Plus, tutorial lessons, diagnostics	6/15/2018 weekly
G1.B2.S3.A2  A361221	Tutorials will occur weekly for math, language arts, civics, science, algebra honors and geometry...	Kiser, Roosevelt	9/11/2017	lesson plans, teacher/student sign in, data from assessments done during tutorials	6/15/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

**G1.B2** Teachers lack knowledge of the full intent of the standards, how to design and implement appropriate rigorous lessons based on the standards and how to use data to drive instruction

**G1.B2.S1** Provide staff with a variety of professional learning opportunities to develop the capacity to deliver effective rigorous standards based instruction that meets the students needs.

### PD Opportunity 1

Reading coach, writing coach and math coach will model lessons, and provide professional development for staff in the areas of best practices for literacy, writing, math and differentiated instruction.

#### Facilitator

Haddock, Magrath, Brandt

#### Participants

All teachers

#### Schedule

Weekly, from 8/14/2017 to 6/15/2018

### PD Opportunity 2

Teachers will attend PLCs and/or data chats with colleagues/administration on a regular basis. Teachers will receive training for understanding standards and rigorous lesson planning.

#### Facilitator

DIL/district personnel

#### Participants

all teachers

#### Schedule

Weekly, from 8/14/2017 to 6/15/2018

### **PD Opportunity 3**

Teachers will receive training in using data to drive instruction

#### **Facilitator**

DIL/COACH/DISTRICT PERSONNEL

#### **Participants**

ALL TEACHERS

#### **Schedule**

Biweekly, from 8/21/2017 to 6/15/2018

## VI. Technical Assistance Items

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