

The School District of Palm Beach County

Jeaga Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	13

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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.

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.

School Leadership Team

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

Duties

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

Principal- ensure that day-to-day operations are moving towards Jeaga Vision/Mission. In addition, that our plans aligns with the Palm Beach County School District strategic plan.

Maher- Title I, SIS, Grade Level 6 and other duties assigned.

Brisson- Testing, New Teacher Capacity, Grade Level 7 and other duties assigned.

Timpone - Master board, Grade Level 8 and other duties assigned

Brandt- Math Coach pushing/pulling out as resource teacher to students and teachers

Haddock - Reading Coach pushing/pulling out as a resource teacher to students and teachers

Magrath- Writing Coach pushing/pulling out as a resource teacher to students and teachers.

Early Warning Systems

Year 2017-18

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	39	41	42	0	0	0	0	122	
One or more suspensions	0	0	0	0	0	0	124	92	90	0	0	0	0	306	
Course failure in ELA or Math	0	0	0	0	0	0	82	54	64	0	0	0	0	200	
Level 1 on statewide assessment	0	0	0	0	0	0	156	184	165	0	0	0	0	505	

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	116	97	97	0	0	0	0	310	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	81	87	66	0	0	0	0	234	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected

Thursday 8/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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

Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

After reviewing Jeaga Data the following trends were discovered; All males in each sub-group were far below females by a considerable amount. Raw data below for ELA Achievement Level 3 + (BF 59% BM 29 %, HF 37% HM 27%, WF 43% WM 29% and FRL Female 45% FRL Male 28 %.

Which data component showed the greatest decline from prior year?

ELA Lowest 25 percent has declined in growth from 2017 showing 40% and decreasing in 2018 to 36%
Hispanics LG in ELA decreased from 45 % to 41%
Black Lowest 25 percent decreased from 44 % to 35 %

ELL achievement in Math decreased from 25% to 19%
SWD dropped in LG 30% to 25%

Which data component had the biggest gap when compared to the state average?

Math achievement was the biggest gap where Jeaga scored 37 percent and the State average was 58 percent. A significant difference of 19 percent.

Which data component showed the most improvement? Is this a trend?

Science has the most growth in regards to achievement with 9 percent. At this time it is to early to tell if this is a trend. The support from district and along with PLC help teacher gain the knowledge to support student achievement.

Describe the actions or changes that led to the improvement in this area.

Teachers attending PLC, Learning Walks, and analyzing data on a continuous basis helped student achievement. FY 19 school year we will develop action steps focused on Math and ELA in gains lw 25 and proficiency.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	56%	53%	32%	55%	52%
ELA Learning Gains	44%	57%	54%	40%	56%	53%
ELA Lowest 25th Percentile	36%	49%	47%	43%	49%	45%
Math Achievement	37%	61%	58%	36%	59%	55%
Math Learning Gains	40%	61%	57%	38%	60%	55%
Math Lowest 25th Percentile	38%	54%	51%	33%	48%	47%
Science Achievement	37%	55%	52%	30%	54%	50%
Social Studies Achievement	66%	75%	72%	63%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	39 (4)	41 (10)	42 (13)	122 (27)
One or more suspensions	124 (152)	92 (129)	90 (145)	306 (426)
Course failure in ELA or Math	82 (0)	54 (0)	64 (0)	200 (0)
Level 1 on statewide assessment	156 (72)	184 (74)	165 (104)	505 (250)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	34%	53%	-19%	52%	-18%
	2017	31%	54%	-23%	52%	-21%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	35%	54%	-19%	51%	-16%
	2017	33%	55%	-22%	52%	-19%
Same Grade Comparison		2%				
Cohort Comparison		4%				
08	2018	34%	60%	-26%	58%	-24%
	2017	30%	56%	-26%	55%	-25%
Same Grade Comparison		4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	35%	56%	-21%	52%	-17%
	2017	39%	55%	-16%	51%	-12%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	24%	39%	-15%	54%	-30%
	2017	13%	38%	-25%	53%	-40%
Same Grade Comparison		11%				
Cohort Comparison		-15%				
08	2018	30%	65%	-35%	45%	-15%
	2017	22%	63%	-41%	46%	-24%
Same Grade Comparison		8%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	32%	54%	-22%	50%	-18%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	72%	-11%	71%	-10%
2017	61%	73%	-12%	69%	-8%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	62%	21%	62%	21%
2017	72%	59%	13%	60%	12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	57%	39%	56%	40%
2017	92%	55%	37%	53%	39%
Compare		4%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	32	39	15	25	21	20	40			
ELL	16	35	32	19	27	31	8	46			
BLK	40	45	35	37	42	42	37	73	69		
HSP	31	41	36	34	37	34	36	58	45		
MUL	50	53		41	43						
WHT	36	46		44	50			64			
FRL	36	44	36	36	40	39	36	65	58		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	33	30	14	30	25	6	34			
ELL	19	41	43	25	28	28	13	46			
BLK	31	42	44	32	33	30	24	67	69		
HSP	33	45	37	34	35	36	27	62	50		
MUL	41	53		35	39						
WHT	59	44		56	52		64	73			
FRL	32	42	40	33	34	33	26	65	62		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA and Math instruction to support the expectations LTO #2, Ensure High School Readiness.
Rationale	<p>ELA achievement saw growth however, is still a weakness. Learning gains along with lowest 25 percent showed the greatest decline.</p> <p>Math across the board saw growth. However, this is still a weakness in regards to learning gains.</p> <p>These areas of focus aligns with the District Strategic Plan to increase reading on grade level.</p>
Intended Outcome	Improve ELA and Math proficiency by 5 percent or more to be on target for meeting school grade of an "A" by 2021. If Jeaga is able to improve 20 percent over the course of four years in ELA and Math this will help achieve Jeaga "A" rating.
Point Person	Anthony Allen (anthony.allen@palmbeachschools.org)
Action Step	
Description	<p>Professional development will be offered for teachers on unpacking the standards, analyzing data, learning walks, PLC's and effective instructional strategies. (Brisson)</p> <p>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. (All Admin)</p> <p>Academic tutor will be pushed into reading classroom to offer additional support (Maher)</p> <p>Lessons will reflect high order costa level questions offered from PD (All Admin)</p> <p>PD for strategies for ELL and ESE Students (Timpone and Brisson)</p> <p>Admin observing classroom on weekly basis offering support to teachers. (All Admin)</p>
Person Responsible	Anthony Allen (anthony.allen@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	APs will monitor instruction by visiting classrooms on a weekly basis by providing feedback in informal/formal meetings. In addition FSA, USA, Diagnostic, and Classroom Assessments will be given and monitored by department heads, coaches, and admin in order to meet students needs.
Person Responsible	Rhonda Couey Brisson (rhonda.coueybrisson@palmbeachschools.org)

Activity #2	
Title	To ensure progress towards student achievement in all male sub-groups to support the expectations of LTO #2, Ensure High School Readiness
Rationale	Jeaga teachers did not see as much learning growth in regards to learning gains or lowest 25 percent. ELA decreased in the following sub groups Hispanics and Blacks from last year, along with LW 25 percent. Math decreased in Hispanics and SWD from last year.
Intended Outcome	Improve each sub-group of males by at least 5 percent or more will help Jeaga reach its school goal of "A" by 2021. Learning gains in ELA are 44 and Math 40 percent and LW 25 in ELA are 36 and Math 38 percent. Raising these by
Point Person	Michael Timpone (michael.timpone@palmbeachschools.org)
Action Step	
Description	Pillars of effective Instruction- Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statue 100.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas; Students will use Reading Plus and Read 180 to build content and improve reading comprehension. (Reading Coach)
	Push in teacher will go into reading classroom to work with our LW 25 and other students based on needs (Maher)
	Reading, Writing, and Math coach will push into classroom to assist teachers in best practices of rigorous instruction. In addition, conduct small lessons based on students needs. (Maher)
	Saturday tutorials will target all students with flyers, marquee, and robo calls will be in place to increase student enrollment. (Maher)
	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 (All Admin)
Person Responsible	Michael Timpone (michael.timpone@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	APs will monitor instruction by visiting classrooms on a weekly basis by providing feedback in informal/formal meetings. In addition FSA, USA, Diagnostic, and Classroom Assessments will be given and monitored by department heads, coaches, and admin in order to meet students needs.
Person Responsible	Michael Timpone (michael.timpone@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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 Graduation Coach. This representative targets truancy and attendance-flagged students as well as students with some specific discipline issues. This person also assists with 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.

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. Outgoing eighth grade students attend orientation with our feeder high schools and learn about course selection for upcoming school year.

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 also used to purchase the following positions: Math Coach, Reading, Writing Coach. 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.

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 Middle works closely with the community to meet the diverse needs of our students. After school tutorials and other local business.

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

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

Provide a variety of curricular activities and instructional programs that engage students' interests beyond high school. Students will be provided tours of several colleges and universities throughout the state of Florida to encourage graduation and post-secondary schooling. Students will be exposed to the opportunities that colleges and universities can provide them upon graduation from high school.

Part V: Budget

Total:

\$2,000.00