



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jeaga Middle School

3777 N JOG RD

West Palm Beach, FL 33411

561-242-8000

www.edline.net/pages/jeaga_middle_school

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
91%

Alternative/ESE Center
No

Charter School
No

Minority Rate
93%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
B

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jeaga Middle School

Principal

Kevin Gatlin

School Advisory Council chair

Timothy Shannon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Janier Sideregts	Guidance Counselor
Brent Higley	Assistant Principal
Alisha McKnight	Assistant Principal
Towanda Little	Guidance Counselor
Gerald Williams	Safe Schools
Dominick Rizzati	Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of staff members, students, parents, and other community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Jeaga's SAC will meet on a regular basis to discuss any and all issues that stakeholders believe to be relevant to student achievement and student safety including, but not limited to tutorials, Title 1 funds, budget, and the vision and purpose of the school.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kevin Gatlin		
Principal	Years as Administrator: 8	Years at Current School: 4
Credentials	BS Business Administration MS Educational Leadership PhD Certification: Athletic Coaching, Social Science 6-12, Social Science 5-9, Ed Leadership all levels, School Principal all levels.	
Performance Record	SY13 School Grade C Reading 43% Math 47% Writing 60% Science 44% SY12 School Grade B Reading 42% Math 50% Writing 82% Science 35% SY11 School Grade B Reading 56% Math 64% Writing 81% Science 34% SY10 School Grade A Reading 60% Math 67% Writing 87% Science 44%	

Brent Higley		
Asst Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	BS Biology MS Biology Educational Leadership Certification Certifications: Biology 6-12, Ed Leadership all levels, School Principal all levels	
Performance Record	SY13 School Grade C Reading 43% Math 47% Writing 60% Science 44% SY12 School Grade B Reading 42% Math 50% Writing 82% Science 35% SY11 School Grade B Reading 56% Math 64% Writing 81% Science 34% SY10 School Grade A Reading 60% Math 67% Writing 87% Science 44% SY09 School Grade A Reading 66% Math 66% Writing 94% Science 46% SY08 School Grade A Reading 59% Math 64% Writing 91% Science 42%	

Alisha McKnight

Asst Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

BS Elementary Education
 MS Reading
 Certification Ed Leadership
 Certifications: Ed Leadership all levels, School Principal all levels,
 ESOL endorsement, Reading k-12, Elementary Education 1-6

Performance Record

SY13 School Grade C
 Reading 43%
 Math 47%
 Writing 60%
 Science 44%
 SY12 School Grade B
 Reading 42%
 Math 50%
 Writing 82%
 Science 35%
 SY11 School Grade B
 Reading 56%
 Math 64%
 Writing 81%
 Science 34%
 SY10 School Grade A
 Reading 60%
 Math 67%
 Writing 87%
 Science 44%

Dominick Rizzati

Asst Principal

Years as Administrator: 2

Years at Current School: 0

Credentials

BA Business Administration and International Marketing
 ME Varying Exceptional
 ME Educational Leadership
 Certifications: ESE K-12, ESOL, Educational Leadership

Performance Record

No current performance data for Jeaga Middle School

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Danielle Brandt		
Full-time / School-based	Years as Coach: 11	Years at Current School: 9
Areas	Mathematics	
Credentials	BS, MS Math 5-9 Certifications: El. Ed 1-6, ESOL Endorsed	
Performance Record	SY13 School Grade C Reading 43% Math 47% Writing 60% Science 44% SY12 School Grade B Reading 42% Math 50% Writing 82% Science 35% SY11 School Grade B Reading 56% Math 64% Writing 81% Science 34% SY10 School Grade A Reading 60% Math 67% Writing 87% Science 44% SY09 School Grade A Reading 66% Math 66% Writing 94% Science 46% SY08 School Grade A Reading 59% Math 64% Writing 91% Science 42% SY07 School Grade B Reading 55% Math 59% Writing 93% Science 32%	

Nicole Haddock		
Full-time / School-based	Years as Coach: 4	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	BS, MS Certification English 5-9, REading and ESOL Endorsed	
Performance Record	SY13 School Grade C Reading 43% Math 47% Writing 60% Science 44% SY12 School Grade B Reading 42% Math 50% Writing 82% Science 35% SY11 School Grade B Reading 56% Math 64% Writing 81% Science 34%	

Heather Tully		
Part-time / School-based	Years as Coach: 0	Years at Current School: 3
Areas	Science	
Credentials	BA Sociology Certifications: ESE, Middle Grades Integrated Curriculum	
Performance Record	SY13 School Grade C Reading 43% Math 47% Writing 60% Science 44% SY12 School Grade B Reading 42% Math 50% Writing 82% Science 35%	

Classroom Teachers**# of classroom teachers**

77

receiving effective rating or higher

77, 100%

Highly Qualified Teachers

100%

certified in-field

77, 100%

ESOL endorsed

7, 9%

reading endorsed

8, 10%

with advanced degrees

27, 35%

National Board Certified

0, 0%

first-year teachers

2, 3%

with 1-5 years of experience

17, 22%

with 6-14 years of experience

35, 45%

with 15 or more years of experience

22, 29%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate researchbased interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison(e.g., teacher, RtI/ Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data

previously collected. These interventions are then implemented.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students'

response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all

students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students

achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based RtI 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the

SY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

Florida Comprehensive Assessment Test (FCAT)

Curriculum Based Measurement

SDPBC Fall Diagnostics

Palm Beach Writes

SRI

FAIR

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

Office Discipline Referrals

Retentions

Absences

Midyear data:

FAIR

SDPBC Winter Diagnostics

Palm Beach Writes
 Progress Monitoring and Reporting Network (PMRN)
 End of year data:
 Florida Comprehensive Assessment Test (FCAT)
 FCAT Writes
 Frequency of required Data Analysis and Action Planning Days:
 Once within a cycle of instruction (refer to appropriate focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

In-service to the faculty will be provided on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
 Problem Solving Model
 Consensus building
 Positive Behavioral Intervention and Support (PBIS)
 Data-based decision-making to drive instruction
 Progress monitoring
 Selection and availability of research-based interventions
 Tools utilized to identify specific discrepancies in reading.
 Individual professional development will be provided to classroom teachers, as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

AP in charge of tutorials.

Strategy: Before or 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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

After School Director.

Strategy: Summer Program**Minutes added to school year:** 2,000

Title 1 funded 2 week summer program for incoming 6th graders. Instruction focuses on core areas as well as secondary transition.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

6th Grade Assistant Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
K. Gatlin	Principal
A. McKnight	Assistant Principal
N. Haddock	Reading Coach
R. Lorenzo	Language Arts DIL
C. Echelberger	Media Specialist

Name	Title
T. Shannon	Social Sciences DIL
M. Pryce	Reading Counts Coordinator
N. Mangaroo	Learning Team Facilitator

How the school-based LLT functions

The LLT will meet monthly to create and monitor new and current initiatives around our reading program.

Major initiatives of the LLT

Reading Counts Program

FCAT Parent Night

Maintaining and organizing classroom libraries for all teachers.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Instructional focus calendars will be created that incorporate a reading benchmark as the secondary benchmark for all content Reading, Language Arts & Social Studies courses. Teachers will receive professional development on reading strategies during professional development days, after school and on Saturdays. The reading coach will model reading strategies in classrooms.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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).

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	42%	No	57%
American Indian				
Asian	78%	62%	No	80%
Black/African American	48%	42%	No	53%
Hispanic	52%	41%	No	57%
White	65%	47%	No	69%
English language learners	38%	12%	No	44%
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	51%	41%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	278	27%	30%
Students scoring at or above Achievement Level 4	158	15%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		58%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	635	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	166	66%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	34	32%	35%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	24%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	17%	20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	221	59%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		53%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	45%	No	63%
American Indian				
Asian	86%	85%	No	87%
Black/African American	53%	41%	No	58%
Hispanic	61%	47%	No	65%
White	70%	50%	No	73%
English language learners	48%	31%	No	54%
Students with disabilities	42%	25%	No	48%
Economically disadvantaged	57%	44%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	301	29%	32%
Students scoring at or above Achievement Level 4	180	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	697	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	166	66%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	65	30%	100%
Middle school performance on high school EOC and industry certifications	65	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	23%	26%
Students scoring at or above Achievement Level 4	50	77%	80%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	26%	29%
Students scoring at or above Achievement Level 4	62	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		10
Participation in STEM-related experiences provided for students	1106	95%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	2%	0%
Students who fail a mathematics course	34	3%	0%
Students who fail an English Language Arts course	48	4%	0%
Students who fail two or more courses in any subject	61	6%	0%
Students who receive two or more behavior referrals	308	29%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	233	22%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement in school activities.	175	15%	25%

Area 10: Additional Targets**Additional targets for the school**

Jeaga Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All Grades - History of Holocaust	77	100%	100%
All Grades - History of Africans and African Americans	77	100%	100%
All Grades - Hispanic Contributions	77	100%	100%
All Grades - Women's Contributions	77	100%	100%
All Grades - Sacrifices of Veterans	77	100%	100%
Jeaga MS teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b),	77	100%	100%

Goals Summary

- G1.** To increase overall parent participation in school-related activities, SAC, trainings, and parent-teacher conferences.
- G2.** To increase learning gains, and thereby proficiency for all accountable sub groups.

Goals Detail

G1. To increase overall parent participation in school-related activities, SAC, trainings, and parent-teacher conferences.

Targets Supported

- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- Parent Resource Room
- FCAT Parent Night
- School News Letter
- Parent Link
- School Advisory Committee

Targeted Barriers to Achieving the Goal

- Parents are unaware of the resources and trainings available to them at Jeaga Middle School.
- Parent Resource Room (Parent University) needs to be filled with resources such as training materials, books, computers and computer related peripherals (printer, ink, paper, etc).
- Parent lack of attendance in School-related events.

Plan to Monitor Progress Toward the Goal

Parent participation

Person or Persons Responsible

Principal and Associated staff

Target Dates or Schedule:

As needed

Evidence of Completion:

Increased parent participation in school-related functions.

G2. To increase learning gains, and thereby proficiency for all accountable sub groups.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Middle School

Resources Available to Support the Goal

- All District based resources and initiatives
- Florida Continuous Improvement Model
- Title 1 Funds

Targeted Barriers to Achieving the Goal

- Lack of supplemental materials and supplies to ensure quality instruction, remediation, and enrichment for all students.
- Lack of sufficient time within the school day to ensure quality instruction, remediation, and enrichment as necessary.
- Staff needs for professional development, and modeling of best practices.
- Strain of meeting class size reduction, while still offering quality instruction, remediation, and enrichment for all students.

Plan to Monitor Progress Toward the Goal

Student performance data

Person or Persons Responsible

All teachers and staff

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student SY14 Diagnostic scores, SRI and Fair data, FCAT and EOC scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase overall parent participation in school-related activities, SAC, trainings, and parent-teacher conferences.

G1.B2 Parents are unaware of the resources and trainings available to them at Jeaga Middle School.

G1.B2.S1 Increase communication with parents through use of mail-outs and school newsletter.

Action Step 1

Increased communication with parents.

Person or Persons Responsible

Principal and associated staff

Target Dates or Schedule

Newsletter - quarterly Mail Outs - as needed

Evidence of Completion

Increased parent participation at School related events.

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

News Letters and Mail Outs

Person or Persons Responsible

Principal and associated staff

Target Dates or Schedule

Quarterly, or as needed.

Evidence of Completion

Increased communication and parent participation.

Plan to Monitor Effectiveness of G1.B2.S1

Dissemination of News letters and Mail Outs

Person or Persons Responsible

Principal and associated staff

Target Dates or Schedule

Quarterly, or as needed

Evidence of Completion

Increased parent communication and participation in school related events

G1.B3 Parent Resource Room (Parent University) needs to be filled with resources such as training materials, books, computers and computer related peripherals (printer, ink, paper, etc).

G1.B3.S1 Purchase necessary items for the Parent Resource Room

Action Step 1

Survey participating parents to learn what they'd like to see in the resource room.

Person or Persons Responsible

Title 1 Coordinator, associated staff

Target Dates or Schedule

Open House and other school functions

Evidence of Completion

Completed surveys

Action Step 2

Compile and review list of requested materials

Person or Persons Responsible

Title 1 Coordinator, associated staff

Target Dates or Schedule

By the end of September

Evidence of Completion

Finalized list

Action Step 3

Triage list and order items for the resource room.

Person or Persons Responsible

Principal, Title 1 Coordinator, Book Keeper

Target Dates or Schedule

By the end of October

Evidence of Completion

Items in the resource room

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

Items in the resource room.

Person or Persons Responsible

Principal, Title 1 Coordinator, associated staff

Target Dates or Schedule

As needed

Evidence of Completion

Items in the resource room.

Plan to Monitor Effectiveness of G1.B3.S1

Observational evidence

Person or Persons Responsible

Principal, Title 1 Coordinator, associated staff

Target Dates or Schedule

as needed

Evidence of Completion

Increased parent participation and use of the resource room.

G1.B4 Parent lack of attendance in School-related events.

G1.B4.S1 Provide food, when appropriate, informational flyers, and training materials to increase parent participation.

Action Step 1

Plan parent activities, trainings, events for year.

Person or Persons Responsible

Principal, Title 1 Coordinator, associated staff

Target Dates or Schedule

By the end of September

Evidence of Completion

Increased parent involvement in school events

Action Step 2

Budget monies for use in parent events.

Person or Persons Responsible

Principal, Title 1 Coordinator, associated Staff

Target Dates or Schedule

By the end of September

Evidence of Completion

SIP, Title 1 Budget

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

Monitor budget for family involvement.

Person or Persons Responsible

Principal Title 1 Coordinator Book Keeper

Target Dates or Schedule

As necessary

Evidence of Completion

Increased parent participation in school events

Plan to Monitor Effectiveness of G1.B4.S1

Monitor parent participation at school events.

Person or Persons Responsible

Principal Title 1 Coordinator Associated staff

Target Dates or Schedule

As necessary

Evidence of Completion

Increased parent participation in school events

G2. To increase learning gains, and thereby proficiency for all accountable sub groups.

G2.B1 Lack of supplemental materials and supplies to ensure quality instruction, remediation, and enrichment for all students.

G2.B1.S1 Use of Title 1 funds to purchase supplemental classroom libraries, manipulatives and technology (computers, iPads and associated peripherals, printers, USB drives, calculators, microscopes).

Action Step 1

Needs assessment to determine what purchases are required.

Person or Persons Responsible

Administration

Target Dates or Schedule

May 2013

Evidence of Completion

Title 1 Budget Planning Tool

Action Step 2

Ordering of Items

Person or Persons Responsible

Book Keeper

Target Dates or Schedule

July 2013

Evidence of Completion

Items inventory

Action Step 3

Dissemination of items to classrooms

Person or Persons Responsible

Book keeper, Department Heads

Target Dates or Schedule

September 2013

Evidence of Completion

Items in classrooms and used by students

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

Order Review

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Order requisitions

Plan to Monitor Effectiveness of G2.B1.S1

Student performance data

Person or Persons Responsible

All teachers and staff

Target Dates or Schedule

Ongoing

Evidence of Completion

SY14 FCAT and Diagnostic Scores

G2.B1.S2 Use of Title 1 funds to purchase supplemental classroom supplies: paper, printer cartridges, chart paper, ink highlighters, dry-erase sheets, pens, pencils, tape, paper clips, composition books, pencil sharpeners, glues sticks, science lab supplies, science consumables, microscope slides.

Action Step 1

Needs assessment to determine what purchases are required.

Person or Persons Responsible

Administration

Target Dates or Schedule

May 2013

Evidence of Completion

Title 1 Budget Planning Tool

Action Step 2

Ordering of Supplemental Supplies

Person or Persons Responsible

Book Keeper

Target Dates or Schedule

July 2013

Evidence of Completion

Items inventory

Action Step 3

Dissemination of items to classrooms

Person or Persons Responsible

Book keeper, Department Heads

Target Dates or Schedule

September 2013

Evidence of Completion

Items in classrooms and used by students

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Order Review

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Order requisitions

Plan to Monitor Effectiveness of G2.B1.S2

Student performance data

Person or Persons Responsible

All teachers and staff

Target Dates or Schedule

Ongoing

Evidence of Completion

SY14 FCAT and Diagnostic Scores

G2.B2 Lack of sufficient time within the school day to ensure quality instruction, remediation, and enrichment as necessary.

G2.B2.S1 Use of Title 1 funds to provide remediation, supplemental instruction, and enrichment before school after school and on select Saturdays as necessary as well as renew licenses for STUDY ISLAND to be used as a curriculum resource during tutoring.

Action Step 1

Identify and hire tutorial staff members, train them in tutorial requirements.

Person or Persons Responsible

Tutorial Administrator

Target Dates or Schedule

September-October 2013; after Fall Diagnostics

Evidence of Completion

Tutorial staff roster

Action Step 2

Identify tutorial curriculum to be used in tutorials and purchase materials.

Person or Persons Responsible

Tutorial staff

Target Dates or Schedule

October 2013

Evidence of Completion

Tutorial curriculum

Action Step 3

Provide transportation as needed to and from extended learning opportunities for those students who need it.

Person or Persons Responsible

Transportation Coordinator

Target Dates or Schedule

As needed

Evidence of Completion

Transportation is provided to students.

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

Extended learning in place

Person or Persons Responsible

Tutorial staff

Target Dates or Schedule

October 2013

Evidence of Completion

Student performance on assessments, SRI, FAIR, Diagnostics, and FCAT.

Plan to Monitor Effectiveness of G2.B2.S1

Increase in Learning Gains and thereby an increase in proficiency.

Person or Persons Responsible

Tutorial Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance on assessments, SRI, FAIR, Diagnostics, and FCAT

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

G2.B3.S1 Use if Title 1 Funds to purchase highly qualified, experienced academic coaches.

Action Step 1

Academic Coaches (Reading and Math) will provide strategies, lead professional development, model best practices, analyze teacher data, and provide resources to teachers in their respective departments. PD topics will include, but are not limited too: classroom strategies, rigor, Common Core implementation, ESE and ELL strategies.

Person or Persons Responsible

Principal

Target Dates or Schedule

May 2012

Evidence of Completion

Title 1 Budget Lines

Facilitator:

Math Coach, Reading Coach

Participants:

All associated teachers, ongoing.

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

Coach's Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data generated from Assessments, Diagnostics, SRI, Fair, and FCAT.

Plan to Monitor Effectiveness of G2.B3.S1

Coach's Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data generated from Assessments, Diagnostics, SRI, FAIR, and FCAT.

G2.B3.S2 Use of Title 1 Funds to pay for professional development conference registrations, travel if applicable, speakers, and consultants.

Action Step 1

Identify targeted conferences, trainings, consultants, and/or speakers.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

List of professional development opportunities.

Action Step 2

Conferences: FCTM, NCTM, Common Core Summer Institute. These conferences will address implementation of academic strategies within the context of the common core framework, as well as reading strategies for the four core academic subjects.

Person or Persons Responsible

All appropriate teachers, administrators, and staff.

Target Dates or Schedule

Ongoing

Evidence of Completion

Staff attendance PD opportunities; implementation of strategies in classroom.

Facilitator:

TBD

Participants:

Targeted Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Compiled list of PD opportunities and targeted staff

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Staff attendance at PD

Plan to Monitor Effectiveness of G2.B3.S2

PD strategies brought back and used in classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data

G2.B3.S3 Use of Title 1 Funds to pay for staff stipends and salaries for ongoing professional development in reading, math, writing, and science.

Action Step 1

PD Needs Assessment

Person or Persons Responsible

Department Heads, Academic Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

List of topics for PD

Action Step 2

Triage topics from step 1

Person or Persons Responsible

Department Heads, Academic Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

Finalized list of topics and tentative dates for PD.

Action Step 3

Salaries and stipends for PD opportunities for teachers and staff in the four tested areas: Math, Reading, Writing, and Science. Topics will focus on Implementing Common Core Standards, Marzano and Teacher Evaluations, Student Data Interpretation, and Conducting Student Data Chats as well as other topics that are identified throughout the year.

Person or Persons Responsible

All appropriate teachers.

Target Dates or Schedule

Ongoing. Reading teachers will have several opportunities reading training on Saturdays. Math, Science and Writing will have training opportunities throughout the year after school.

Evidence of Completion

Title 1 Budget

Facilitator:

Selected Teachers

Participants:

Teachers in designated curriculum for each training opportunity.

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Trainings

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Staff sign in sheets, minutes, handouts fro trainings

Plan to Monitor Effectiveness of G2.B3.S3

Strategies used in classrooms

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student performance data: SRI, FAIR, Palm Beach Writes, diagnostics, FCAT, EOCs

G2.B4 Strain of meeting class size reduction, while still offering quality instruction, remediation, and enrichment for all students.

G2.B4.S1 Use of Title 1 funds to purchase highly qualified teaching units to further reduce class size.

Action Step 1

Use Title 1 funds to purchase teaching teaching units

Person or Persons Responsible

Administration

Target Dates or Schedule

May 2012

Evidence of Completion

Title 1 Budget Planning Tool

Action Step 2

Fill positions with highly qualified teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

By August 2013

Evidence of Completion

Jeaga Middle School Master Schedule

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Teachers class rosters at less than or equal to 22 students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of G2.B4.S1

Student performance data

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data on Assessments, SRI, FAIR, Diagnostics, FCAT and EOCs.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Jeaga Middle School integrates Single School Culture by having 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

I 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, Language Arts and Science Teacher. Title 1 funds are also used to

purchase classroom materials including paper and books as well as technology for student use.

District Migrant Liaison provides services and support to students and parents and coordinates with Title 1 and other

programs to ensure needs are met.

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.

Appropriate instructional lessons are planned and implemented during grade level and curriculum specific Learning Team Meetings. Student benchmark assessment and diagnostic data is discussed in small LTMs and large group department meetings.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. To increase learning gains, and thereby proficiency for all accountable sub groups.

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

G2.B3.S1 Use if Title 1 Funds to purchase highly qualified, experienced academic coaches.

PD Opportunity 1

Academic Coaches (Reading and Math) will provide strategies, lead professional development, model best practices, analyze teacher data, and provide resources to teachers in their respective departments. PD topics will include, but are not limited too: classroom strategies, rigor, Common Core implementation, ESE and ELL strategies.

Facilitator

Math Coach, Reading Coach

Participants

All associated teachers, ongoing.

Target Dates or Schedule

May 2012

Evidence of Completion

Title 1 Budget Lines

G2.B3.S2 Use of Title 1 Funds to pay for professional development conference registrations, travel if applicable, speakers, and consultants.

PD Opportunity 1

Conferences: FCTM, NCTM, Common Core Summer Institute. These conferences will address implementation of academic strategies within the context of the common core framework, as well as reading strategies for the four core academic subjects.

Facilitator

TBD

Participants

Targeted Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Staff attendance PD opportunities; implementation of strategies in classroom.

G2.B3.S3 Use of Title 1 Funds to pay for staff stipends and salaries for ongoing professional development in reading, math, writing, and science.

PD Opportunity 1

Salaries and stipends for PD opportunities for teachers and staff in the four tested areas: Math, Reading, Writing, and Science. Topics will focus on Implementing Common Core Standards, Marzano and Teacher Evaluations, Student Data Interpretation, and Conducting Student Data Chats as well as other topics that are identified throughout the year.

Facilitator

Selected Teachers

Participants

Teachers in designated curriculum for each training opportunity.

Target Dates or Schedule

Ongoing. Reading teachers will have several opportunities reading training on Saturdays. Math, Science and Writing will have training opportunities throughout the year after school.

Evidence of Completion

Title 1 Budget

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase overall parent participation in school-related activities, SAC, trainings, and parent-teacher conferences.	\$6,602
G2.	To increase learning gains, and thereby proficiency for all accountable sub groups.	\$339,756
Total		\$346,358

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Other	Evidence-Based Program	Professional Development	Total
Title 1	\$52,905	\$266,162	\$15,602	\$1,240	\$10,449	\$346,358
Total	\$52,905	\$266,162	\$15,602	\$1,240	\$10,449	\$346,358

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase overall parent participation in school-related activities, SAC, trainings, and parent-teacher conferences.

G1.B2 Parents are unaware of the resources and trainings available to them at Jeaga Middle School.

G1.B2.S1 Increase communication with parents through use of mail-outs and school newsletter.

Action Step 1

Increased communication with parents.

Resource Type

Evidence-Based Materials

Resource

Postage and Freight

Funding Source

Title 1

Amount Needed

\$1,000

G1.B3 Parent Resource Room (Parent University) needs to be filled with resources such as training materials, books, computers and computer related peripherals (printer, ink, paper, etc).

G1.B3.S1 Purchase necessary items for the Parent Resource Room

Action Step 3

Triage list and order items for the resource room.

Resource Type

Other

Resource

Supplies; software + programs, books, reading materials, paper, ink, computer, printer

Funding Source

Title 1

Amount Needed

\$3,000

G1.B4 Parent lack of attendance in School-related events.

G1.B4.S1 Provide food, when appropriate, informational flyers, and training materials to increase parent participation.

Action Step 2

Budget monies for use in parent events.

Resource Type

Other

Resource

Supplies; training materials, paper, ink, flyers, and food where appropriate.

Funding Source

Title 1

Amount Needed

\$2,602

G2. To increase learning gains, and thereby proficiency for all accountable sub groups.

G2.B1 Lack of supplemental materials and supplies to ensure quality instruction, remediation, and enrichment for all students.

G2.B1.S1 Use of Title 1 funds to purchase supplemental classroom libraries, manipulatives and technology (computers, iPads and associated peripherals, printers, USB drives, calculators, microscopes).

Action Step 2

Ordering of Items

Resource Type

Evidence-Based Materials

Resource

classroom libraries, manipulatives and technology (computers, iPads and associated peripherals, printers, USB drives, calculators, microscopes).

Funding Source

Title 1

Amount Needed

\$25,000

G2.B1.S2 Use of Title 1 funds to purchase supplemental classroom supplies: paper, printer cartridges, chart paper, ink highlighters, dry-erase sheets, pens, pencils, tape, paper clips, composition books, pencil sharpeners, glues sticks, science lab supplies, science consumables, microscope slides.

Action Step 2

Ordering of Supplemental Supplies

Resource Type

Evidence-Based Materials

Resource

paper, printer cartridges, chart paper, ink highlighters, dry-erase sheets, pens, pencils, tape, paper clips, composition books, pencil sharpeners, glues sticks, science lab supplies, science consumables, microscope slides.

Funding Source

Title 1

Amount Needed

\$23,244

G2.B2 Lack of sufficient time within the school day to ensure quality instruction, remediation, and enrichment as necessary.

G2.B2.S1 Use of Title 1 funds to provide remediation, supplemental instruction, and enrichment before school after school and on select Saturdays as necessary as well as renew licenses for STUDY ISLAND to be used as a curriculum resource during tutoring.

Action Step 1

Identify and hire tutorial staff members, train them in tutorial requirements.

Resource Type

Personnel

Resource

Tutorial teacher salaries, and benefits.

Funding Source

Title 1

Amount Needed

\$30,000

Action Step 2

Identify tutorial curriculum to be used in tutorials and purchase materials.

Resource Type

Evidence-Based Materials

Resource

Tutorial curriculum resources, software (study island) licenses, and supplies

Funding Source

Title 1

Amount Needed

\$3,661

Action Step 3

Provide transportation as needed to and from extended learning opportunities for those students who need it.

Resource Type

Other

Resource

Transportation to and from Tutorials, primarily buses.

Funding Source

Title 1

Amount Needed

\$10,000

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

G2.B3.S1 Use if Title 1 Funds to purchase highly qualified, experienced academic coaches.

Action Step 1

Academic Coaches (Reading and Math) will provide strategies, lead professional development, model best practices, analyze teacher data, and provide resources to teachers in their respective departments. PD topics will include, but are not limited too: classroom strategies, rigor, Common Core implementation, ESE and ELL strategies.

Resource Type

Personnel

Resource

Half time reading coach and full time math coach; salaries and benefits

Funding Source

Title 1

Amount Needed

\$108,374

G2.B3.S2 Use of Title 1 Funds to pay for professional development conference registrations, travel if applicable, speakers, and consultants.

Action Step 2

Conferences: FCTM, NCTM, Common Core Summer Institute. These conferences will address implementation of academic strategies within the context of the common core framework, as well as reading strategies for the four core academic subjects.

Resource Type

Evidence-Based Program

Resource

Conference and training registration fees and travel as needed.

Funding Source

Title 1

Amount Needed

\$1,240

G2.B3.S3 Use of Title 1 Funds to pay for staff stipends and salaries for ongoing professional development in reading, math, writing, and science.

Action Step 3

Salaries and stipends for PD opportunities for teachers and staff in the four tested areas: Math, Reading, Writing, and Science. Topics will focus on Implementing Common Core Standards, Marzano and Teacher Evaluations, Student Data Interpretation, and Conducting Student Data Chats as well as other topics that are identified throughout the year.

Resource Type

Professional Development

Resource

Salaries and stipends for PD opportunities in reading, math, writing, and science.

Funding Source

Title 1

Amount Needed

\$10,449

G2.B4 Strain of meeting class size reduction, while still offering quality instruction, remediation, and enrichment for all students.

G2.B4.S1 Use of Title 1 funds to purchase highly qualified teaching units to further reduce class size.

Action Step 1

Use Title 1 funds to purchase teaching teaching units

Resource Type

Personnel

Resource

Teaching units salaries and benefits and monies for substitutes for these units.

Funding Source

Title 1

Amount Needed

\$127,788