Jeaga Middle School

2019-20 Schoolwide Improvement Plan

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Jeaga Middle School

3777 N JOG RD, West Palm Beach, FL 33411

https://jgms.palmbeachschools.org

Demographics

Principal: Anthony Allen

Start Date for this Principal: 9/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (44%) 2016-17: C (42%) 2015-16: C (42%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

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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	Job Duties and Responsibilities
Allen, Anthony	Principal	Oversees all staff, functions and budget for the school as it pertains to student achievement and learning.
Maher, Colin	Assistant Principal	ESOL Crisis Response Plan/Drills School Improvement Plan/SAC Field Trips/Fundraisers Master Calendar SIS - grades Duty Posts Master Schedule 7th Grade
Timpone, Michael	Assistant Principal	ESE Testing/ Assessment Schedule Textbooks Transportation Athletics Certification (Teacher, CPR, First Aid, etc) Leasing 6th Grade Principal Designee
Couey Brisson, Rhonda	Assistant Principal	Electives AVID Clubs/SGA Substitutes/Coverage Title 1/Tutorials Handbooks SBT Industry Certification ESP 8th Grade
Brandt, Danielle	Instructional Coach	Math instructional coach and math department chair.
Bembry, Janet	Other	ESOL Planning, scheduling, testing and guidance.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	312	357	349	0	0	0	0	1018
Attendance below 90 percent	0	0	0	0	0	0	35	43	50	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	80	66	81	0	0	0	0	227
Course failure in ELA or Math	0	0	0	0	0	0	42	51	33	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	100	129	166	0	0	0	0	395

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	90	112	109	0	0	0	0	311

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	1	2	6	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	7	4	3	0	0	0	0	14

FTE units allocated to school (total number of teacher units)

61

Date this data was collected or last updated

Thursday 10/10/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	116	97	97	0	0	0	0	310

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	116	97	97	0	0	0	0	310

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	58%	54%	33%	56%	52%
ELA Learning Gains	47%	56%	54%	43%	57%	54%
ELA Lowest 25th Percentile	43%	49%	47%	40%	48%	44%
Math Achievement	36%	62%	58%	34%	61%	56%
Math Learning Gains	40%	60%	57%	35%	61%	57%
Math Lowest 25th Percentile	40%	53%	51%	33%	52%	50%
Science Achievement	30%	52%	51%	28%	53%	50%
Social Studies Achievement	66%	75%	72%	65%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	312 (0)	357 (0)	349 (0)	1018 (0)
Attendance below 90 percent	35 (39)	43 (41)	50 (42)	128 (122)
One or more suspensions	80 (124)	66 (92)	81 (90)	227 (306)
Course failure in ELA or Math	42 (82)	51 (54)	33 (64)	126 (200)
Level 1 on statewide assessment	100 (156)	129 (184)	166 (165)	395 (505)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	34%	58%	-24%	54%	-20%
	2018	34%	53%	-19%	52%	-18%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	28%	53%	-25%	52%	-24%
	2018	35%	54%	-19%	51%	-16%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				
08	2019	37%	58%	-21%	56%	-19%
	2018	34%	60%	-26%	58%	-24%
Same Grade Comparison		3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	60%	-21%	55%	-16%
	2018	35%	56%	-21%	52%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	17%	35%	-18%	54%	-37%
	2018	24%	39%	-15%	54%	-30%
Same Grade Comparison		-7%				
Cohort Comparison		-18%				
08	2019	31%	64%	-33%	46%	-15%
	2018	30%	65%	-35%	45%	-15%
Same Grade Comparison		1%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	28%	51%	-23%	48%	-20%
	2018	32%	54%	-22%	50%	-18%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	72%	-10%	71%	-9%
2018	61%	72%	-11%	71%	-10%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	64%	36%	61%	39%
2018	83%	62%	21%	62%	21%
Compare		17%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	96%	57%	39%	56%	40%
Compare		-96%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	39	37	19	33	35	17	44			
ELL	24	42	46	25	32	38	18	55	59		
BLK	40	47	34	35	40	35	35	72	76		
HSP	31	45	47	36	38	44	25	58	69		
MUL	22	59		38	60						
WHT	38	47		45	43						
FRL	35	46	42	35	39	39	29	66	67		

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			

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science was the lowest data component. Students are not familiar with the vocabulary and more inquiry based learning is needed. Jeaga was at 30% for FY19. Word walls for vocabulary familiarity will be a focus. SWD at 17% and ELL with 18% are priorities.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Lowest 25th percentile. Increase in non native english speakers made for a more challenging growth pattern. Jeaga was at 43% for FY19. Citing textual evidence will be a focus for improvement. SWD at 39% and ELL with 42% are priorities.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Achievement. Students are not familiar with the vocabulary and more inquiry based learning is needed. Jeaga was at 30% for FY19. Word walls for vocabulary familiarity will be a focus.SWD at 17% and ELL with 18% are priorities.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Lowest 25th Percentile. Push in instruction and increased training in best practices. Jeaga was at 43% for FY19. Citing textual evidence will be a focus for improvement as we have seen growth through that strategy. SWD at 39% and ELL with 42% are priorities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Suspensions and students scoring a level 1 on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase in proficiency across the board
2. Decrease in suspension rate
3. Increase in fidelity with regards to best practices
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement within ELA and Math instruction to support the expectations LTO #2, Ensure High School Readiness.
Rationale	ELA achievement saw growth however, is still a weakness. Learning gains along with lowest 25 percent showed the greatest decline. Math across the board saw growth. However, this is still a weakness in regards to learning gains. These areas of focus aligns with the District Strategic Plan to increase reading on grade level.

State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Anthony Allen (anthony.allen@palmbeachschools.org)
Evidence-based Strategy	Multiple strategies used to fidelity across all subject areas to support ELA achievement. 1. Professional development will be offered for teachers on unpacking the standards, analyzing data, learning walks, PLC's and effective instructional strategies. (Brisson) 2. PLC Coordinator will model lessons, and provide professional development for staff in the areas of best practices for literacy, writing, math and differentiated instruction. (All Admin) 3. Academic tutor will be pushed into reading classroom to offer additional support (Maher) 4. Lessons will reflect high order costa level questions offered from PD (All Admin) 5. PD for strategies for ELL and ESE Students (Timpone and Brisson)
Rationale for Evidence-based Strategy	Evidence used for this determination is the test data that would show Jeaga is not performing to the district average. We believe that the complexity of today's student requires updated professional development targeting the most current strategies. PLC's are a frequent way to teach, discuss and disseminate current practices to teachers to increase fidelity and teacher productivity. Teachers need consistent training regarding the structure of more rigorous lesson planning to align with the standards. With the increase in ELL students Ms. Johnson will be visiting frequently to assist our ELL teachers with the best strategies to assist with the current population of ELL students.

Action Step	
Description	1. Professional development will be offered for teachers on unpacking the standards, analyzing data, learning walks, PLC's and effective instructional strategies. (Brisson) 2. PLC Coordinator will model lessons, and provide professional development for staff in the areas of best practices for literacy, writing, math and differentiated instruction. (All Admin) 3. Academic tutor will be pushed into reading classroom to offer additional support (Maher)

4. Lessons will reflect high order costa level questions offered from PD (All Admin)

5. PD for strategies for ELL and ESE Students (Timpone and Brisson)

6. Admin observing classroom on weekly basis offering support to teachers. (All Admin)

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)

#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.
State the measurable outcome the school plans to achieve	Improve each sub-group of males by at least 5 percent or more will help Jeaga reach its school goal of "A" by 2021.
Person responsible for monitoring outcome	Colin Maher (colin.maher@palmbeachschools.org)
Evidence-based Strategy	Multiple strategies used to fidelity across all subject areas to ensure HS readiness. 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) PLC Coordinator 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)
Rationale for Evidence-based Strategy	Evidence used for this determination is the test data that would show Jeaga is not performing to the district average. We believe that the complexity of today's student requires updated professional development targeting the most current strategies. PLC's are a frequent way to teach, discuss and disseminate current practices to teachers to increase fidelity and teacher productivity. Teachers need consistent training regarding the structure of more rigorous lesson planning to align with the standards. With the increase in ELL students Ms. Johnson will be visiting frequently to assist our ELL teachers with the best strategies to assist with the current population of ELL students.
Action Step	
Description	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) PLC Coordinator 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)

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   Colin Maher (colin.maher@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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.
Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.
Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment with school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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 Schoolwide Improvement Plan 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.

Jeaga will communicate with all stakeholders regarding SAC, athletic events, parent trainings and open house through phone calls, texts, email as well as the marquee.

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.

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.

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

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Based Team (SBT) ensures the necessary resources are available and interventions are implemented with fidelity.
Jeaga Middle School integrates Single School Culture by sharing our universal guidelines for success, following our school-wide positive behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring our SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of the SWPBS programs.
Services are provided to ensure students requiring remediation are assisted through tutoring and after-school programs. Title 1 funds are also used to ensure staff development and family involvement needs are provided. Title 1 funds area used to purchase the follows positions: 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.

College tours, HS day, various community member visits.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement within ELA and Math instruction to support the expectations LTO #2, Ensure High School Readiness.				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2701 - Jeaga Middle School	School Improvement Funds	933.0	$1,000.00
			Notes: Scholl improvement funds will be used for a program or a process towards student achievement as determined by SAC.			
2	III.A.	Areas of Focus: To ensure progress towards student achievement in all male sub-groups to support the expectations of LTO #2, Ensure High School Readiness				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2701 - Jeaga Middle School			$1,000.00
					Total:	**$2,000.00**