

The School District of Palm Beach County

Jeaga Middle School



2020-21 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: 8/1/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Jeaga Middle School

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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

Demographic Information

Principal start date

Tuesday 8/1/2017, Anthony Allen

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

27

Total number of teacher positions allocated to the school

72

Demographic Data

2020-21 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
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SI Region	Southeast
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	342	323	282	0	0	0	0	947
Attendance below 90 percent	0	0	0	0	0	0	30	76	84	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	18	98	149	0	0	0	0	265
Course failure in Math	0	0	0	0	0	0	17	127	120	0	0	0	0	264
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	71	85	94	0	0	0	0	250
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	74	79	99	0	0	0	0	252
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	204	180	192	0	0	0	0	576
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	206	201	200	0	0	0	0	607

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	149	144	168	0	0	0	0	461

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	80	70	76	0	0	0	0	226
Students retained two or more times	0	0	0	0	0	0	6	4	3	0	0	0	0	13

Date this data was collected or last updated

Tuesday 9/8/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	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			

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
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			
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%	2
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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. FY20 Diagnostic data showed a -5.33% drop in diagnostic performance from 2019 to 2020. Clearly distance learning has hindered growth considering brick and mortar strategies are not conducive to online learning and the bank of knowledge regarding engaging distance learning strategies is very limited.

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

Math diagnostic data for white students dropped 14.3%. Citing textual evidence will be a focus for improvement. Clearly distance learning has hindered growth considering brick and mortar strategies are not conducive to online learning and the bank of knowledge regarding engaging distance learning strategies is very limited.

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 dropped 5.33 percent in a category of weakness, setting us back in the process is the absence of hands on experimentation. 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 for white students jumped 20.9%. 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.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Suspensions and students scoring a level 1 on state assessments. If students are not in class for instruction then it would reason to say that they may not do well on state assessments. PBIS was installed to assist with this by providing students with positive reinforcement for good behavior. We have also run into the issue distance learning which is a brand new concept to middle school age children on a grand scale. Absences and lack of participation by students plays a large role in the difficulties faced by teachers. Currently, there are no clear strategies with regard to online teaching so resources for educators are limited. We will work with teachers to develop strategies (trial and error) that will best lead to student engagement.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.

1. Increase in proficiency across the board by using district PD focused on engaging online strategies as identified by the district. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

2. Decrease in suspension rate by utilizing PBIS and building campus pride once we return to brick and mortar

Reduction of Suspensions and Office Discipline Referrals - The best way to ensure students are learning is to keep them in class. A school-wide approach to parent communication, and expectations aligned with our School-wide Positive Behavior Supports has been launched. This clearly defines expectations for students as well as empowers teachers to support behavior from within the classroom. Extensive training on classroom managed behaviors and tracking practices will assist teachers in equitable support of classroom discipline. Our school has begun implementing SEL practices, and school procedures. These practices include using communicating with peers and adults in a respectful manner. Strategies are taught like using words to express feelings, requesting time to take a break, and using a calm down corner. By setting aside time to meet the social and emotional needs of all students, we are able to put measures in place to prevent incidents from escalating to a level where suspension would be warranted.

3. Increase in fidelity with regards to best practices by using the district suggested engagement strategies for distance teaching and using assessments to identify practical strategies that work. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

4. Create a community of teachers for sharing of techniques that are engaging to students both distance oriented and brick and mortar. developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom. Each content area will be assigned a team leader that assists the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Single School Culture Coordinator.
5. Increase in positive reinforcement to students by recognizing those students making an effort either virtually or brick and mortar. We have established a recognition program to acknowledge the positive and reduce the negative. Jaega implements a Single School Culture by consistently referring to the universal guidelines using the behavioral matrix and teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring SwPBS ensures success. We instill an appreciation for multicultural diversity through anti-bullying campaign, structured lessons, and implementation of SwPBS. Students are continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms for behavior and academics.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description
and
Rationale:**

To ensure progress towards student achievement within ELA and Math instruction to support the expectations LTO #2, Ensure High School Readiness. 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.

Measurable Outcome:

Improve ELA and Math proficiency by 5 percent or more to be on target for meeting school grade of an "A" by 2021. If Jeaga is able to improve 20 percent over the course of four years in ELA and Math this will help achieve Jeaga "A" rating.

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 Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	To ensure progress towards student achievement in all male sub-groups to support the expectations of LTO #2, Ensure High School Readiness. 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.
Measurable Outcome:	Improve each sub-group of males by at least 5 percent or more will help Jeaga reach its school goal of "A" by 2021.
Person responsible for monitoring outcome:	Colin Maher (colin.maher@palmbeachschools.org)
	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)
Evidence-based Strategy:	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 Steps to Implement

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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

Single school culture (Academics, Behavior, Climate) ensuring an equitable & equal access for all students.

Academics: Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with the SSCC, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

Behavior: implementing a School-wide Positive Behavior System. CHAMPS is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

District resources allocated to our school:

Regional support teams

Curriculum support

Reading Interventionist

Single School Culture Coordinator

Curriculum support -Professional Development

MTSS - Professional Development

Multicultural support

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State 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 statute 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. We recognize and celebrate months that

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Jaega will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.

Jaega will communicate with all stakeholders regarding SAC, athletic events, parent trainings and open house through phone calls, texts, email as well as the marquee. We hold monthly SAC meetings, parent training nights and pep rallies during the day for students. We celebrate the success of our students who are academically successful and at the end of the year celebrate the students moving on to high school. We utilize wPBIS to reward student who have shown positive behavior. We offer many sports and clubs (when school is open full brick and mortar) that allow students the opportunity to engage in campus activities that are not academic. The after school program offers students an array of non-academic activities to choose from to enhance their middle school experience here at Jeaga middle school. We have worked with local colleges and universities to bring student teachers on board to help build future educators.

Jaega implements a Single School Culture by consistently referring to the universal guidelines using the behavioral matrix and teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring SwPBS ensures success. We instill an appreciation for multicultural diversity through anti-bullying campaign, structured lessons, and implementation of SwPBS. Students are continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms for behavior and academics.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2701 - Jeaga Middle School	School Improvement Funds	965.19	\$1,000.00

			Notes: School improvement funds will be used for a program or a process towards student achievement as determined by SAC.			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2701 - Jeaga Middle School	General Fund	965.19	\$1,000.00
Total:						\$2,000.00