Jeaga Middle School

2022-23 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: 7/1/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: C (45%) 2017-18: C (44%)
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	ATSI
* 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.](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)

Middle School
6-8

2021-22 Title I School

Yes

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Allen, Anthony	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Within this responsibility, the principal works with all stakeholders to ensure all understand and support the school's vision. The principal works to create a positive, professional, inclusive climate and cultivates teachers and administrators to become effective leaders. He strives to hire quality candidates who will become leaders and oversees the budgets and sets priorities for the school site.
Couey Brisson, Rhonda	Assistant Principal	The school assistant principal supports the principal as the school's educational leader in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. To meet that goal, the assistant principal creates and revises the master schedule to ensure students access appropriate classes, including high school credit courses. The assistant principal works with the principal and all the stakeholder groups to develop a school-wide plan for using Title I funds and a plan for the School Advisory Council. Additionally, the assistant principal works with staff members to improve instruction (through data review) and grow leaders within the school site. The assistant principal strives to ensure an inclusive, professional, supportive climate and assists the principal with developing and implementing processes to ensure student learning is at the forefront in all classrooms.
Maher, Colin	Assistant Principal	The assistant principal supports the principal as the school's educational leader in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. To meet that goal, the assistant principal creates and revises this school-wide safety plan and develops and implements a procedure for distributing all student resources (including textbooks and Chromebooks). Additionally, the assistant principal works with staff members to improve instruction (through data review) and grow leaders within the school site. The assistant principal strives to ensure an inclusive, professional, supportive climate and assists the principal with developing and implementing processes to ensure student learning is at the forefront in all classrooms.
Timpone, Michael	Assistant Principal	The assistant principal supports the principal as the school's educational leader in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. The assistant principal creates and revises the school-wide testing plan to meet that goal. The assistant principal Additionally, the assistant principal develops and implements a support program for a new teachers. The assistant principal works with staff members to improve instruction (through data review) and grow leaders within the school site. The assistant principal strives to ensure an inclusive, professional, supportive climate and assists the principal with developing and implementing processes to ensure student learning is at the forefront in all classrooms.

Name	Position Title	Job Duties and Responsibilities
Davis-Henry, Cara	Other	The Single School Culture Coordinator provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Additionally, the SSCC provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. This includes but is not limited to training teachers on the appropriate and effective use of data, determining appropriate resources that will lead to student success. The SSCC also models and mentors teachers who need support in small group instruction. Working to ensure the multi-tiered system of supports is utilized at the school site is another responsibility for the SSCC.
Kiser, Roosevelt	Graduation Coach	The Graduation Coach is responsible for establishing frequent personal contact with students considered at-risk of not graduating. At the middle school level, the Graduation Coach works with students in danger of not being promoted to high school or the next grade. Reviewing discipline, absence and educational records to determine best plan of action for the students is another responsibility for this person. Working with the students to help them overcome barriers to success is a main focus of the Graduation Coach.

Demographic Information

Principal start date
Sunday 7/1/2018, Anthony Allen

Number of teachers with a 2022 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 2022 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.*
8

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
914

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	295	337	306	0	0	0	0	938
Attendance below 90 percent	0	0	0	0	0	0	115	82	90	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	33	94	81	0	0	0	0	208
Course failure in ELA	0	0	0	0	0	0	91	57	102	0	0	0	0	250
Course failure in Math	0	0	0	0	0	0	70	54	63	0	0	0	0	187
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	120	102	136	0	0	0	0	358
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	140	116	143	0	0	0	0	399
Number of students with a substantial reading deficiency	0	0	0	0	0	0	108	165	135	0	0	0	0	408

Using the table above, complete the table below with the number of students by current grade level who have 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	177	123	146	0	0	0	0	446

Using current year data, complete the table below with the number of students identified as being "retained.":

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	9	11	12	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	80	70	74	0	0	0	0	224

Date this data was collected or last updated

Wednesday 9/14/2022

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	297	332	279	0	0	0	0	908
Attendance below 90 percent	0	0	0	0	0	0	59	63	63	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	6	2	5	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	113	131	121	0	0	0	0	365
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	71	72	93	0	0	0	0	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	299	269	250	0	0	0	0	818
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	305	258	183	0	0	0	0	746

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	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	297	332	279	0	0	0	0	908
Attendance below 90 percent	0	0	0	0	0	0	59	63	63	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	6	2	5	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	113	131	121	0	0	0	0	365
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	71	72	93	0	0	0	0	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	299	269	250	0	0	0	0	818
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	305	258	183	0	0	0	0	746

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	0	0	0	0	0	0	0	

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	6	8	8	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	53%	50%				36%	58%	54%
ELA Learning Gains	39%						47%	56%	54%
ELA Lowest 25th Percentile	33%						43%	49%	47%
Math Achievement	25%	35%	36%				36%	62%	58%
Math Learning Gains	50%						40%	60%	57%
Math Lowest 25th Percentile	53%						40%	53%	51%
Science Achievement	23%	56%	53%				30%	52%	51%
Social Studies Achievement	47%	64%	58%				66%	75%	72%

Grade Level Data Review - State Assessments
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	2022					
	2019	34%	58%	-24%	54%	-20%
Cohort Comparison						
07	2022					
	2019	28%	53%	-25%	52%	-24%
Cohort Comparison		-34%				
08	2022					
	2019	37%	58%	-21%	56%	-19%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	60%	-21%	55%	-16%
Cohort Comparison						
07	2022					
	2019	17%	35%	-18%	54%	-37%
Cohort Comparison		-39%				
08	2022					
	2019	31%	64%	-33%	46%	-15%
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	28%	51%	-23%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	72%	-10%	71%	-9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	32	33	13	36	46	15	23	92		
ELL	23	35	29	18	47	50	14	38	72		
ASN	60			50							
BLK	27	38	41	24	48	53	18	52	84		
HSP	29	38	26	24	51	51	27	39	85		
MUL	36			38	45						
WHT	41	43		42	50						
FRL	29	38	33	25	50	54	22	45	85		
2021 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 2019-20	C & C Accel 2019-20
SWD	14	25	23	13	18	22	14	21	67		
ELL	22	29	23	15	11	22	5	37	65		

2021 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 2019-20	C & C Accel 2019-20
BLK	29	33	33	17	14	20	16	35	76		
HSP	30	33	22	18	13	18	25	39	64		
MUL	45	40		10							
WHT	37	29		16	12						
FRL	29	32	27	18	13	20	21	37	68		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	42
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	44
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When comparing the 2019 and 2022 assessment information, there was a decrease in ELA achievement across all subgroups except whites (38% to 41%) and multiracial ((22% to 36%). The other subgroups include Black(40% to 27%)/, Hispanic (31% to 29%), SWD(18% to 14%), ELL (24% to 23%), FRL (35% to 29%). There was a decrease in learning gains across all subgroups: Blacks (47% tp 38%), Whites (48% to 47%), Multiracial (no comparative data) Hispanic (45% to 38%), SWD(39% to 32%), ELL (42% to 36%), FRL (46% to 38%). There was a decrease in math achievement in all subgroups: Blacks (35% tp 24%), Whites (45% to 42%), Multiracial (60% to 38%) Hispanic (36% to 24%), SWD(19% to 13%), ELL (25% to 18%), FRL (35% to 25%) . There was an increase in learning gains in all subgroups in math: Blacks (40% tp 48%), Whites (43% to 50%), Multiracial (no comparative data) Hispanic (38% to 51%), SWD(33% to 36 %), ELL (32% to 47%), FRL (39% to 50%) . There was a decrease in achievement in Civics (62% to 45%) and Science (28% to 22%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in achievement in the areas - Math (24%), Science(21%), Civics(45%) and ELA (27%). Work must also continue in learning gains for ELA. The goal is to reverse the trend of decline seen in the data from 2019 through 2022. The decline is as follows for all subgroups: Blacks (47% tp 38%), Whites (48% to 47%), Multiracial (no comparative data) Hispanic (45% to 38%), SWD(39% to 32%), ELL (42% to 36%), FRL (46% to 38%). This is based on information from FSA 2022 assessments, as progress monitoring is ongoing today. According to the ESSA data, four subgroups ELL (English Language Learners), SWD (Students with Disabilities). ESSA data shows SWD (33%), Hispanic (40%), Multi-racial (40%), and ELLs (36%) do not meet the required federal threshold of 41 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of teachers trained in various strategies (including small group instruction, data analysis and use to adjust instruction) to improve achievement was a factor. The inability to have training due to a lack of substitutes was also a factor. Teachers covered absent colleagues classes on an average of two times a week. To address these needs teachers would need more training. Additional long term substitutes would be needed to fill in for teachers at training. A Learning Team Facilitator needs to be hired to assist the Single School Culture Coordinator with providing coaching/training to teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains showed the most improvement between 2019 and 2022 based on a 2022 state assessment data review . The improvements for subgroups were as follows: Blacks (40% tp 48%), Whites (43% to 50%), Multiracial (no comparative data) Hispanic (38% to 51%), SWD(33% to 36%), ELL (32% to 47%), FRL (39% to 50%)The data showed the following: Middle School Acceleration also showed a great deal of improvement between 2019 and 2022 as follows: Blacks (76% to 84%), Whites (no comparative data), Multiracial (no comparative data) Hispanic (69% to 85%), SWD(no data in 2019, 92% in 2022), ELL (59% to 72%), FRL (67% to 85%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Regularly scheduled PLCs with a math coach provided weekly by the North region office, learning walks with the North Region office, and a focus on level 2 questions contributed to the increase in math learning gains. Middle School Acceleration improved as more high Level 2 students were included in the accelerated courses.

What strategies will need to be implemented in order to accelerate learning?

Teachers will utilize data to drive instruction and follow the scope and sequence provided by the district. Teachers will collaborate and plan standards-based lessons together. Teachers will share best practices in PLCs to increase capacity. Additionally, tutoring will start in September, not January. This provides a longer time for students to receive additional assistance in the tested benchmarks.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

New teachers will work with the Learning Team Facilitator on a book study. The book is "Get Better Faster". All teachers will attend PLCs and training activities related to the subject they teach. These activities will focus on improving instruction through the development and implementation of standards-based lessons and small group instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Single School Culture Coordinator will continue to be utilized at the school site to provide modeling and mentoring. Tutoring will begin again earlier in the school year. Teachers will continue to be able to attend PLCs and training related to subjects they teach, standards-based instruction, and differentiated instruction.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A standards based instructional focus and a review of data related to the standards will increase learning gains across curriculum in all areas especially ELA and Math. This will also increase achievement levels for both Civics and Science. This will also align with the district's instructional priorities of content delivery aligned to benchmarks and intended learning, monitoring student understanding and providing corrective feedback aligned to benchmarks and intended learning and using student data and work samples to identify learning needs to adjust instruction. When comparing the 2019 and 2022 assessment information, there was a decrease in ELA achievement across all subgroups except whites (38% to 41%) and multiracial ((22% to 36%). The other subgroups include Black(40% to 27%)/, Hispanic (31% to 29%), SWD(18% to 14%), ELL (24% to 23%), FRL (35% to 29%). There was a decrease in learning gains across all subgroups: Blacks (47% tp 38%), Whites (48% to 47%), Multiracial (no comparative data) Hispanic (45% to 38%), SWD(39% to 32%), ELL (42% to 36%), FRL (46% to 38%). There was a decrease in math achievement in all subgroups: Blacks (35% tp 24%), Whites (45% to 42%), Multiracial (60% to 38%) Hispanic (36% to 24%), SWD(19% to 13%), ELL (25% to 18%), FRL (35% to 25%) . There was an increase in learning gains in all subgroups in math: Blacks (40% tp 48%), Whites (43% to 50%), Multiracial (no comparative data) Hispanic (38% to 51%), SWD(33% to 36 %), ELL (32% to 47%), FRL (39% to 50%) . There was a decrease in achievement in Civics (62% to 45%) and Science (28% to 22%). This data indicates that a need for standards-aligned instruction is present.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February 2023, the school will increase learning gains in Math and ELA for all subgroups (Blacks, Hispanics, Whites, ESE, ELL, FRL, Multi-Racial, Asian) by 2% between Progress Monitoring 1 and 2. By May 2023, the school will increase learning gains in Math and ELA for all subgroups (Blacks, Hispanics, Whites, ESE, ELL, FRL, Multi-Racial, Asian) by another 2% between Progress Monitoring 2 and 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	At Jeaga Middle, we strategically plan for a variety of monitoring techniques. These techniques include but are not limited to: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, completion of all Formative/Summative Assessments and Technology. The monitoring will be supported by Assistant Principals, Single School Culture Coordinator, and Learning Team Facilitator.
Person responsible for monitoring outcome:	Anthony Allen (anthony.allen@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. Professional Development will support the development of teacher expertise and instructional strategy success and focus. 2.Incorporate small group instruction to support student learning at the ability level with a variety of tasks, processes and products.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Professional Learning Communities and Professional Development allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. 2. Incorporate small group instruction utilizing Unit Standards Assessments and Florida Standards Quizzes data to meet the students; need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the Florida Standards Assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.Development of a Professional Learning Community (PLC) schedule to include all content area teachers, resource teachers, and electives.
b. The Professional Learning Community sessions will focus on data analysis and effective instruction based on the needs
c. The Single School Culture Coordinator (SSCC) and Learning Team Facilitator (LTF) will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
d. The Single School Culture Coordinator and Learning Team Facilitator will assist with standards-based planning to build teachers capacity with Florida Standards Assessment standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
e. The SSCC and LTF will build professional learning opportunities for teachers to utilize research-based strategies.
f. This will be monitored by the administration including the assistant principals and principal through a review of data, lesson plans and observational walks.

Person Responsible	Anthony Allen (anthony.allen@palmbeachschools.org)

a. Students will be assessed using Unit Standards Assessments and Florida Standards Quizzes in both Math and Language Arts. Teacher will utilize differentiated instruction strategies and small group instruction in all ELA and Math courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.

d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
f. Administration will monitor this through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible   Anthony Allen (anthony.allen@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Jeaga Middle holds quarterly celebrations to support PBIS initiatives and implements the mental health lessons mandated by the state of Florida using Suite 360 lessons in classes across all curriculum areas. Our School Behavioral Health Professional (SBHP) supports the behavior and mental health of students. This position is funded through the referendum. All schools currently have an SBHP. Jeaga Middle also currently has a co-located counselor and a DATA counselor who provide services to students as allowed by parents.
Another resource is 211. It is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The principal promotes collaboration among staff while focusing on leadership. He creates a positive environment where teachers can share best practices that are responsive to students' needs. He is supported in his efforts by the remaining administrative staff.
The school counselors support a positive environment through small group interactions and experiences for students. They work to ensure all students feel safe, welcome and included.
The teachers use SWPBS to ensure a positive supportive culture for all. This includes universal prevention, targeted prevention, and intensive prevention as needed.
Our school integrates single school culture by sharing our expectations with parents and students and monitoring SWPBS through data. In alignment to school board policy 2.09 and Florida State statute 1003.42, Jeaga Middle highlights multicultural diversity within the curriculum. We also have a multicultural walk through for students and families during the year.
In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students

immersed in rigorous tasks 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

Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the

standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.