

The School District of Palm Beach County

Jeaga Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Jeaga Middle School

3777 N JOG RD, West Palm Beach, FL 33411

<https://jgms.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Allen, Anthony	Principal	<p>The Principal will monitor and work will all staff listed below to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Dr. Allen must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Couey Brisson, Rhonda	Assistant Principal	<p>The Assistant Principal will monitor and work will to ensure implementation with MTSS and SIP support. The assistant principal ensures the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Assistant Principal guides and facilitates instruction with the use of best practices and school district recommended resources/materials. It is the assistant principal's responsibility to work closely with the principal to deepen the understanding of standards and engage faculty, students, parents, and the community members in the vision of academic success aligned to college and career readiness. In addition, assistant principal assists the principal in hiring and retaining highly qualified employees. The assistant principal works with staff in the effective use of data to inform decisions and instruction, professional learning, performance, and student learning. The assistant principal proactively addresses problems in instruction and student learning. The assistant principal reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning.</p>
Maher, Colin	Assistant Principal	<p>The Assistant Principal will monitor and work will to ensure implementation with MTSS and SIP support. The assistant principal ensures the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Assistant Principal guides and facilitates instruction with the use of best practices and school district recommended resources/materials. It is the assistant principal's responsibility to work closely with the principal to deepen the understanding of standards and engage faculty, students, parents, and the community members in the vision of academic success aligned to college and career readiness. In addition, assistant principal assists the principal in hiring and retaining highly qualified employees. The assistant principal works with staff in the effective use of data to inform decisions and instruction, professional learning, performance, and student learning. The assistant principal proactively addresses problems in instruction and student learning. The assistant principal reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning.</p>

Name	Position Title	Job Duties and Responsibilities
Timpone, Michael	Assistant Principal	The Assistant Principal will monitor and work will to ensure implementation with MTSS and SIP support. The assistant principal ensures the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Assistant Principal guides and facilitates instruction with the use of best practices and school district recommended resources/materials. It is the assistant principal's responsibility to work closely with the principal to deepen the understanding of standards and engage faculty, students, parents, and the community members in the vision of academic success aligned to college and career readiness. In addition, assistant principal assists the principal in hiring and retaining highly qualified employees. The assistant principal works with staff in the effective use of data to inform decisions and instruction, professional learning, performance, and student learning. The assistant principal proactively addresses problems in instruction and student learning. The assistant principal reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning.
Kiser, Roosevelt	Graduation Coach	Mr. Kiser works with students who are in danger of not being promoted to the next grade. He collaborates with students, staff and parents to help the student overcome barriers to promotion. He performs home visits and holds regular meetings with the students and families to ensure the student gets on track for promotion.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Parents are invited to monthly SAC and Title I SWP input meetings throughout the school year. At these meetings, school academic goals were discussed and reviewed. The use of SAC, ESSER, and Title I monies was discussed. Parents, staff members, and community members give input into how monies should be spent. The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, DATA counselors, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student assessments include the new Progress Monitoring which occur 3 times per year. In Grades 6-8, there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, end-of-course exams and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the 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.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of FSQs, USAs, PBPAs and FAST Progress Monitoring. Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations,

Professional Learning Communities attendance/participation, Formative/Summative Assessments and Technology.

Regular walkthroughs and observations will be done by all administrative staff along with the SSCC. Teachers will be given feedback and then observed again to monitor for improvements. The North Region SSCC will also assist Math, and district personnel for ELA, Social Studies and Science. They will also be a part of walkthroughs and share feedback with the administration to share with the staff. Data will be discussed with the faculty members in PLCs and LTMs. This, too, will be monitored for improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	25	20	35	80	
One or more suspensions	0	0	0	0	0	0	135	114	110	359	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	30	97	89	216	
Course failure in Math	0	0	0	0	0	0	59	50	76	185	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	273	332	296	901	
Level 1 on statewide Math assessment	0	0	0	0	0	0	273	332	296	901	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	250	310	252	812	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	273	332	296	901

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	4	8	18
Students retained two or more times	0	0	0	0	0	0	2	7	7	16

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	115	82	90	287	
One or more suspensions	0	0	0	0	0	0	33	94	81	208	
Course failure in ELA	0	0	0	0	0	0	91	57	102	250	
Course failure in Math	0	0	0	0	0	0	70	54	63	187	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	102	136	358	
Level 1 on statewide Math assessment	0	0	0	0	0	0	140	116	143	399	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	108	165	135	408	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	177	123	146	446

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	11	12	32
Students retained two or more times	0	0	0	0	0	0	80	70	74	224

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	115	82	90	287	
One or more suspensions	0	0	0	0	0	0	33	94	81	208	
Course failure in ELA	0	0	0	0	0	0	91	57	102	250	
Course failure in Math	0	0	0	0	0	0	70	54	63	187	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	102	136	358	
Level 1 on statewide Math assessment	0	0	0	0	0	0	140	116	143	399	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	108	165	135	408	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	177	123	146	446

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	9	11	12	32
Students retained two or more times	0	0	0	0	0	0	80	70	74	224

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	51	49	29	53	50	30		
ELA Learning Gains				39			33		
ELA Lowest 25th Percentile				33			27		
Math Achievement*	30	59	56	25	35	36	18		
Math Learning Gains				50			13		
Math Lowest 25th Percentile				53			19		
Science Achievement*	20	50	49	23	56	53	21		
Social Studies Achievement*	39	68	68	47	64	58	38		
Middle School Acceleration	68	76	73	85	52	49	70		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	21	37	40	32	85	76	26		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	204
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	1
ELL	28	Yes	4	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	35	Yes	2	
MUL	25	Yes	2	1
PAC				
WHT	47			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	36	Yes	3	
AMI				
ASN	55			
BLK	42			
HSP	40	Yes	1	
MUL	40	Yes	1	
PAC				
WHT	44			
FRL	41			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			30			20	39	68			21
SWD	14			17			9	29			5	10
ELL	18			26			14	30	60		6	21
AMI												
ASN												
BLK	27			28			23	31	66		6	17
HSP	23			30			18	43	70		6	23
MUL	25			25							2	
PAC												
WHT	32			46				64			3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
FRL	24			28			18	37	69		6	19

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	39	33	25	50	53	23	47	85			32
SWD	14	32	33	13	36	46	15	23	92			24
ELL	23	35	29	18	47	50	14	38	72			32
AMI												
ASN	60			50								
BLK	27	38	41	24	48	53	18	52	84			38
HSP	29	38	26	24	51	51	27	39	85			30
MUL	36			38	45							
PAC												
WHT	41	43		42	50							
FRL	29	38	33	25	50	54	22	45	85			33

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	33	27	18	13	19	21	38	70			26
SWD	14	25	23	13	18	22	14	21	67			9
ELL	22	29	23	15	11	22	5	37	65			26
AMI												
ASN												
BLK	29	33	33	17	14	20	16	35	76			21
HSP	30	33	22	18	13	18	25	39	64			26
MUL	45	40		10								
PAC												
WHT	37	29		16	12							
FRL	29	32	27	18	13	20	21	37	68			26

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	22%	48%	-26%	47%	-25%
08	2023 - Spring	27%	47%	-20%	47%	-20%
06	2023 - Spring	18%	45%	-27%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	12%	54%	-42%	54%	-42%
07	2023 - Spring	27%	36%	-9%	48%	-21%
08	2023 - Spring	38%	65%	-27%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	46%	-27%	44%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	48%	19%	50%	17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	50%	34%	48%	36%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	65%	-29%	66%	-30%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

All areas - ELA (22% proficient), Math (27% proficient), Science (19% proficient), Civics (36% proficient), and Algebra/Geometry (72% proficient) showed low performance. We have encountered various barriers both in FY23 and FY24. We started both years short-staffed with many vacancies. Our LTF has to teach full classes until a teacher can be hired. The Single School Culture Coordinator is new to the position and began in late August.

Classroom teachers have added students from classes with no teacher into their classroom to provide instruction. As a result, instruction and collaboration have been interrupted. This occurred in FY23 also.

There is a downward trend in proficiency in ELA achievement. This will continue as we currently need 3 ELA teachers. There is a downward trend in proficiency over four years in all areas. This can be related to the COVID pandemic and teacher turnover.

When comparing the 2022 and 2023 assessment information, there was a decrease in ELA achievement across all subgroups: White (35% to 28%), Multi-ethnic ((33% to 27%), Black(27% to 24%), Hispanic (27% to 19%), SWD(11% to 8%), ELL (8% to 1%), American Indian (50% to 20%) and Asian remained at 50% proficiency.

When comparing the 2022 and 2023 assessment information, there was a decrease in math achievement in some subgroups: Multi-ethnic(38% to 21%) and American Indian (50% to 40%). All other subgroups had an increase in achievement: Blacks (20% to 26%), Whites (33% to 42%), Hispanic (17% to 26%), SWD(5% to 17%), ELL (9% to 16%), Asian (42% to 43%).

When comparing the 2022 and 2023 assessment information, there was a decrease in achievement in Civics (46% to 36%) and in Science achievement (20% to 19%).

There is a downward trend in ELA proficiency. To change the trend, the teachers are receiving additional training in delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources.

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

The greatest decline in middle school subjects was in Civics (from 45% in FY22 to 35% in FY23). This decline can be contributed to new teachers (2 of 3 were new to the course) for the course not being familiar with the standards and the rigor of instruction needed. There was a 17% decline in the Algebra pass rate. This was a result of the administrative decision to give struggling students a continued opportunity to be in a high school credit class instead of moving them to a middle school course. Tutoring was offered. Many students did not take advantage of that.

The lack of teachers trained in various strategies (including small group instruction, data driven 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. The administration, Single School Culture Coordinator and Learning Team Facilitator need to provide more coaching/training to teachers.

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 was the data component with the most significant gap compared to the state average. There is a difference of 28% in proficiency rates (47% to 19%). This is due to teachers' needing more training in providing rigorous instruction to students. There was also a shortage of teachers in that subject. Teachers had to teach large classes as no teacher was available. Some teachers need certification in the subject and are working toward that. Tutoring was not available after school for Science as teachers were not available for this. There is a stagnation of scores. This downward movement is a trend. To change the trend, the teachers are receiving additional training from district and school-based personnel in delivering content aligned to the benchmarks, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's strategic plan of ensuring all students engaging in teaching and learning that result in academic excellence; accelerating learning using innovative and differentiated approaches and improving equitable participation in programs and resources.

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

Comparing FY22 to FY23, mathematics showed the most improvement. It increased overall by 7%. Most subgroups showed improvement: Blacks (20% to 26%), Whites (33% to 42%), Hispanic (17% to 26%), SWD(5% to 17%), ELL (9% to 16%), Asian (42% to 43%). Two subgroups had decreased achievement: Multi-ethnic(38% to 21%) and American Indian (50% to 40%). Jeaga Middle School had an entire staff in math. All were certified in the subject. Many attended PLCs. The North Region SSCC visited regularly and provided assistance and feedback to the teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is the lack of proficiency in Math and English Language Arts. This is an ongoing struggle for our students. In FY23, about one-half of the 273 students in grade 6 were a level 1 in Reading and Math. That was true for both 7th and 8th grade students. Eighteen percent of our students failed math. Twenty one percent failed ELA. One-hundred thirty five students in 6th grade along with 114 7th grade students and 110 8th grade students were absent ten-percent of the the school year. There were 135 6th grade students, 114 7th grade students and 110 8th grade students with 2 or more indicators for the Early Warning System.

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

Our highest priorities are increasing proficiency in all areas - 1 Math, 2 ELA, 3 Science, and 4 Civics.

In addition, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In prior years, Jeaga Middle School had a teacher liaison who worked with new teachers and provided them with guidance and support throughout the year. This was in addition to the Educator Support Program. In FY23, this position was vacant. Having this individual helped Jeaga keep their new teachers. This position has been re-established at Jeaga Middle School. This individual has met with our new teachers and has a plan to assist them throughout the year. This will help Jeaga achieve a single school culture as discussed in Policy 2.09.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Jeaga Middle School will retain 70% of the new teachers hired for FY24.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will have monthly meetings with the administrator over ESP. This administrator will conduct a "pulse check" to determine teacher concerns. The teacher ambassador will meet with the new teachers bi-weekly as a "check-in" to ensure they have all the information/items they need for success.

Person responsible for monitoring outcome:

Michael Timpone (michael.timpone@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Educator Support Program (ESP) is the School District of Palm Beach County's official induction, onboarding, and support program for newly hired and emerging educators. It is an exploration of instructional best practices that are universal across contents, grades, and all facets of education.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This program has shown significant success in helping new teachers improve their craft.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Teacher Ambassador will hold a welcome meeting for new teachers. The ambassador will then meet regularly with new teachers to ensure they have the resources they need.

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

By When: August 4, 2023-welcome meeting through April 2024 for regular Ambassador meetings

ESP administrators schedules and holds monthly meetings with new teachers

Person Responsible: Michael Timpone (michael.timpone@palmbeachschools.org)

By When: June 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities have scored below the federal index threshold of 42%. The achievement of SWD students has decreased in ELA from 11% proficient to 8%. Their proficiency increased in Math from 5% to 17%. There is an upward trend in math proficiency for this sub group. This can be attributed to more experienced teachers and a focus on delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These activities align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Eleven percent of the Students with Disabilities will be proficient as shown by the data on the PM 3 FAST for ELA. Twenty percent of the Students with Disabilities will be proficient as shown by the data on the PM 3 FAST for Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data from multiple assessments before PM3 will be reviewed. This data includes all FSQs, USAs, PBPAs, PM1 FAST and PM2 FAST. Teachers will receive additional strategies and support to help move students toward measurable outcomes. This will be done during PLCs and meetings with administrators. Focus on feedback will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Person responsible for monitoring outcome:

Rhonda Couey Brisson (rhonda.coueybrisson@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During recent decades, professional learning communities (PLCs) have enhanced education from lower grade levels through college years, with many resulting benefits. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). The authors' review will explore the role of the school leader in creating successful professional learning communities and will explain how PLCs have improved K-12 education for both teachers and students. The Effective Implementation of Professional Learning Communities
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This aligns with the district's instructional priorities of delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Subject area, grade level PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is vital so that educators can share opinions and feel that what they do in the classroom matters.

Source: <https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community#:~:text=PLCs%20allow%20teachers%20an%20easy,doing%20in%20the%20classroom%20matters>. The PLCs will focus on delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These meetings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

After every assessment (USA, PBPA, PM1, PM2), the SSCC and administration/department chairs/SSCC will conduct PLCs with the teachers to review data and discuss needed changes in instruction. This aligns with the district's instructional priority of using trends in student data to identify learning needs and adjust instruction. This aligns with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources.

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

By When: monthly meetings (according to assessment calendar) through May, 2024

Walkthroughs and observations will be conducted to ensure changes in instructional strategies are being done. Feedback will be provided by the administration to the teachers. Focus on feedback will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

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

By When: weekly walkthroughs through May 2024

Teachers will conduct common planning meetings which will be attended by all grade level teachers and a rotating administrator.

Person Responsible: Rhonda Couey Brisson (rhonda.coueybrisson@palmbeachschools.org)

By When: bi-weekly through May 2024

#3. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For three years, English Language Learners have scored below the federal index threshold of 42%. Their achievement has improved in Math (from 9% in FY22 to 15% in FY23 but continues to lag behind the rest of the population. In ELA, there was a significant decline in proficiency from 8% in FY22 to less than 2% in FY23.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Eighteen percent of the English Language Learners will be proficient as shown by the data on the PM 3 FAST for Math. Five percent of the English Language Learners will be proficient as shown by the data on the PM 3 FAST for ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data from multiple assessments before PM3 will be reviewed. This data includes all FSQs, USAs, PBPAs, PM1 FAST and PM2 FAST. Teachers will receive additional strategies and support to help move students toward measurable outcomes. This will be done during PLCs and meetings with administrators.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During recent decades, professional learning communities (PLCs) have enhanced education from lower grade levels through college years, with many resulting benefits. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). The authors' review will explore the role of the school leader in creating successful professional learning communities and will explain how PLCs have improved K-12 education for both teachers and students. The Effective Implementation of Professional Learning Communities
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Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is key so that educators can share opinions and feel that what they are doing in the classroom matters.

Source: <https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community#:~:text=PLCs%20allow%20teachers%20an%20easy,doing%20in%20the%20classroom%20matters.>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will conduct common planning meetings which will be attended by all grade level teachers and a rotating administrator.

Person Responsible: Rhonda Couey Brisson (rhonda.coueybrisson@palmbeachschools.org)

By When: bi-weekly through May 2024

Walkthroughs and observations will be conducted to ensure changes in instructional strategies are being done. Feedback will be provided by the administration to the teachers.

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

By When: weekly walkthroughs through May 2024

After every assessment (USA, PBPA, PM1, PM2), the SSCC and administration/department chairs/SSCC will conduct PLCs with the teachers to review data and discuss needed changes in instruction. Focus of PLCs will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These meetings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

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

By When: monthly meetings (according to assessment calendar) through May, 2024

#4. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For one year, Multiracial students have scored below the federal index threshold of 42%. Their achievement decline in Math (from 38% in FY22 to 21% in FY23). In ELA, there was a decline in proficiency from 33% in FY22 to less than 27% in FY23.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Twenty five percent of Multiracial students will be proficient in Math as shown by the data on the PM 3 FAST. Thirty percent of Multiracial students will be proficient in ELA as shown by the data on the PM 3 FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

After every assessment (USA, PBPA, PM1, PM2), the SSCC and administration/department chairs/SSCC will conduct PLCs with the teachers to review data and discuss needed changes in instruction. Focus of PLCs will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Person responsible for monitoring outcome:

Anthony Allen (anthony.allen@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During recent decades, professional learning communities (PLCs) have enhanced education from lower grade levels through college years, with many resulting benefits. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). The authors' review will explore the role of the school leader in creating successful professional learning communities and will explain how PLCs have improved K-12 education for both teachers and students.

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Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is key so that educators can share opinions and feel that what they are doing in the classroom matters.

Source: <https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community#:~:text=PLCs%20allow%20teachers%20an%20easy,doing%20in%20the%20classroom%20matters>

These meetings will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Walkthroughs and observations will be conducted to ensure changes in instructional strategies are being done. Feedback will be provided by the administration to the teachers. There will be a focus on feedback related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources.

Person Responsible: Rhonda Couey Brisson (rhonda.coueybrisson@palmbeachschools.org)

By When: weekly walkthroughs through May 2024

Teachers will conduct common planning meetings which all grade level teachers and a rotating administrator will attend. Focus the meetings will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These meetings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

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

By When: bi-weekly meetings through May 2024

After every assessment (USA, PBPA, PM1, PM2), the SSCC and administration will conduct PLCs with the teachers to review data and discuss needed changes in instruction. Focus of the PLCs will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Person Responsible: Rhonda Couey Brisson (rhonda.coueybrisson@palmbeachschools.org)

By When: monthly meetings (according to the assessment schedule) through May 2024

#5. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For one year, Hispanic students have scored below the federal index threshold of 42%. Their achievement has improved in Math (from 16% in FY22 to 26% in FY23 but continues to lag behind the rest of the population). In ELA, there was a significant decline in proficiency from 26% in FY22 to less than 18% in FY23.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Twenty percent of the Hispanic students will be proficient as shown by the data on the PM 3 FAST for ELA. Thirty percent of the Hispanic students will be proficient as shown by the data on the PM 3 FAST for Math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data from multiple assessments before PM3 will be reviewed. This data includes all FSQs, USAs, PBPAs, PM1 FAST and PM2 FAST. Teachers will receive additional strategies and support to help move students toward measurable outcomes. This will be done during PLCs and meetings with administrators. Focus on feedback will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Person responsible for monitoring outcome:

Anthony Allen (anthony.allen@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional learning communities(PLCs) have enhanced education across all levels with many resulting benefits. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. The authors' review will explore the role of the school leader in creating successful professional learning communities and will explain how PLCs have improved K-12 education for both teachers and students. The Effective Implementation of Professional Learning Communities Brown, Benjamin D.; Horn, Rolanda S.; King, Gwendolyn

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Focus of the PLCs will be related to district instructional priorities of delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Good communication is key so that educators can share opinions and feel that what they are doing in the classroom matters.

Source: <https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community#:~:text=PLCs%20allow%20teachers%20an%20easy,doing%20in%20the%20classroom%20matters.>

Focus of PLCs will be related to delivering content aligned to the benchmark, monitoring for understanding,

providing appropriate feedback and analyzing data to adjust instruction. They align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will conduct common planning meetings which all grade level teachers and a rotating administrator will attend. These meetings will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These meetings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Person Responsible: Colin Maher (colin.maher@palmbeachschools.org)

By When: bi-weekly meetings through May 2024

After every assessment (USA, PBPA, PM1, PM2), the SSCC and administration will conduct PLCs with the teachers to review data and discuss needed changes in instruction. Focus on feedback will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These meetings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Person Responsible: Michael Timpone (michael.timpone@palmbeachschools.org)

By When: monthly meetings (according to assessment calendar) through May 2024

Walkthroughs and observations will be conducted to ensure changes in instructional strategies are being done. Feedback will be provided by the administration to the teachers. Focus on feedback will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. This aligns with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

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

By When: weekly walkthroughs through May 2024

Walkthroughs and observations will be conducted to ensure changes in instructional strategies are being done. Feedback will be provided by the administration to the teachers.

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

By When: weekly walkthroughs through May 2024

Walkthroughs and observations will be conducted to ensure changes in instructional strategies are being done. Feedback will be provided by the administration to the teachers. Focus on feedback will be related to delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing

data to adjust instruction. This aligns with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

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

By When: weekly walkthroughs through May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Jeaga Middle School uses its Title I funding(\$544,871) to provide additional resources - classroom supplies, teachers, professional development/parent conference substitutes, stipends for professional development and a Single School Culture Coordinator- for all of our students, including those in the ESSA-identified subgroups who have not met the federal index threshold. These subgroups are Hispanic students, Multi-ethnic students, students with disabilities and English Language Learner students. From the Title I grant, five teachers are slated to be hired. Three of those positions remain vacant due to a need for more qualified candidates. Approximately, ten thousand dollars has been set aside for supplies. Approximately seven thousand dollars has been earmarked parent engagement activities that will include training parents to assist their children in succeeding in school. An SSCC has been hired and is slated to start in September. The SSCC will focus on coaching, modeling and providing professional development to our teachers. Professional development activities - attending model school conferences and workshops have also been paid for out of this funding. Other professional development activities will focus on delivering content aligned to the benchmark, monitoring for understanding, providing appropriate feedback and analyzing data to adjust instruction. These trainings align with the district's instructional priorities. The school is committed to the district's strategic plan of ensuring equitable participation in learning and resources, ensuring all student learning and teaching results in academic excellence as well as accelerating student learning through innovative and differentiated instruction.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Jeaga Middle will host a Title I Annual Meeting in August 2024. All attending parents will receive information about the Title I program. Information will be available in Spanish, Creole and English. Additionally, a copy of the School Wide Plan will be available on the school website and at the school site. The website is: <https://www.palmbeachschools.org/JeagaMiddle>

Progress on the goals of the School Improvement Plan will be shared monthly at the School Advisory Council meetings. A translator will be available. Documents will be available in English, Spanish and Creole.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents will be informed of their student's progress through bi-weekly reports sent home through SIS. Parents and community members will be invited to monthly SAC meetings, bi-annual Parent Leadership Meetings(ELL), and parent conferences. Parents will also be asked to attend trainings on ways to help their students be more successful. The scheduled trainings include Understanding and Using SIS Gateway for parents. SIS is the student information system where information related to grades, assessment, attendance and discipline can be found. The other training is related to improving student success in reading and math. There will be hands-on activities for parents and all attendees. All activities will have documents in English, Spanish and Creole and translators if available.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school will provide tutoring beginning in September to assist the students facing the most significant academic challenges. The school has hired an SSCC to help improve teacher capacity and has requested additional assistance from the North Region. Additionally, more students have been provided opportunities to earn high school credit.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Jeaga provides supplies and clothing to students experiencing homelessness. The MVP coordinator also offers resources to the families. Over ninety-five percent of Jeaga Middle School's students receive free and reduced meals.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Jeaga has a co-located mental health counselor, a DATA counselor and a Behavioral Health Professional on site to assist students who need specialized support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Eighth-grade students can attend multiple college tours at various times during the year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Jeaga offers School-Wide Positive Behavior Support on campus wide. Additionally, all students can be referred to the school-based team.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers are slated and expected to attend all PLCs and Learning Team Meetings. All departments will hold common planning meetings bi-weekly. Additionally, the school has assigned a teacher to be the Teacher Ambassador again for the newer teachers on campus. The SSCC will begin providing coaching and feedback to all teachers once she is on board.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A