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**Title I Comprehensive Schoolwide Plan**  
**JEAGA MIDDLE SCHOOL (2701)**

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# ELA

## 1. List prioritized needs statements.

Only 27.7% of all JMS students are predicted to be proficient in reading by FY25. Among specific groups, only 13% of ESE students and 19% of ESOL students are expected to achieve reading proficiency in FY25. This data is sourced from the Power BI reports, which include PM3 from last May and PM1 and PM2 from this year.

## 2. List the root causes for the needs assessment statements you prioritized.

Lack of teacher training on standards, small group instruction, and questioning techniques Lack of student reading ability – many lack comprehension skills Lack of student engagement in school (class and campus) Lack of planning time as we are covering classes and parent engagement

## 3. Share possible solutions that address the root causes.

Supplement classroom instruction support Have teachers in SS and Science CLS trained Attend conferences and PD to gain skills and strategies to assist our students better. Provide tutoring and enrichment all year Hire teachers who can relate to our students Hire a permanent substitute Offer a summer reading camp Have a reading club Make Reading Plus a part of every class, not just ELA and have supplemental reading resources (dictionaries, headphones, online subscriptions) Provide literacy coach who will conduct PD to implement strategies across the curriculum (ELA, SS, and Science) Offer parent training on effective strategies that can be used at home

## 4. How will school strengthen the PFEP to support ELA?

### • Communication

Email progress reports home biweekly using SIS and Parentlink. Messages to families will be sent in different languages. Translation during parent training and meeting

### • Parent Training

Provide parents with training on how to read with your middle schooler at home

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Send home bi-weekly progress reports

- Students

Attend school ready to learn.

- Parents

Support teachers' efforts to educate their students.

- Staff Training

Staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (ELA)  
UNDERSTANDING FAMILY DYNAMICS AND SUPPORTING STUDENT SUCCESS

- Accessibility

Hold meetings in areas that all people can access. Jeaga will hold meetings at various times to support families who are homeless, migratory, English language learners, and families needing accommodations

## Math

### 1. List prioritized needs statements.

Based on the FAST (Florida Assessment for Student Thinking - Progress Monitoring) scores Spring 2024, the percentage of students testing at level 1's are: 6th: 62% Level 1 7th: 49% Level 1 8th: 34% Level 1 Eighteen percent of all students are predicted to be proficient. Less than 9% of ESE students are expected to be proficient. Thirteen percent of ESOL students are expected to be proficient. Algebra 1 - 78% of Algebra Honors students demonstrated proficiency on the EOC exam. Geometry - 85% of all Geometry Honors students demonstrated mastery on the EOC exam.

## 2. List the root causes for the needs assessment statements you prioritized.

1. The need for an intensive or regular math classes (more instructional focus). 2. Ensuring that students are mastering foundational knowledge/skills required to answer upper-level DOK questions. 3. Not meeting standards at the appropriate level of rigor and questioning at the DOK level. 4. Pacing schedule. Students are not able to keep up with the pacing in the accelerated 6th-grade classes. Many students would benefit from a regular 6th-grade math class instead of being placed in an accelerated class. 5. The current curriculum teaches many strategies for a concept and the majority of students are not able to master them in the time allotted. 6. The need for additional support in understanding word problems and interpreting what is being asked. 7. Inadequate staffing/staff shortages. 8. Lack of helpful resources- print, web-based. 9. Professional Development that increases the teachers' knowledge, skills, and techniques to increase the level of rigor and relevance of student learning. Professional Development Data analyzes training training parent in practical math strategies. 10. Address life skill learning to address emotional and behavioral issues that interrupt the learning process.

## 3. Share possible solutions that address the root causes.

1. The need to examine all of our processes, initiatives, programs, and assessments to ensure that they provide the systematic and sustainable improvements we need. Additionally, our process data uncovered the need for us to develop, implement, and monitor a system-wide instructional framework to ensure that rigorous, differentiated and personalized learning opportunities were being provided to our students. 2. Recruit an intensive math teacher, regular math teacher & classes, and/or support facilitation teacher to assist with foundational skills and allow teachers more time to work with students. 3. Enrichment math resources - print, math software for fluency practice to help improve instruction, remediation, and student enrichment. 4. Professional development focused on the best practices for teaching math concepts and math language support, adding math intervention time for students in need, continuing after-school tutoring, and maintaining the instructional coach. 5. Provide training to teachers in need of training on standards and rigor. Deliver ongoing professional development that focuses on building teachers' capacity in analyzing data effectively, creating data-driven lessons, and sharing best practices in instructional delivery and assessment. 6. Math tutoring to assist targeted students in need of remediation. 7. Homogeneous grouping: Teachers can scaffold support to more than one student at a time. Small group with manned labs and instructor support. 8. Attend conferences that teach attendees how to serve all Jeaga students and offer math related parent training that families will use at home.

## 4. How will school strengthen the PFEP to support Math?

### • Communication

Parent communication will be increased with families who speak other languages. Messages to families will be sent in different languages. Translation during parent training and meeting

- Parent Training

Parent Training may be offered to support parents/families as they work with their student at home (Math) – training in math at home to improve math skills.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Provide a safe campus where learning is the primary focus. 2. Offer rigorous instruction that enables students to meet and/or exceed the school/district/state standards in mathematics. 3. Respect and celebrate the cultural diversity of students and families. 4. Communicate regularly with students and their families regarding individual student's progress through conferences, emails, or texts (if parents provide the needed information). 5. Promote a friendly atmosphere where families are encouraged to participate actively. 6. Support families in becoming partners in their children's education through parent training activities (including SIS, Reading Plus, etc.) 7. Explain the purpose and benefits of Title 1. 8. If possible, post the meeting and/or meeting minutes on the school's website so parents who could not attend can see and/or review the minutes. 9. Offer free tutoring for targeted students. Use strategies to support all students.

- Students

Come to school regularly, on time, and prepared to learn. 2) Complete and submit all assignments and ask questions when help is needed/they do not understand. 3) Follow Mustang Rules - Know and follow school rules and be responsible for their behavior. 4) Report concerns to the school and/or families. 5) Demonstrate respect for self and others. 6) Practice learning strategies shared by the school at home.

- Parents

Ensure students come to school regularly. 2. Monitor homework assignments and notify the teacher if problems occur. 3. Inform Jeaga Middle School staff of family concerns regarding the student's success and request assistance. 4. Assist the school whenever possible, including joining the SAC. 5. Practice learning strategies shared by the school at home. Allow a quiet place and time for homework, making sure the homework is completed daily. 7. Check their email and the student folder and/or backpack for important school-related information.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) – training on how to help parents understand grades and testing data and strategies a. Teacher will be able to communicate with families using a variety of tools such as Parent Link, call outs, text messages, emails

- **Accessibility**

Physical Accessibility – offer a variety of meeting times. Jeaga will hold meetings at various times to support families who are homeless, migratory, English language learners, and families needing accommodations

## **Science**

1. List prioritized needs statements.

Low Science Proficiency: FY25 FCAT Science 2.0 scores need to increase from 22% to 25%.

2. List the root causes for the needs assessment statements you prioritized.

Foundational Knowledge Gaps: Students lack the necessary foundational science skills to perform well on assessments. Teacher Support: Limited professional development opportunities to align teaching with rigorous standards. Student Support: Lack of after-school tutoring and programs focused on remediation and enrichment. Previous staffing issues led to inconsistent science instruction. Limited teacher training on rigorous, inquiry-based instruction and unpacking academic standards. Insufficient resources to engage students in science at the appropriate DOK levels. Lack of programs addressing individual student needs for remediation and enrichment and consistent support from families on academics

### 3. Share possible solutions that address the root causes.

Provide targeted professional development on standards-aligned, inquiry-based science instruction. Implement a program offering remediation and enrichment tailored to student needs, allowing for progress tracking. Offer after-school tutoring focused on foundational science skills and test-taking strategies. Enhance teacher collaboration through structured planning time and cross-curricular initiatives with ELA to integrate literacy skills into science instruction. Attend academic conferences that increase the knowledge of the attendees on servicing JMS students Attend STEM-related field trips to spark student interest in Science, Technology and Math Provide enrichment resources and parent training on science strategies that can be used at home.

### 4. How will school strengthen the PFEP to support Science?

- Communication

Provide resources in multiple languages and virtual options to ensure accessibility for all families, including those who are homeless or migrant.

- Parent Training

Parent pieces of training may be offered to support parents/families as they work with their students at home (Science). Offer workshops to guide parents on supporting science learning at home, such as conducting simple experiments or utilizing online resources.

### 5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Provide rigorous science instruction, consistent communication with families, and access to resources for at-home support, including remediation or enrichment programs.

- Students

Students will... Actively engage in lessons, complete assignments, and use feedback to improve their learning.

- **Parents**

Parents will... Encourage and support their child's learning, attend science events, and utilize resources shared by the school.

- **Staff Training**

Staff pieces of training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Educate teachers on engaging parents and tailoring communication to involve families more effectively in students' science education.

- **Accessibility**

Meetings will be held in accessible locations. Jeaga will hold meetings at various times to support families who are homeless, migratory, English language learners, and families needing accommodations

## **Social Studies**

### **1. List prioritized needs statements.**

Level 1 (L1) Performance: Decreased by 3% from FY24 Winter Diagnostics to FY25 Winter Diagnostics. Overall Proficiency: Increased by 5% from FY24 End-of-Course (EOC) to FY25 Winter Diagnostics. ELL Proficiency: Decreased by 11.6% from FY24 EOC to FY25 Winter Diagnostics. LY (Current Active ELLs): Proficiency dropped from 17.5% (FY24 EOC) to 9.33% (FY25 Winter Diagnostic) (-8.17% decline). LF (Exited & Monitored for 2 Years): Proficiency increased from 28.6% (FY24 EOC) to 36.67% (FY25 Winter Diagnostic) (+8.07% improvement). LA (Exited & Monitored for 3–4 Years): Proficiency slightly decreased from 62.5% (FY24 EOC) to 60% (FY25 Winter Diagnostic) (-2.5% decline).

## 2. List the root causes for the needs assessment statements you prioritized.

Reduce the percentage of Level 1 (L1) students. Need to sustain and enhance overall proficiency gains Need to improve English Language Learner (ELL) proficiency, with a focus on current active ELLs (LY students). More support recently exited ELLs (LF students) More focus on increase Exceptional Student Education (ESE) proficiency ELL Proficiency Decline (Significant drop in LY, slight decline in LA, increase in LF) LY students (current ELLs) lack sufficient scaffolding and targeted language acquisition strategies, contributing to an -8.17% proficiency drop. Limited use of sheltered instruction techniques, including visuals, modeling, and structured supports. Inconsistent academic vocabulary instruction and insufficient structured speaking opportunities. LF students (recently exited ELLs) showed improvement (+8.07%), indicating that structured support post-exit is beneficial and should be reinforced. LA students (monitored 3-4 years) showed a slight decline (-2.5%), suggesting a need for continued academic vocabulary retention and long-term language reinforcement. ESE Proficiency Decline (-11.6%) Inconsistent differentiation and accommodations in daily instruction. Limited use of explicit, multisensory instructional strategies that support diverse learning needs. Lack of consistent progress monitoring to track and adjust interventions effectively. Level 1 (L1) Performance Decline (-3%) Over-reliance on whole-group instruction, limiting individualized support for struggling students. Inconsistent use of scaffolding strategies such as guided notes, sentence starters, and graphic organizers. Limited use of formative assessments to identify and address foundational gaps early. Need for consistent PD for teachers and parent support on learning social science

## 3. Share possible solutions that address the root causes.

Implement structured scaffolding techniques (sentence frames, guided reading, step-by-step writing supports). Expand sheltered instruction strategies (visuals, modeling, interactive anchor charts). Provide targeted language acquisition support through small-group instruction and direct vocabulary-building activities. Increase structured speaking opportunities (sentence starters, peer discussions, guided oral responses). Maintain progress monitoring for LF students to reinforce academic language retention. Reinforce academic vocabulary instruction for LA students through weekly review activities and content-based writing tasks. Strengthen differentiation and accommodations through flexible grouping and individualized instruction. Incorporate visual, auditory, and kinesthetic learning strategies to enhance comprehension. Use frequent formative assessments to track student growth and adjust interventions. Implement data-driven instructional strategies such as targeted reteaching and structured feedback. Shift to targeted small-group instruction to support struggling students. Increase use of scaffolding strategies like guided notes, sentence starters, and graphic organizers. Improve formative assessment practices with exit tickets, quick comprehension checks, and data-driven adjustments. More PD sharing and more engaging training to families.

## 4. How will school strengthen the PFEP to support Social Studies?

- **Communication**

Improved Communication – Use newsletters and surveys to provide resources and gather parent feedback. Messages to families will be sent in different languages. Translation during parent training and meeting

- **Parent Training**

Parent Workshops – Train families on supporting DBQs, media literacy, and civic engagement discussions.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Provide high-quality, standards-based instruction focused on reading comprehension, vocabulary, and writing. Offer family literacy nights and workshops to equip parents with strategies to support reading at home. Maintain consistent communication through newsletters, digital platforms, and conferences to update families on student progress.

- **Students**

Read daily at home and in school to strengthen comprehension and fluency. Use writing strategies to improve the expression, organization, and analysis of texts. Ask for help and participate in class discussions to develop critical thinking and literacy skills.

- **Parents**

Encourage daily reading at home and discuss books or articles with their child. Support writing practice by providing opportunities for storytelling, journaling, or summarizing texts. Stay informed and involved through school updates, conferences, and workshops on ELA strategies.

- **Staff Training**

How to create resources that are useful for parents to use at home

- Accessibility

Hold meetings in places accessible to all participants. Jeaga will hold meetings at various times to support families who are homeless, migratory, English language learners, and families needing accommodations

## Acceleration Success

### 1. List prioritized needs statements.

Algebra 1 - 78% of Algebra Honors students demonstrated proficiency on the EOC exam. Geometry - 85% of all Geometry Honors students demonstrated mastery on the EOC exam.

### 2. List the root causes for the needs assessment statements you prioritized.

Missed opportunity for teachers reach all students - consistent support. Lack of multiple teachers to offer different perspectives that might better serve the student population. Lack of consistent parent support on academics

### 3. Share possible solutions that address the root causes.

The administration needs to recruit additional teachers for Algebra and Geometry. Provide the teacher with PD on aggressive monitoring and strategies for reaching more learners and remedial and enrichment resources Offer meaningful parent trainings

### 4. How will school strengthen the PFEP to support Acceleration Success?

- Communication

Regular communication regarding homework will be done. Messages to families will be sent in different languages. Translation during parent training and meeting

- **Parent Training**

Parents should be trained to access more resources to help students with acceleration.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

Contact parents biweekly with grade summaries through email.

- **Students**

Come to school prepared to learn.

- **Parents**

Ensure students have proper supplies.

- **Staff Training**

Staff should be trained in recognizing additional students who may benefit from and be successful in accelerated classes.

- **Accessibility**

All meetings should be held in rooms or areas that are accessible to all. Jeaga will hold meetings at various times to support families who are homeless, migratory, English language learners, and families needing accommodations

## **Action Step: Classroom Instruction**

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$332,008.33

Acct Description	Description							
Out-of-system Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	This is a day to day substitutes for the Title I funded classroom and Resource Teachers for grades 6-8. The target dates are 8/10/25 - 5/31/26	3	\$21.00	1	6.5	7	Original	\$2,798.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>		<b>Total</b>
	Marker, Black - Sanford Expo-2 markers, 12/Box	60	\$9.82	General Supplies		Original		\$589.20
	Highlighters	64	\$28.59	General Supplies		Original		\$1,829.76
	EXPO 2 DRY ERASE MARKERS-GREEN 12/box	30	\$10.38	General Supplies		Original		\$311.40
	PAPER PASTEL 24# 8.5X11 LILAC	30	\$7.48	General Supplies		Original		\$224.40
	Paper, Copy White 8-1/2" X 11" Letter - 10 Reams/Case, Not Recycled	120	\$34.89	General Supplies		Original		\$4,186.80
	Chart paper sticky back 2/pack	16	\$46.00	General Supplies		Original		\$736.00
	High yield ink	9	\$575.00	Technology		Original		\$5,175.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	EXPO 2 DRY ERASE MARKERS-BLUE 12/box	30	\$10.38	General Supplies	Original	\$311.40
	School Smart Ballpoint Pens, Medium Tip, Blue, Pack of 48	25	\$25.99	General Supplies	Original	\$649.75
	Smooth Paper Clips, Jumbo, 2 Inches, Steel, 10 Packs with 100 Clips Each	13	\$12.99	General Supplies	Original	\$168.87
	Set of student dry erase markers 36per set	63	\$27.00	General Supplies	Original	\$1,701.00
	Science consumables for science experiments	1	\$704.00	General Supplies	Original	\$704.00
	Shipping	1	\$0.41	General Supplies	Original	\$0.41
	EXPO 2 DRY ERASE MARKERS-RED 12/box	30	\$10.38	General Supplies	Original	\$311.40
	PAPER PASTEL 24# 8.5X11 GOLD	31	\$9.02	General Supplies	Original	\$279.62
	Staples	65	\$1.91	General Supplies	Original	\$124.15
	Adjustment - benefits credit and final allocation	1	\$5,657.17	General Supplies	Other	\$5,657.17
	BT 517701 - REDUCING adjustment line to add headphones for classroom use	1	-\$1,632.20	General Supplies	Budget Transfer	-\$1,632.20

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	BT 518112 reduced for adjusted cost of headphones	1	-\$1.00	General Supplies			Budget Transfer	-\$1.00		
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	The certified teachers will provide after school tutoring in Math, grades 6-8 to remediate concepts starting October 21, 2025 - April 30, 2026.	3	\$37.00	3	1.5	24	Certified	Original	\$11,988.00	
	The certified teachers will provide after school tutoring in ELA, grades 6-8 to remediate concepts starting October 21, 2025 - April 30, 2026.	3	\$37.00	3	1.5	24	Certified	Original	\$11,988.00	
	The certified teacher will provide after school tutoring in Science, grade 8 to remediate concepts starting October 21, 2025 - April 30, 2026.	1	\$37.00	3	1.5	24	Certified	Original	\$3,996.00	
	The certified teacher will provide after school tutoring in Civics, 7th grade, to remediate concepts starting October 21, 2025 - April 30, 2026.	1	\$37.00	3	1.5	24	Certified	Original	\$3,996.00	
	The certified teacher will provide after school tutoring in Algebra/Geometry (grades 6-8) to remediate concepts starting October 21, 2025 - April 30, 2026.	1	\$37.00	3	1.5	24	Certified	Original	\$3,996.00	

Acct Description	Description																			
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="403 201 1444 293">Item</th> <th data-bbox="1444 201 1596 293">Quantity</th> <th data-bbox="1596 201 1715 293">Rate</th> <th data-bbox="1715 201 1908 293">Type</th> <th data-bbox="1908 201 2020 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 293 1444 407">Headphones - purchased headphones for L25% reading classes in grades 6-8 and use existing technology based reading programs.</td> <td data-bbox="1444 293 1596 407">60</td> <td data-bbox="1596 293 1715 407">\$27.22</td> <td data-bbox="1715 293 1908 407">Budget Transfer</td> <td data-bbox="1908 293 2020 407">\$1,633.20</td> </tr> <tr> <td data-bbox="403 407 1444 521">BT 518112 increased line to headphone cost</td> <td data-bbox="1444 407 1596 521">1</td> <td data-bbox="1596 407 1715 521">\$1.00</td> <td data-bbox="1715 407 1908 521">Budget Transfer</td> <td data-bbox="1908 407 2020 521">\$1.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Headphones - purchased headphones for L25% reading classes in grades 6-8 and use existing technology based reading programs.	60	\$27.22	Budget Transfer	\$1,633.20	BT 518112 increased line to headphone cost	1	\$1.00	Budget Transfer	\$1.00				
	Item	Quantity	Rate	Type	Total															
	Headphones - purchased headphones for L25% reading classes in grades 6-8 and use existing technology based reading programs.	60	\$27.22	Budget Transfer	\$1,633.20															
BT 518112 increased line to headphone cost	1	\$1.00	Budget Transfer	\$1.00																
Resource Teacher	The Resource Teacher will provide pull out academic/intervention support to identified students in grades 6 through 8 in ELA, math, civics, and science.																			
Classroom Teacher	The Computing Teacher will provide enrichment class for grades 6-8 students needing technological skills.																			
Classroom Teacher	The Reading Teacher will provide instruction in small classroom setting for grade 6 Intensive Reading students																			

## Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

**Budget Total: \$116,751.67**

Acct Description	Description																									
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="401 201 1461 293">Item</th> <th data-bbox="1461 201 1608 293">Quantity</th> <th data-bbox="1608 201 1772 293">Rate</th> <th data-bbox="1772 201 1902 293">Type</th> <th data-bbox="1902 201 2024 293">Total</th> </tr> </thead> </table>							Item	Quantity	Rate	Type	Total						National Association of Secondary School Principals/ 7/11-13, 2025 Seattle, WA; Purpose: Expand leadership toolkit and academic/assessment knowhow to build instructional/assessment capacity of staff alongside peers who understand Jeaga Middle Schools' unique challenges and success. Breakdown of Expenses: Registration - \$1300; Transportation - \$820; Lodging - \$1020 and Per Diem - \$ 144, Number of Attendees - 2- TOTAL = \$6,568	2	\$3,284.00	Original	\$6,568.00				
Item	Quantity	Rate	Type	Total																						
Single School Culture Coordinator	The Single School Culture Coordinator will provide on-going PD to grades 6-8 teachers to improve instructional capacity in ELA, math, science, social studies, and electives.																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="401 760 1058 852">Item</th> <th data-bbox="1058 760 1161 852">Quantity</th> <th data-bbox="1161 760 1264 852">Rate</th> <th colspan="2" data-bbox="1264 760 1709 852">Supply Type</th> <th data-bbox="1709 760 1866 852">Type</th> <th data-bbox="1866 760 2024 852">Total</th> </tr> </thead> </table>							Item	Quantity	Rate	Supply Type		Type	Total												
Item	Quantity	Rate	Supply Type		Type	Total																				
	Toner black - data and PD							5	\$275.00	Technology		Original						\$1,375.00								
	Copy paper - data and PD							3	\$34.89	General Supplies		Original						\$104.67								
	Ink high yield for data chats/discussion							4	\$575.00	Technology		Original						\$2,300.00								
Out-of-system PL Subs	<table border="1"> <thead> <tr> <th data-bbox="401 1089 1014 1182">Item</th> <th data-bbox="1014 1089 1161 1182">Quantity</th> <th data-bbox="1161 1089 1264 1182">Rate</th> <th data-bbox="1264 1089 1367 1182">Days</th> <th data-bbox="1367 1089 1470 1182">Hours</th> <th data-bbox="1470 1089 1608 1182">Weeks</th> <th data-bbox="1608 1089 1772 1182">Certified</th> <th data-bbox="1772 1089 1902 1182">Type</th> <th data-bbox="1902 1089 2024 1182">Total</th> </tr> </thead> </table>							Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																		
	These substitutes are needed in order for 6-8 grade teachers (ELA/Math/SS/SC/Ind. Cert/Reading) to attend collegial planning sessions, small groups, and monitoring training sessions.							32	\$21.00	1	6.5					Non-Certified	Original	\$4,264.00								

## Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$6,256.75

Acct Description	Description											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 561 1251 651">Item</th> <th data-bbox="1255 561 1398 651">Quantity</th> <th data-bbox="1402 561 1535 651">Rate</th> <th data-bbox="1539 561 1787 651">Supply Type</th> <th data-bbox="1791 561 1917 651">Type</th> <th data-bbox="1921 561 2024 651">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	High yield ink cartridges- parent invitation and communication	2	\$575.00	Technology	Original	\$1,150.00						
	Manila folder	4	\$7.75	General Supplies	Original	\$31.00						
	Food to be served during training (\$3/person 20 people per training)	3	\$60.00	Program Supplies	Original	\$180.00						
	Pens blue ink	2	\$7.39	General Supplies	Original	\$14.78						
	Copy paper	6	\$34.89	General Supplies	Original	\$209.34						
	Filler paper	2	\$3.00	General Supplies	Original	\$6.00						
Dry erase markers - black set of 12	2	\$7.25	General Supplies	Original	\$14.50							

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Pencils	2	\$3.65	General Supplies	Original	\$7.30				
	Sticky notes pack of 12	1	\$30.00	General Supplies	Original	\$30.00				
	Adjustment - benefits credit and final allocation	1	\$24.83	General Supplies	Other	\$24.83				
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	The certified teachers will be paid to conduct parent training (PFEP related) outside of contracted hours.	5	\$25.00	3	4	1	Certified	Original	\$1,500.00	
	The CLF will provide translations at trainings, SAC, Parent Leadership Council and Curriculum Night (includes OT)	2	\$27.00	1	2	10	Non-Certified	Original	\$1,060.00	
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>					
	Postage to mail home information related to Schoolwide meetings, Curriculum Night, Parent trainings, PTC, and SAC	1600	\$0.73	Original	\$1,168.00					

## Mission Statement

## 1. Mission Statement

Jeaga Middle School Parent and Family Engagement Mission Statement: Empower JMS parents and families to support and assist their children with academic and life skills through training to prepare them for high school and post-secondary education.

## Involvement of Stakeholders

<b>Name</b>	<b>Title</b>
Anthony Allen	Principal
Rhonda Brisson	Assistant Principal
Colin Maher	Assistant Principal
Carol Blake	SSCC
Rodshawn Dorsey	Department Lead
Ricky Smith	Department Lead
Victoria Butler	Department Lead
Natalie Campillo	Assistant Principal
Taylor Fuller	Department Lead
Matthew Taudien	Department Lead
Wanda Lugo	CLF
Christina Joseph	Parent
Nassey Pyrhys	Parent
Evelyn Loud	Community Member
Esther Zacarias	Parent

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

All families are invited to attend school sponsored meetings and trainings. Department Instructional Leaders and Team Leaders were selected to represent groups after all were given opportunity to give input in PDD session and parent trainings. JMS follows district guidelines on parental engagement meetings. SAC has oversight over Title I SWP changes.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

School leadership (administration, department chairpersons, SSCC) met on 1/13/25 and decided the course of action for the CNA. Departments then met various times in January to determine their needs based on data. Stakeholders and Parents were invited to a meeting held on 2/13/25 @ 10:00 a.m. Groups worked together to discuss the school's and the families' needs and recommended possible solutions. The input was recorded in the meeting templates. CNA compliance evidence was submitted. The stakeholder feedback was considered during the SWP development.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

During the Spring stakeholder meeting, input from members was recorded in the recording template. Data presentation and collaboration took place. They provided input by completing the CNA questions with groups/partners. Based on input from the stakeholders the following items will be funded by Title I to support parent and family engagement: parent engagement supplies, refreshment for parent trainings, printing for parent invitations, postage, PRT for teachers support during parent trainings, substitutes for teachers to attend parent- teacher conferences and OT for CLF.

<b>Name</b>	<b>Title</b>
Anthony Allen	Principal
Rhonda Couey Brisson	Assistant Principal
Colin Maher	Assistant Principal
Carol Blake	SSCC
Ricky Smith	Department Lead
Victoria Butler	Department Lead
Rodshawn Dorsey	Department Lead
Taylor Fuller	Department Lead
Roosevelt Kiser	HS Readiness Coach
Karin Espinoza	ESOL Contact
Karen Lundgren	ESE Contact
Jaleesa Davis	Administrative Assistant
Shelita Andrews	Treasurer
Matthew Taudien	Department Lead
Natalie Campillo	Assistant Principal

## **Annual Parent Meeting**

**1. What is the actual date, time and location of the Annual Meeting?**

The Parent Title I Meeting will be held on Thursday, August 28, 2025, at 6:00 p.m. in the cafeteria.

**2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).**

Stakeholders will be notified by callouts, emails and invitations placed in the main office.

**3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.**

The resources for the annual meeting include the district-provided PowerPoint, paper, pencils, evaluations, agendas, a microphone, and cafeteria tables and chairs.

## **Staff Trainings**

**1. Staff Training for Parent and Family Engagement #1**

**• Name of Training**

Welcoming Families to JMS

**• What specific strategy, skill or program will staff learn to implement with families?**

The staff will learn to collaborate with parents and families from various backgrounds, using clear language and ensuring that parents feel included in their child's educational team. The skill will be using family-friendly language to help parents understand their child's academic success and challenges.

**• What is the expected impact of this training on family engagement?**

Parents and staff will collaborate closely to enhance the child's academic success.

- What will teachers submit as evidence of implementation?

Conference notes include a summary of grades, challenges, and successes for the child.

- Month of Training

September 16, 2025

- Responsible Person(s)

School counselors

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Explaining Data to Parents

- What specific strategy, skill or program will staff learn to implement with families?

The staff will learn how to discuss multiple data points with a parent/family member - grades, test scores, standards - in an easy-to-understand format for all parents. The skill is explaining data checkpoints using family-friendly language.

- What is the expected impact of this training on family engagement?

Parents will understand the data and will work more closely with the child to improve success by focusing on specific academic challenges the child may have.

- What will teachers submit as evidence of implementation?

Conference notes that include a discussion of multiple data points - grades and assessment scores.

- Month of Training

February 3, 2026

- Responsible Person(s)

SSCC, Department Chairs

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Platforms for Pupils and Parents

- What specific strategy, skill or program will parents learn to implement with their children at home?

The parents will learn how to access multiple platforms used in their child's education. This includes SIS, Khanmigo, Reading Plus, other online platforms, and the district website's family resources.

- Describe the interactive hands-on component of the training.

Parents will actively log on to and utilize multiple online platforms using their computers.

- What is the expected impact of this training on student achievement?

Parents will find it easier to remind students of assignments and help them access resources when needed.

- **Date of Training**

October 16, 2025

- **Responsible Person(s)**

Teacher, administration

- **Resources and Materials**

Chromebooks, paper, pencils, agenda, evaluations, Smartboard

- **Amount (e.g. \$10.00)**

\$75 - snacks for 25 parents

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

Parent Power-Up

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn strategies for core-tested content (ELA, Math, Science, and Civics), such as SQ3R and FAST. Both of these strategies (SQ3R for ELA, Science, and Civics and FAST for math) will provide parents with basic skills to help their children complete assignments successfully.

- **Describe the interactive hands-on component of the training.**

Parents will utilize the SQ3R strategy with a passage from a content area and share their answers with others. They will do the same with the FAST strategy for math.

- What is the expected impact of this training on student achievement?

Parents will have a "go-to" strategy for helping students at home.

- Date of Training

January 15, 2026

- Responsible Person(s)

SSCC, teachers

- Resources and Materials

passages or problems from content classes, handouts with strategies explained, agendas, evaluations, pens, sign-in sheets

- Amount (e.g. \$10.00)

\$75 for snacks for parents

#### 5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department provides ongoing ELL support for our teachers and families through visits, meetings, and training

- Based on the description list the documentation you will provide to showcase this partnership.

Sample communication of support and collaboration, email of thanks and resources

- Frequency

1x/year

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

American Association of Caregiving Youth

- Describe how agency/organization supports families.

Provide ongoing ELL support of our teachers and families through visits, meetings and trainings The organization offers resources to help students who are caregivers to chronically ill family members succeed in school and life.

- Based on the description list the documentation you will provide to showcase this partnership.

Sample communication of support and collaboration, email of thanks Email of thanks, communication regarding collaboration on meetings for youth

- Frequency

1x/year

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

The ESE department supports ESE parents and families to ensure their students receive appropriate instruction.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you email, email of collaboration for student resources and resources

- Frequency

1x/year

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school will provide parents with information through translated letters, call-outs, text messages, emails, and SAC meetings.

- **List evidence that you will upload based on your description.**

Translated letters, copy of call outs via parent link, emails sent through SIS letter logging

- **Description**

The school will inform parents by posting information on the student or parent portal, and distributing syllabi to students and parents at open houses, SAC, or parent conferences.

- **List evidence that you will upload based on your description.**

Copy of syllabus, parent-teacher conference notes, and SAC minutes, emails sent through SIS letter logging

- **Description**

The school will inform parents through open house information, callouts, texts, and emails via Parent Link and letters sent home via letter logging in SIS and SAC.

- **List evidence that you will upload based on your description.**

Letters sent home on academic information and callouts via parent link, SIS letter logging, and SAC minutes

- **Description**

The school will inform parents about SAC meetings through callouts, text messages, and emails on Parent Link and the school website.

- List evidence that you will upload based on your description.

Summary of call outs, texts, and emails from Parent Link, website posting meeting dates, letters sent home via letter logging in SIS and SAC minutes

- Description

Parents can attend training activities, conferences/meetings, and SAC meetings at different times to allow for more parent participation.

- List evidence that you will upload based on your description.

Schedule showing different conferences, sign-in sheets of training, call-out logs showing pieces of training and SAC meetings at various times

## Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Translators will be present at SAC meetings, Parent Training Activities and parent conferences to ensure parents understand the information being provided. Call-out communication via ParentLink is done in three languages.

- List evidence that you will upload based on your description.

Translated compacts, translated parent link messages, translated emails sent out via letter logging in SIS

- Description

Meetings will be held on site, meeting area will meet ADA requirements. Parents in need of additional support will contact office personnel for assistance and every effort will be done to provide needed assistance to families with disabilities.

- List evidence that you will upload based on your description.

Meeting minutes showing location on campus, photo of elevator and photo of handicapped parking space

- Description

Staff will provide families with support through coordinated efforts with the Multicultural Department.

- List evidence that you will upload based on your description.

Information from the district website from the Migrant Education Program, copy of email communication shared with parents

- Description

Staff will provide assistance as requested by families. We will coordinate with McKinney- Vento specialist. High school readiness coach and counselors will provide outside agency referrals if needed.

- List evidence that you will upload based on your description.

McKinney- Vento information from the website, email of resources provided by the McKinney Vento contact

## Other Activities

### 1. Activity #1

- Name of Activity

None

- Brief Description

None

## 2. Activity #2

- Name of Activity

None

- Brief Description

None

## 3. Activity #3

- Name of Activity

None

- Brief Description

None

# Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

SWPBS is a support system for students and staff to show students how to correct their behavior or be recognized for positive behavior. Our SWPB support team includes guidance, teachers, administration, and a graduation coach. Students are rewarded for good behavior and can earn reward points that can be used at our Jeaga store. In addition, counseling department members mentor students and hold group and individual counseling sessions. Jeaga Middle School also has a mental health counselor who works with students' mental health, skills for learning and life, positive behavior choices, strong study habits, healthy choices, and individual counseling and group counseling when needed. The high school readiness coach will mentor various students, providing outside resources when necessary for students' social-emotional and academic needs. Students also participate in clubs like Student Government and NJHS, which help students develop a sense of service to the community. Some restrictions will be implemented to adhere to district safety guidelines.

## SBT/MTSS Implementation

### 1. SBT/MTSS Implementation

Jeaga Middle School's team(SBT/MTSS) is an active team that meets weekly, and teachers, students, and parents can refer a child to the school-based team. The team is made up of the following: SSCC, guidance, administration, ESE & ESOL contacts, mental health professionals, school resource officers, high school readiness coaches, and teachers who have a direct interest in that student. Once that child is in SBT, they are monitored and may be placed in Response to Intervention (RTI) and move through the tier process if necessary. SBT will monitor students, mentor students, and refer students to guidance and outside agencies if applicable. Example of RTI for academics - Tier 1 starts in the classroom, where teachers will track student academic progress on particular deficits related to the students. These deficits are found in students' performance on standards tests, information assessments, or teacher observations. If the student fails in tier 1, the team will review teacher data/input and other pertinent information. The student will then be placed in tier 2 for additional instructional support (time varies based on the student's needs), which can consist of small group instruction through a push-in or pull-out model, and a particular skill will be tracked for the student. Again, if the student is unsuccessful, the student will be moved to tier 3, which is more intense than the previous intervention. Additional instructional support (time varies based on the student's needs) consists of small group instruction through a push-in or pull-out model, or the student will be pulled out for individual instruction. Behavior concerns will go through the same process, and point sheets, behavior contracts, and FBA/BIP will be used to assist these students. Meetings will be needed face-to-face or online, depending on the safety situation. Staff will track student positive behavior choices and progress and share them with families.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Jeaga Middle School offers a variety of choices for students to get a well-rounded education. Our choice programs focus on our Pre-Law Academy and Pre-Culinary Program, computer industry certification classes, high school credit classes, support for ELL and ESE students, and remediation classes to close the academic achievement gap. Also, Jeaga Middle School has various computer classes, Art, Spanish, Chorus, and Band programs that continue to grow and allow students to express themselves artistically. Jeaga also has various after-school programs, including clubs like Jeaga Dolls, Student Ambassadors, Student Government, and a strong athletic department that includes baseball and softball, soccer, track, and basketball. Data from FSQ/USA assessments are used to determine instructional needs. Teachers regularly attend PLCs to review data and discuss standards-based instructional practices. They have also had support from district personnel who have been on-site to go over data and best practices as they relate to standards-based teaching. Homework assistance is offered in the after-school program, and tutoring is offered at different times throughout the year. In implementing these initiatives, Jeaga Middle will operate based on the district's safety guidelines. Provision for activities that will connect classroom learning to real-world applications, as well as extracurricular opportunities to enrich the student's education, is part of daily instructional routines, deliveries, and goals at Jeaga Middle.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

Jeaga Middle School offers several courses where students can earn high school credit. A student can earn high school credits as a middle school student in Algebra 1, Geometry Honors, Spanish I, computer industry certification, African American History, and three years of the culinary program. Students work collaboratively in classes regularly throughout the year and gain valuable skills, including thinking critically.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

## 1. Professional Development

Professional Learning Communities are held at least twice a month. Best practices are discussed, and data is reviewed on common assessments. The Professional Development team also develops training activities geared towards teachers' needs to assist students better. PD sessions are face-to-face or virtual. The JMS PD team consists of SSCC, Marzano Liaison, PD lead, and a teacher who ensures teachers obtain valid points for their in-service activities. They share best practices, plan, review data, and model for teachers on how to use these instructional strategies to meet the individualized learner. Data used is from Performance Matters, where teachers and administration look at specific benchmarks. If scores do not show improvement in students, then a new plan is made with all parties directly involved. Teachers can attend PD conferences in the summer, such as the Social Studies Symposium. District personnel provide training on various topics (science, standards-based instruction, social studies, ELA, etc.). Teachers also visit the classrooms of their peers to see best practices in action. Teachers and staff also attend state and out-of-state training to learn best practices that can be implemented at Jeaga Middle.

# Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Jeaga Middle School hires certified staff. The administration has a program for beginning teachers that meets monthly. During these meetings, new teachers discuss concerns and share best practices with veteran teachers. In addition, this program is open to everyone that wants to attend. The administration also attends job fairs and works with district personnel to hire qualified individuals that meet Jeaga Middle School's diverse needs and also collaborate with HR and the regional office for critical shortage areas. Leadership also allows aspiring leaders to try new experiences and listen to their input. We have an Employee Building Council (EBC) that works with the administration to communicate concerns to improve the school's culture/climate. We have a Single School Culture Coordinator who supports our teachers with learning strategies and PD opportunities. Teachers can visit other classes or school sites to see modeled best practices lessons. Lastly, JMS is dedicated to having a Single School Culture so that students, faculty, and the community can continue to grow together.