
Title I Comprehensive Schoolwide Plan
JEAGA MIDDLE SCHOOL (2701)

ELA

1. List prioritized needs statements.

Increase overall ELA achievement by raising proficiency from 41% to the school goal of 47%. • Strengthen instructional strategies so that learning gains increase from 55% to the target of 61%, ensuring more students move toward proficiency. • Provide targeted interventions for the lowest performing 25% of students, increasing their learning gains from 63% to the school goal of 70%. • Strengthen reading comprehension, academic vocabulary, and standards aligned instruction to improve overall student performance on the state assessment.

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 with targeted academic support. Provide CLS training for Social Studies and Science teachers to strengthen literacy integration. Support staff attendance at conferences and professional development to build instructional capacity. Offer year-round tutoring and enrichment opportunities. Recruit and hire teachers who build strong connections with our student population. Permanent substitute to ensure instructional continuity. Implement a summer reading camp to prevent learning loss. Establish a school-wide reading club to promote literacy engagement. Literacy coach/staff to lead professional development and support strategy implementation across ELA, Social Studies, and Science. Offer parent trainings focused on practical at-home literacy strategies. Instructional resources (print/web based/online) and use of technology for remediation and enrichment. Attend conferences focused on best practices for serving all students and offer reading parent trainings with strategies families can use at home.

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

• Communication

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times using SIS, Parentlink and SAC. Messages to families will be sent in different languages. Translation during parent training and meeting will be provided as needed.

- 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, read at least 20 minutes daily, ask questions when they do not understand a skill, bring required materials to class daily and track their own ELA goals,

- Parents

Review bi-weekly progress reports, ensure students read at least 20 minutes daily and attend parent meetings and literacy workshops when available.

- Staff Training

Provide staff training focused on improving communication with families and sharing clear strategies to support student reading and writing at home.

- Accessibility

Hold meetings in locations that are accessible to all stakeholders. Jeaga will schedule meetings at varied times and provide accommodations to ensure participation for families experiencing homelessness, migratory families, English language learners, and those requiring additional support (with disabilities).

Math

1. List prioritized needs statements.

Based on the FAST (Florida Assessment for Student Thinking - Progress Monitoring) scores Spring 2025, the percentage of students demonstrating proficiency is only: 6th: 41% 7th: 56% 8th: 52% Algebra 1 - 97 % of Algebra Honors students demonstrated proficiency on the EOC exam. Geometry - 88 % of all Geometry Honors students demonstrated mastery on the EOC exam.

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

Staffing shortages and lack of consistent instructional support. Students' low mastery of foundational skills and difficulty responding to higher-level DOK questions. Need for improved level of rigor and questioning to ensure instruction aligns with grade-level standards and appropriate DOK levels. Targeted pacing schedule, particularly in accelerated 6th-grade math, as some students struggle to keep up and may benefit from placement in a regular math class. Flexible curriculum implementation to allow students sufficient time to master key strategies before introducing multiple approaches. Focus lessons on solving and interpreting math word problems. Increased need for access to intensive and regular math classes to provide stronger instructional focus based on student needs. Increased need for access to effective print and web-based math resources, and technology. Consistent professional development focused on standards, rigor, data analysis, and practical math strategies, including parent training to support learning at home. Incorporate life skills support to address emotional and behavioral challenges that impact academic performance.

3. Share possible solutions that address the root causes.

Supplemental intensive math teacher, additional math teachers/staff, and/or a support facilitation teacher to strengthen foundational skills and allow for more small-group instruction. Provide additional math resources, including print materials and fluency software, to support remediation and enrichment. Offer professional development on effective math teaching strategies, math vocabulary support, and intervention practices. Increase math intervention time, continue after-school tutoring, and maintain the instructional coach. Provide training on standards, rigor, small groups and data analysis to help teachers plan lessons based on student needs. Provide targeted math tutoring for students who need extra support. Use homogeneous grouping and staffed small groups to allow teachers to better support students at similar skill levels. Attend conferences focused on best practices for serving all students and offer math parent trainings with strategies families can use at home.

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

- Communication

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times using SIS, Parentlink and SAC. Messages to families will be sent in different languages. Translation during parent training and meeting will be provided as needed.

- Parent Training

Parent Training on strategies 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 remains the primary focus. Deliver rigorous instruction aligned to school, district, and state mathematics standards. Respect and celebrate the cultural diversity of students and families. Foster a welcoming environment that encourages active family participation. Clearly explain the purpose and benefits of Title I. Post meeting information and/or minutes on the school website to ensure access for families unable to attend. Provide free tutoring for targeted students and implement strategies to support all learners. Communicate regularly with students and families regarding individual progress through conferences, emails, texts, or other approved platforms. Support families as partners in education through parent trainings (e.g., SIS, Reading Plus, and other academic resources).

- Students

Attend school regularly, arrive on time, and come prepared to learn. Complete and submit all assignments and ask for help when needed. Report concerns to school staff and/or family members. Demonstrate respect for self, peers, and staff. Practice learning strategies and skills at home as shared by the school. Follow Mustang Rules by adhering to school expectations and taking responsibility for behavior.

- **Parents**

Ensure students attend school regularly and on time. Monitor homework and notify the teacher if concerns arise. Support the school whenever possible, including participation in SAC. Reinforce learning strategies shared by the school at home. Provide a quiet space and consistent time for homework and ensure assignments are completed daily. Check email, student folders, and backpacks regularly for important school-related information. Communicate with Jeaga Middle School staff regarding any family concerns that may impact student success and request assistance when needed.

- **Staff Training**

Provide staff training to strengthen teachers' ability to communicate, engage and support parents as they assist students with math at home. Training will focus on helping families understand grades, assessment data, and practical math strategies. Teachers will utilize multiple communication tools—such as ParentLink, call-outs, text messages, and email to maintain consistent and clear communication with families.

- **Accessibility**

Hold meetings in locations that are accessible to all stakeholders. Jeaga will schedule meetings at varied times and provide accommodations to ensure participation for families experiencing homelessness, migratory families, English language learners, and those requiring additional support (with disabilities).

Science

1. List prioritized needs statements.

Increase 8th grade Science State Assessment (SSA) proficiency from 36% to 42% by increasing students' exposure to academic science vocabulary and application-based content. Overall Proficiency: ELL Proficiency: 25% SWD Proficiency: 20%

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

Gaps in foundational science knowledge and skills, limiting student performance on assessments. Limited professional development aligned to rigorous standards and inquiry-based instruction. Inconsistent science instruction due to previous staffing shortages. Insufficient after-school tutoring and structured remediation/enrichment programs. Limited teacher training on unpacking standards and teaching at higher DOK levels. Lack of engaging instructional resources aligned to grade-level rigor. Limited targeted support for individual student needs. Inconsistent family support and academic reinforcement at home.

3. Share possible solutions that address the root causes.

Provide targeted professional development on standards-aligned, inquiry-based science instruction. Implement a structured remediation and enrichment program based on student data, with regular progress monitoring. Offer after-school tutoring focused on foundational science skills and test-taking strategies. Strengthen teacher collaboration through scheduled planning time and cross-curricular work with ELA to support literacy in science. Attend academic conferences to increase staff knowledge on effective strategies for serving JMS students. Organize STEM-related field trips to increase student engagement and interest in science, technology, and math. Provide additional enrichment resources (print or online) and offer parent training on practical science strategies that can be used at home. Implement hands-on science labs in the classroom and field trips to strengthen concept understanding, increase student engagement, and connect learning to real-world applications.

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

• Communication

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times using SIS, Parentlink and SAC. Messages to families will be sent in different languages. Translation during parent training and meeting will be provided as needed.

• Parent Training

Offer parent workshops focused on supporting science learning at home. Provide guidance on simple, safe experiments families can do together. Share online science resources and tools parents can use for extra practice. Explain science expectations, vocabulary, and upcoming assessments. Provide materials or handouts with clear at-home support strategies.

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

- **School**

Provide rigorous, standards-aligned science instruction. Communicate regularly with families regarding student progress. Provide access to science resources that support learning at home. Offer remediation and enrichment opportunities based on student needs. Monitor student performance data to adjust instruction and support.

- **Students**

Actively participate in science lessons and discussions. Take organized notes during instruction. Review notes and key vocabulary at home. Complete and submit all assignments and lab activities on time. Use teacher feedback to improve understanding of science concepts. Ask questions and seek help when concepts are unclear.

- **Parents**

Monitor science assignments and projects for completion. Encourage regular study and review of science concepts at home. Communicate with teachers regarding questions or concerns. Attend science events and meetings when possible. Use school-provided resources to reinforce science learning at home.

- **Staff Training**

Attend training on how to better engage and support families in science. Clearly explain science expectations, grades, and test results to parents. Communicate regularly with families using calls, emails, texts, or school platforms. Share simple strategies parents can use to support science learning at home. Adjust communication to meet the needs of different families.

- **Accessibility**

Hold meetings in locations that are accessible to all stakeholders. Jeaga will schedule meetings at varied times and provide accommodations to ensure participation for families experiencing homelessness, migratory families, English language learners, and those requiring additional support (with disabilities).

Social Studies

1. List prioritized needs statements.

Increase 7th grade Civics proficiency from 58% (FY25) to meet or exceed the school goal of 65% by strengthening instructional focus, increasing rigor, and implementing targeted interventions to close the 7% achievement gap. Overall Proficiency: ELL Proficiency: 35% SWD Proficiency: 41%

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

A large proportion of Level 1 students require focused academic intervention and targeted instructional support. There is a need to maintain and continue improving overall proficiency levels across the student population. Current ELL (LY) students demonstrate low proficiency, indicating the need for additional language and content support. Recently exited ELL (LF) students lack consistent structured support, which may impact their continued academic progress. Instruction often relies heavily on whole group teaching, reducing opportunities for differentiated and individualized learning. The implementation of scaffolding strategies such as guided notes, sentence starters, and graphic organizers is not consistently applied. Formative assessments are not used consistently to identify learning gaps and adjust instruction in a timely manner. There is a need for continued professional development for teachers and stronger parent engagement to support student learning in social studies.

3. Share possible solutions that address the root causes.

Use clear scaffolding strategies such as sentence frames, guided notes, step-by-step writing support, and graphic organizers. Increase the use of visuals, modeling, and anchor charts to support understanding. Provide small-group instruction focused on vocabulary and academic language. Build in more structured speaking opportunities with sentence starters and peer discussions. Monitor LF and LA student progress regularly to support language growth. Review and practice academic vocabulary weekly through reading and writing activities. Use flexible grouping to better meet student needs. Include visual, auditory, and hands-on learning strategies. Use exit tickets and quick checks to monitor understanding and adjust lessons. Reteach skills in small groups based on data. Effective use of resources (print, online, web based) and technology for enrichment and remediation. Provide additional PD for teachers on rigor and effective strategies. Offer practical parent trainings with simple strategies families can use at home.

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

• Communication

Provide school resources and communications in multiple languages. Offer virtual meeting options to increase family participation. Ensure materials are accessible to families experiencing homelessness or migratory situations. Provide translation services during meetings and workshops. Share information through multiple platforms (phone calls, texts, email, website) to reach all families.

- **Parent Training**

Host parent workshops on how to support DBQs at home, including analyzing documents and writing evidence-based responses. Provide guidance on strengthening media literacy skills, such as evaluating sources and identifying bias. Offer strategies for leading meaningful civic engagement discussions at home. Share sample questions, sentence starters, and graphic organizers families can use to support learning.

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

- **School**

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

- **Students**

Encourage daily reading at home to strengthen comprehension and fluency. Support the use of writing strategies to improve organization, expression, and analysis of texts. Encourage their child to ask for help and participate in class discussions to build critical thinking and literacy skills.

- **Parents**

Encourage daily reading of historical texts, articles, or current events and discuss key ideas with their child. Support writing practice by encouraging journaling, summarizing readings, or responding to social studies questions at home. Reinforce vocabulary related to history, geography, civics, and economics. Stay informed through school updates, conferences, and workshops that support literacy in social studies.

- **Staff Training**

Provide training on creating simple, parent-friendly resources that can be used at home. Train teachers to develop study guides, vocabulary lists, and short reading passages with guiding questions. Model how to create clear writing prompts and discussion questions families can use at home. Share strategies for explaining standards and assignments in easy-to-understand language. Provide templates teachers can use to consistently send home helpful social studies support materials.

- Accessibility

Hold meetings in locations that are accessible to all stakeholders. Jeaga will schedule meetings at varied times and provide accommodations to ensure participation for families experiencing homelessness, migratory families, English language learners, and those requiring additional support (with disabilities).

Acceleration Success

1. List prioritized needs statements.

Algebra 1 - 97 % of Algebra Honors students demonstrated proficiency on the EOC exam. Geometry - 88 % of all Geometry Honors students demonstrated mastery on the EOC exam. Overall Proficiency: ELL Proficiency: 90% SWD Proficiency: 89%

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

Missed opportunity for teachers to 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.

Recruit additional Algebra and Geometry teachers to reduce class sizes and provide more targeted support. Provide professional development on aggressive monitoring, differentiation, and strategies to reach diverse learners. Supply teachers with remediation and enrichment resources to better support students at different levels. Offer meaningful parent trainings focused on understanding course expectations, supporting homework, and accessing academic resources.

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

- Communication

We will inform families about Title I programs, curriculum & proficiency levels, assessments & student progress, opportunities to participate in decision making process and flexible meeting dates & times using SIS, Parentlink and SAC. Messages to families will be sent in different languages. Translation during parent training and meeting will be provided as needed.

- Parent Training

Offer parent trainings on how to access academic resources that support students in accelerated courses. Provide guidance on monitoring grades, assignments, and digital platforms. Share study strategies and time-management tips for rigorous coursework. Inform parents about available tutoring, enrichment programs, and advanced academic opportunities.

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

- School

Contact parents biweekly with grade summaries through email. Monitor student progress and provide updates as needed. Offer academic support and interventions for students who show signs of struggle. Maintain open communication between teachers, students, and families.

- Students

Come to school prepared to learn with all required materials. Complete assignments on time and study consistently. Participate actively in class discussions and activities. Ask for help when concepts are challenging. Manage time effectively to meet the demands of accelerated coursework.

- Parents

Ensure students have the required supplies and materials for accelerated classes. Monitor assignments and project deadlines. Encourage strong study habits and time management at home. Communicate with teachers if academic concerns arise. Support consistent attendance and punctuality.

• Staff Training

Provide training to staff on effective school-home communication with focus on identifying students who demonstrate readiness and potential for success in accelerated classes. Review data points (grades, assessments, teacher recommendations) to support placement decisions. Ensure equitable access to acceleration opportunities for all student groups. Monitor student progress in accelerated courses to ensure appropriate support is provided.

• Accessibility

Hold meetings in locations that are accessible to all stakeholders. Jeaga will schedule meetings at varied times and provide accommodations to ensure participation for families experiencing homelessness, migratory families, English language learners, and those requiring additional support (with disabilities).

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: \$398,113.84

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	4 function calculator	101	\$5.40	Manipulatives	Original	\$545.40
	Highlighters	51	\$3.32	General Supplies	Original	\$169.32
	Spanish - English Paperback Dictionary	250	\$7.79	Instructional Materials	Original	\$1,947.50
	48 Pcs Dry Erase Answer Paddle with Markers	10	\$29.99	General Supplies	Original	\$299.90

Acct Description	Description						
	Item	Quantity	Rate	Supply Type	Type	Total	
	Shipping	1	\$1.06	General Supplies	Original	\$1.06	
	Pencils	50	\$6.37	General Supplies	Original	\$318.50	
	Blue Pens pack of 12	20	\$7.39	General Supplies	Original	\$147.80	
	Pencil Sharpener	20	\$13.28	General Supplies	Original	\$265.60	
	Staplers	22	\$10.13	General Supplies	Original	\$222.86	
	Haitian Creole -English Dictionary	250	\$7.79	Instructional Materials	Original	\$1,947.50	
	Paper (case)	2	\$45.00	General Supplies	Original	\$90.00	
	Student folders 10 Pack (Science)	34	\$3.05	General Supplies	Original	\$103.70	
Online subscription	Item			Quantity	Rate	Type	Total
	Study Island will provide enrichment and remediation of lessons in 6-8 SCI/SS/ Math/ELA with focus on targeted standards-aligned practice and data-driven insights.			1	\$11,500.00	Original	\$11,500.00
	Penda Science online platform will support 6th-8th grade science students with concepts mastery, enrichment and remediation.			900	\$12.50	Original	\$11,250.00
Classroom Teacher	The computing teacher will provide enrichment class for grades 6-8 students needing technological skills.						
Charter bus	Item			Quantity	Rate	Type	Total
	The purpose of a campus visit is to provide students with an opportunity to get a firsthand view of college and to get answers to important questions:			1	\$2,145.00	Original	\$2,145.00

Acct Description	Description									
	Item					Quantity	Rate	Type	Total	
	scholarships financial aid, courses, class sizes, programs and campus life. Title I will cover expense for charter bus for College Tour to FAU for 8th grade. The college tour is scheduled for October 2026.									
Resource Teacher	(CORRECTED JC) The Resource Teacher will provide instruction in small classroom setting for 6th grade science students.									
Non-Certified Tutorial	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified, bachelor's degree holding staff will support after school tutorials in core areas for grade 6- 8 students to help students bridge learning gaps beginning the first week of October 2026.		2	\$18.00	2	1.5	24	Non-Certified	Original	\$2,592.00
	Non-certified staff will support after school tutorials in core areas for grade 6- 8 students to help students bridge learning gaps beginning the first week of October 2026.		5	\$15.00	2	1.5	24	Non-Certified	Original	\$5,400.00
Charter bus	Item					Quantity	Rate	Type	Total	
	Bus One charter bus for Kennedy Space Center field trip - Scheduled for January 2027					2	\$2,145.00	Original	\$4,290.00	
Computer HW; non-cap	Item					Quantity	Rate	Type	Total	
	Headphones will be used for tech-based enrichment and remediation activities for L25 in reading classes 6-8.					230	\$23.39	Original	\$5,379.70	

Acct Description	Description								
Classroom Teacher	The Reading Teacher will provide instruction in small classroom setting for grade 6 Intensive Reading student								
Classroom Teacher	The Science Teacher will provide instruction in a small classroom setting for 6th grade science students.								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Substitute for the computing teacher - K. Rini - Position # 10098079	1	\$21.00	7	7	1	Original	\$1,005.00	
	Substitute for the reading teacher - T. Myrick - Position # 20001573	1	\$21.00	7	7	1	Original	\$1,005.00	
	Substitute for the science resource teacher - TBD - Position # 10093952	1	\$21.00	7	7	1	Original	\$1,005.00	
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will conduct after school tutorial in Civics for Grade 7 students. Tutoring starts September 2026 - June 2027	2	\$37.00	3	1.5	25	Certified	Original	\$8,325.00
	Certified teachers will conduct after school tutorial in Math for Grade 6 student. Tutoring starts September 2026 - June 2027	3	\$37.00	3	1.5	25	Certified	Original	\$12,488.00
	Certified teachers will conduct after school tutorial in Science for Grade 8 students. Tutorial starts September 2026 - June 2027	3	\$37.00	3	1.5	25	Certified	Original	\$12,488.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will conduct after school tutorial in Reading for Grades 6-8 studetns. Tutoring starts September 2026 - June 2027	3	\$37.00	3	1.5	25	Certified	Original	\$12,488.00
Field trip admissions	Item					Quantity	Rate	Type	Total
	The purpose of Kennedy Space Center educational field trip is for the students to experience real-life application of science and technology concepts learned in the classroom. Title I will cover admission fee for 8th grade Science students. The field trip is scheduled for January 2027.					100	\$23.00	Original	\$2,300.00
Extra Periods	(Intermittent) Certified teachers will teach intermittent extra periods for enrichment and remediation to targeted students in grades 6-8 in the following content areas: Science (1 tutor, 2 periods per week, 1 period per day, 27 weeks), Reading (2 tutors, 2 periods per week, 1 period per day, 27 weeks), Social Studies (1 tutor, 2 periods per week, 1 period per day, 27 weeks), and Math (1 tutor, 2 periods per week, 1 period per day, 27 weeks). Teachers with extra periods will be identified in August 2026.								
Educational consultants	Item					Quantity	Rate	Type	Total
	The Latinos In Action program for grades 6-8 is crafted to cater to each student's unique requirements, fostering empowerment for all to thrive, uniting high achievers with those yet to discover their full potential.					1	\$7,500.00	Original	\$7,500.00
Charter bus	Item					Quantity	Rate	Type	Total
	The purpose of a campus visit is to provide students with an opportunity to get a firsthand view of college and to get answers to important questions: scholarships financial aid, courses, class sizes, programs and campus life.					1	\$2,145.00	Original	\$2,145.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Title I will cover expense for charter bus for College Tour to FIU/ UM for 8th grade. The college tour is scheduled for November 2026.				

Action Step: Professional Learning

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

Budget Total: \$33,518.71

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Targeted 6-8 grade teachers in ELA/Math/Social Studies/Science/Ind. Cert/Reading will collaborate on lesson planning and concept mapping scheduled in September 2026	32	\$25.00	1	4	4	Certified	Original	\$12,800.00
	Targeted 6-8 grade teachers in ELA/Math/Social Studies/Science/Ind. Cert/Reading will collaborate during preschool on lesson planning and concept mapping scheduled in early August 2026	8	\$25.00	1	7.5	1	Certified	Original	\$1,500.00

Acct Description	Description					
Travel out-of-county	Item			Quantity	Rate	Type Total
	The purpose of National Principals Conference scheduled on February 6-9, 2027 in Tampa is to learn best practices on sessions pertaining to leadership, AI adoption, legal issues, and student achievement, attendance, mental health tailored for current challenges. Registration = \$949 Transportation = \$180 Lodging = \$750 Per Diem = \$216 Number of Attendees = 1 TOTAL = \$2,095			1	\$2,095.00	Original \$2,095.00
Webinar /PL with Purchase	Item			Quantity	Rate	Type Total
	Teachers will attend a virtual training on the effective use of Penda Science online subscription.			4	\$325.00	Original \$1,300.00
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Blue Pens pack of 12	4	\$7.39	General Supplies	Original	\$29.56
	Toner black - data and PD	2	\$275.00	Technology	Original	\$550.00
	Color Paper	4	\$21.30	General Supplies	Original	\$85.20
	Ink high yield for data chats/discussion	2	\$575.00	Technology	Original	\$1,150.00
	Copy paper	2	\$45.00	General Supplies	Original	\$90.00
	Black Pens pack of 12	5	\$7.39	General Supplies	Original	\$36.95
Travel out-of-state	Item			Quantity	Rate	Type Total
	The purpose of attending the Model Schools Conference in June 27-30, 2027, Nashville, Tennessee, is to showcase and learn best practices in education			1	\$9,184.00	Original \$9,184.00

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	and raising student achievements. Registration = \$895 Transportation = \$435 Lodging = \$750 Per Diem = \$216 Number of Attendees = 4 TOTAL = \$9,184				

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: \$6,831.45

Acct Description	Description								
Postage	Item					Quantity	Rate	Type	Total
	Information mail outs related to schoolwide meetings, Curriculum Night, Parent trainings, PTC, and SAC					1000	\$0.78	Original	\$780.00
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Provide substitutes in order for the 6-8 grade teachers to attend parent-teacher conferences and parent training planning sessions.	2	\$21.00	2	6.5	7	Non-Certified	Original	\$3,731.00

Acct Description	Description								
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will plan and deliver parent training (PFEP related) outside of contracted hours.	2	\$25.00	3	2	1	Certified	Original	\$300.00
Supplies									
	Item	Quantity		Rate		Supply Type		Type	Total
	Paper (case)	10		\$45.00		General Supplies		Original	\$450.00
	Color Paper	5		\$21.30		General Supplies		Original	\$106.50
	Food to be served during training (\$3/person 20 people per training) - refreshment for parent training	2		\$30.00		Program Supplies		Original	\$60.00
	Blue Pens pack of 12	5		\$7.39		General Supplies		Original	\$36.95
	High yield ink cartridges- parent invitation and communication, parent training handouts, data chats with families	2		\$575.00		Technology		Original	\$1,150.00

Mission Statement

1. Mission Statement

Jeaga Middle School Parent and Family Engagement Mission Statement: Empower Jeaga Middle School 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

Name	Title
Anthony Allen	Principal
Nichole Nelson	Assistant Principal
Natalie Campillo	Assistant Principal
Adam Charles	Assistant Principal
Ricky Smith	Department Lead
Victoria Butler	Department Lead
Ashante Doby	Department Lead
Sherlyne Andre	CLF
Emily Campbell	Parent
Evelyn Loud	Community Member

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 distrcit 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, including administration, department chairpersons, and the SSCC, met on January 21, 2026, to determine the course of action for the Comprehensive Needs Assessment (CNA). Throughout January, departments met multiple times to analyze data and identify specific needs. Stakeholders and parents were invited to participate in a meeting held on February 19, 2026, at 10:00 a.m. During this meeting, collaborative groups discussed both school and family needs and proposed possible solutions. All input was documented using meeting templates. CNA compliance evidence was submitted, and stakeholder feedback was carefully considered and incorporated into the development of the Schoolwide Plan (SWP).

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.

Name	Title
Anthony Allen	Principal
Nichole Nelson	Assistant Principal
Natalie Campillo	Assistant Principal
Adam Charles	Assistant Principal
Ricky Smith	Department Lead
Victoria Butler	Department Lead
Timothy Shannon	Department Lead
Jaleesa Davis	Administrative Assistant
Shelita Andrews	Treasurer
Karen Lundgren	ESE Coordinator
Karin Espinoza	ESOL Coordinator

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 27, 2026, 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, sent home letters 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 Jeaga Middle School

- 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 15, 2026

- 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 9, 2027

- Responsible Person(s)

All 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, Study Island and 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 15, 2026 or earlier

- Responsible Person(s)

Teacher, administration

- Resources and Materials

Chromebooks, paper, pencils, agenda, evaluations, Smartboard

- Amount (e.g. \$10.00)

\$75 - snacks for 20 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 21, 2027 or earlier

- Responsible Person(s)

Department chairs and 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 - snacks for 20 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 Learning, 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

once a 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

Once a 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

Once a 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

Kennedy Space Center Field Trip

- Brief Description

The purpose of Kennedy Space Center educational field trip is for the students to experience real-life application of science and technology concepts learned in the classroom. The field trip is scheduled for January 2027.

2. Activity #2

- Name of Activity

College Tours

- Brief Description

The purpose of a campus visit is to provide students with an opportunity to get a firsthand view of college and to get answers to important questions: scholarships financial aid, courses, class sizes, programs and campus life.

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 counselors, teachers and administration. 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. Students also participate in clubs like Student Government and NJHS, which help students develop a sense of service to the community, growth mindset and teach resilience and persistence. 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: guidance counselors, administration, ESE & ESOL contacts, mental health professionals, school resource officers 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 Learning

1. Professional Learning

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 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 and in-field 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. 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.