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

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

Only 25% of all JMS students are predicted to be proficient in reading for FY24. Nineteen percent of ESE students and 15 % of ESOL students are predicted to be proficient in reading for FY24. This data comes from the Power Bi showing all PMs that have occurred (PM3 last May, PM1, and PM2 this year.)

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

Students need more practice with skill/application questions. Some teachers need additional training on unpacking the standards at the correct rigor level and questioning the right DOK level. Students need to gain the foundational skills to answer upper-level DOK questions. Some teachers don't know how to do rotations, which will allow them more time with each student. Students need to be provided with more opportunities to practice and engage in reading to include opportunities for extended learning for mastery and enrichment. Families need additional family support in ELA through parent conferences and training.

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

Provide small-group instruction in the ELA classes utilizing an ELA-certified teacher, media specialist, and ESE & ESOL contact; target students who are close to proficiency or are making a learning gain in ELA. Provide training in unpacking ELA standards at the correct level of rigor and questioning at the right DOK level. Provide pull-out ELA instruction to our targeted population during their elective classes. Incorporate a school-wide "Reading Plus" initiative to offer students a daily reading opportunity. Offer ELA tutorials for all students, focusing on standards students struggle with based on PM data. Increase support and scaffolding for all ELL students in ELA classes. Provide ELL students with appropriate resources approved by the district. Provide adequate supplemental supplies for classroom instruction and growth in ELA classes. Parent-teacher conferences will be held to increase family support for ELA instruction. Attend training/conferences for administration and staff to gain knowledge, build capacity, and improve academic culture in ELA instruction. Utilize computer and online resources for enrichment and remediation in ELA. Attend College Tours highlighting Language Arts majors that would interest students in college.

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

- **Communication**

Communication – Teachers will email ELA progress reports home regularly using SIS and Parentlink. Messages to families will be sent in different languages.

- **Parent Training**

Parent Training – The families will receive training on reading strategies at home to improve ELA skills and training on how to use multiple platforms - SIS, Reading Plus, PAPER, CPALMS.

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

- **School**

The school will provide tutoring in ELA for students not proficient in reading.

- **Students**

The students will attend tutoring for ELA.

- **Parents**

The parents will enroll students in tutoring for ELA and encourage attendance.

- **Staff Training**

Staff Training – The staff will receive: training on effective communication with families in parent conferences regarding ELA instruction training on effectively communicating with parents on how assessment data impacts a child's academic success in ELA.

- Accessibility

Accessibility – The school needs to hold meetings at various times to support families who are homeless, migratory, English language learners, and disabled.

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

Based on the FAST (Florida Assessment for Student Thinking - Progress Monitoring) scores in Spring 2023, the percentage of students testing at level 1's are: 6th: 62% Level 1 7th: 49% Level 1 8th: 34% Level 1 Algebra 1 - 78% of Algebra Honors students Geometry - 85% of all Geometry Honors students

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

The root causes include: Students need to be provided with more opportunities to practice and engage in mathematics, including opportunities for extended learning for mastery and enrichment. Students cannot answer upper-level DOK questions. Teachers are not meeting standards at the appropriate level of rigor and questioning at the DOK level for student growth. Students cannot 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. Although the current curriculum teaches many strategies for demonstrating proficiency on the EOC exam, most students cannot master them in the time allotted. Students lack additional support in understanding and demonstrating mastery on the EOC exam, like word problems and interpreting what is being asked. The school has inadequate staffing and staff shortages in certified in-field teachers. Staff needs Professional Development that increases the teachers' knowledge, skills, and techniques to increase the level of rigor and relevance of student learning and Professional Development Data analysis training. Families need additional family support in Mathematics through parent conferences and training.

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

Examine our processes, initiatives, programs, and assessments to ensure they provide the necessary systematic and sustainable improvements. 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. Recruit an intensive math teacher, a regular math teacher, and a support facilitation teacher to assist with foundational skills and allow teachers more time to work with students. Purchase district-approved online and computer software for fluency practice and study island to help improve instruction, remediation, and student enrichment. Provide professional development focused on 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. Provide training to teachers needing training on standards and rigor. Deliver ongoing professional development that builds teachers' capacity to analyze data effectively, create data-driven lessons, and share best instructional delivery and assessment practices. Provide Math tutoring to assist targeted students in need of remediation and enrichment. Provide homogeneous grouping: Teachers can scaffold support to more than one student at a time—small group with man-up labs and instructor support. Provide adequate supplemental supplies for classroom instruction and growth in Mathematics classes. Hold Parent-teacher conferences to increase family support for mathematics instruction. Utilize computer and online resources for enrichment and remediation in mathematics. Attend training/conferences for administration and staff to gain knowledge, build capacity, and improve academic culture in mathematics instruction. Attend College Tours highlighting Mathematics majors that would interest students in college.

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

- Communication

Communication – Teachers will regularly email math progress reports using SIS and Parentlink. Messages to families will be sent in different languages.

- Parent Training

Parent Training – The families will receive training on math strategies at home to improve math skills and how to use multiple platforms - SIS, Reading Plus, PAPER, and CPALMS.

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

- School

The school will provide a safe campus, offer rigorous math instruction, and communicate regularly with families.

- Students

The students will come to school ready to learn mathematics, do all assignments, and follow the rules.

- Parents

The parents will ensure students come to school regularly and promptly communicate all concerns with the school staff.

- Staff Training

Staff Training – The staff will receive: Training on effective communication with families in parent conferences regarding mathematics instruction  
Training on effectively communicating with parents about using assessment data to build a child's capacity for academic success in math.

- Accessibility

Accessibility – The school will hold meetings at various times to support families who are homeless, migratory, English language learners, and disabled.

## Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Thirty-three percent of grade 8 students demonstrated proficiency on the FY24 Science Winter Diagnostics. Complexity – Level 2 – skill/application – is the majority of the Science test 8th grade students – 8.78% showed proficiency on these questions. Data from the midterm/diagnostic for 6th & 7th showed..... 37% of grade 6 students demonstrated proficiency on the FY24 Science Midterm 49% of grade 7 students demonstrated proficiency on the FY24 Science Midterm

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

Inadequate Science Instruction: This includes challenges in delivering effective science education, possibly due to teacher training and curriculum design gaps. Lack of Resources: Specifically, textbooks with low complexity, which may not adequately challenge or engage students. Students need to be provided with more opportunities to practice and engage in reading to include opportunities for extended learning for mastery and enrichment. No Science Coaches: Affects teacher support and professional development in science education. Need for Additional Skill/Application Practice: Students require more hands-on, practical experiences to understand and apply scientific concepts. Rigorous Professional Development Need: Teachers need enhanced training, particularly in integrating academic standards with rigor and inquiry. Students' Lack of Foundational Skills: Difficulty answering higher-level Depth of Knowledge (DOK) questions due to weak foundational knowledge. Families need additional family support in Science through parent conferences and training.

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

Increase support and scaffolding for all ELL students in Science classes. Provide ELL students with appropriate resources approved by the district. Hire a Science Coach: To assist with foundational skills and provide targeted student support. Offer Tutoring: Specifically for students needing remediation in science. Provide pull-out Science instruction for our targeted population during their elective classes. Collaboration with the ELA Department: Incorporating science reading resources in ELA classes can enhance interdisciplinary learning. Attend Educational Conferences focused on serving Jeaga Middle School students' unique needs, enhancing administration and teacher Science knowledge and capacity. Attend College Tours highlighting Science majors that would interest students in college. Provide adequate supplemental supplies for classroom instruction and growth in Science classes - print or online. Consistent parent communication, training and engagement.

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

### • Communication

Encourage parents to use school platforms to contact the school. Email Science progress reports home regularly. All reports will be in different languages.

### • Parent Training

Parent Training – The families will receive training on reading strategies at home to improve Science standards comprehension and how to use multiple platforms - SIS, Reading Plus, PAPER, and CPALMS.

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

- **School**

Implement a comprehensive science curriculum, provide ongoing teacher training for effective science instruction, and ensure resources like labs and technology are available. The school will also regularly communicate about science programs and student achievements with parents. Communication will be in different languages.

- **Students**

Actively participate in science classes and experiments, complete assignments diligently, and communicate their learning needs and interests to teachers and parents.

- **Parents**

Their child's learning at home utilizes the resources provided to assist with science homework and engage in school-led science events and activities. Parents will also maintain regular communication with teachers regarding their child's progress and needs in science.

- **Staff Training**

Staff Training – training on effective communication with families in parent conferences regarding science instruction training on effectively communicating with parents about using assessment data to build a child's capacity for academic success in science.

- **Accessibility**

To ensure accessibility, materials will be provided in multiple languages, catering to the needs of all families, including those who are homeless, migrant, disabled, or facing language barriers. Additionally, the school will encourage using educational technology platforms like Gizmos and Quizizz for at-home learning, supported by tutorials and guides for parents. These combined efforts aim to foster a more inclusive and supportive environment for science education within the school community.

## Social Studies



Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Students have difficulty reading informational text, including that found in Social Studies. Forty-three percent of seventh-grade students are predicted to have level 3 or higher scores on the Civics test for FY24. Only 39% scored level 3 or higher in FY 23.

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

Students lack foundational skills in reading informational text, including that found in Social Studies. Teachers need more professional development in presenting Social Studies information to increase classroom engagement. Students need additional assistance for language support in the classrooms.

3. Share possible solutions that address the root causes.

Language support staff in the classroom for Civics. Provide additional reading instruction in Social Studies. Additional resources (print and computer-based) for teachers and students. Opportunity to attend extended time to Social Studies - remediation and enrichment as well exposure to learning outside of the classroom

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

- Communication

Communication – Teachers will regularly email Social Studies progress reports using SIS and Parentlink. Messages to families will be sent in different languages.

- Parent Training

Parent Training – The families will receive training on reading strategies at home to improve Social Studies skills and training on how to use multiple platforms - SIS, Reading Plus, PAPER, and CPALMS.

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

- **School**

The school will hold regular meetings for parents and teachers and offer tutoring to students in Social Studies.

- **Students**

Students will attend school and complete all assignments in all subjects, including Social Studies.

- **Parents**

The parents will communicate their concerns to the school immediately.

- **Staff Training**

Staff Training – The staff will receive: Training on effective communication with families in parent conferences regarding Social Studies instruction  
Training on effectively communicating with parents on how assessment data impacts a child's academic success in Social Studies.

- **Accessibility**

Accessibility – The school needs to hold meetings at various times to support families who are homeless, migratory, English language learners, and disabled.

## **Acceleration Success**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Seventy eight percent of students were proficient in Algebra Honors in FY 23. Eighty five percent of Geometry students were proficient.

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

Lack of a double block for students who need additional support in accelerated classes. Lack of ability to think critically - word problems. The teacher needs professional development in engagement strategies and understanding the standards that must be taught. Families need additional family support in accelerated subjects through parent conferences and training.

3. Share possible solutions that address the root causes.

Offer a double block of Algebra. Provide PD for the teacher on standards and best practices(strategies). Enrichment and remedial resources - print and online. Certified and experienced teachers. Provide families with training and parent conferences related to acceleration subjects.

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

- Communication

The school will regularly email progress reports home for accelerated classes. These reports will be in multiple languages.

- Parent Training

Parent Training – The families will receive training on reading strategies at home to improve skills and knowledge in accelerated classes and how to use multiple platforms - SIS, Reading Plus, PAPER, and CPALMS.

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

- School

Offer tutoring to students in accelerated classes.

- Students

Attend tutoring for accelerated classes.

- Parents

Enroll students in tutoring for accelerated classes and encourage their attendance.

- Staff Training

Staff Training – Training on effective communication with families in parent conferences regarding instruction in accelerated classes. Training on effectively communicating with parents about using assessment data to build a child's capacity for academic success in accelerated classes.

- Accessibility

Accessibility – meetings at a variety of times to support families who are homeless, migratory, English language learners, and disabled.

## 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: \$399,075.70**

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Certified Tutors - Afterschool ELA 6-8 to remediate concepts; Starts in January 2025	2	\$15.00	2	1.5	16	Non-Certified	Original	\$1,440.00

Acct Description	Description								
	<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>
	Non-Certified Tutors with Bachelor's degree - Afterschool Science 8 to remediate concepts; Starts in January 2025	2	\$17.00	2	1.5	16	Non-Certified	\$1,632.00	
Resource Teacher	The Resource Teacher will provide academic/intervention support to targeted students in a pull-out setting for grades 6 through 8 in ELA, Math, Civics and Science.								
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>
	Certified Teachers - Afterschool Science 8 to remediate concepts; Starts in January 2025	3	\$37.00	2	1.5	16	Certified	Original	\$5,328.00
	Certified Teachers- Afterschool Civics 7th to remediate concepts; Starts in January 2025	3	\$37.00	2	1.5	16	Certified	Original	\$5,328.00
	Certified Teachers - Afterschool ELA 6-8 to remediate concepts; Starts in January 2025	4	\$37.00	2	1.5	16	Certified	Original	\$7,104.00
	Certified Teachers - Afterschool math 6-8 to remediate concepts; Starts in January 2025	4	\$37.00	2	1.5	16	Certified	Original	\$7,104.00
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>
	Staplers			4	\$11.00	General Supplies		Original	\$44.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper	120	\$46.00	General Supplies	Original	\$5,520.00
	Shipping	1	\$0.45	General Supplies	Original	\$0.45
	Staples	5	\$4.50	General Supplies	Original	\$22.50
	Pencils - box	160	\$3.65	General Supplies	Original	\$584.00
	Chart paper sticky back - pack	80	\$45.00	General Supplies	Original	\$3,600.00
	Pens - set	40	\$13.25	General Supplies	Original	\$530.00
	Student folders	90	\$1.15	General Supplies	Original	\$103.50
	High yield Ink	6	\$550.00	Technology	Original	\$3,300.00
	Student Dry Erase Markers - set	72	\$27.00	General Supplies	Original	\$1,944.00
	Colored pencils	41	\$2.00	General Supplies	Original	\$82.00
	Manila Folders	159	\$7.75	General Supplies	Original	\$1,232.25

Acct Description	Description							
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>		
	Highlighters	45	\$6.50	General Supplies	Original	\$292.50		
	Erasers	5	\$20.00	General Supplies	Original	\$100.00		
	Paper Filler Sheet	160	\$2.50	General Supplies	Original	\$400.00		
	Expo Markers - set (chisel tip)	80	\$7.00	General Supplies	Original	\$560.00		
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$1,154.50	General Supplies	Original	\$1,154.50		
Classroom Teacher	The Computing Classroom Teacher will provide enrichment instruction for 7th to 8th grade students needing development of technology skills.							
Classroom Teacher	The Intensive Reading Grade 6 Teacher will provide targeted instruction in reading to students in a small classroom setting							
Classroom Teacher	The Classroom Teacher will provide enrichment/additional computing instruction to develop digital and technological/computer skills for grade 6 students							
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>
	Classroom and Resource Teachers will be provided with 7 sub days - Grades 6-8 - Starting 8/10/24-	4	\$19.00	7	6.5	1	Original	\$3,458.00

Acct Description	Description							
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	5/31/25							
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	Quizizz-To provide remediation, enrichment and differentiation instruction in ELA, Math, Science and Social studies	1	\$3,720.00	Original	\$3,720.00			

## Action Step: Professional Development

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

**Budget Total: \$111,632.00**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Ink high yield for data chats - color, black, and toner	1	\$3,850.00	Technology	Original	\$3,850.00
	Paper	5	\$45.00	General Supplies	Original	\$225.00
	BT 492085 Reduced line due to OOS going over the requested amount	1	-\$735.50	General Supplies	Budget Transfer	-\$735.50



<b>Acct Description</b>	<b>Description</b>												
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												
Travel out-of-state	<b>Item</b>									<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	United Conference by National Association of Secondary School Principals/ 7/14-17, 2024 Nashville TN; 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 - \$1200; Transportation - \$750; Lodging - \$900 and Per Diem - \$ 160, Number of Attendees - 2- TOTAL = \$6,020									2	\$3,010.00	Original	\$6,020.00
Out-of-system PD Subs	<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>	
	Subs days in order for targeted 6-8 teachers to attend ELA/Math/SS/SC/Electives aggressive monitoring & academic vocabulary PD sessions/planning (Starts September)				23	\$19.00	1	6.5	1	Non-Certified	Original	\$2,841.00	

## 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: \$6,508.30**

<b>Acct Description</b>	<b>Description</b>										
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 Training, SAC						1400	\$0.68	Original	\$952.00	
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>
	Teachers will be paid to conduct parent trainings (PFEP) outside of contracted hours			4	\$25.00	2	4	1	Certified	Original	\$800.00
Overtime	Overtime for Parent Support by the Community Language Facilitator to provide translations at trainings, SAC, Parent Leadership Council and Curriculum Night (2.5 hrs, 1 day, 15 wks)										
Supplies	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	Manila folder				4	\$7.75	General Supplies		Original	\$31.00	
	Pencils - box				2	\$3.65	General Supplies		Original	\$7.30	
	Filler paper				4	\$3.00	General Supplies		Original	\$12.00	
	High yield cartidges - parent invitation/communication				2	\$550.00	Technology		Original	\$1,100.00	
	Sticky notes - pack				3	\$30.00	General Supplies		Original	\$90.00	
	Dry erase markers - set				2	\$7.00	General Supplies		Original	\$14.00	
	Paper				9	\$46.00	General Supplies		Original	\$414.00	
	Pens - color				2	\$7.00	General Supplies		Original	\$14.00	
	Food/Refreshments during parent training - \$3/person				2	\$60.00	Program Supplies		Original	\$120.00	

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

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

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

<b>Name</b>	<b>Title</b>
Anthony Allen	Principal
Rhonda Brisson	Assistant Principal
Michael Timpone	Assistant Principal
Colin Maher	Assistant Principal
Carol Blake	SSCC
Shelita Andrews	Parent/Staff
Rodshawn Dorsey	Department Lead
Ricky Smith	Department Lead
Victoria Butler	Department Lead
Derek Henry	Department Lead
Taylor Fuller	Department Lead
Shawn Cartwright	Community Member
Jephynne Jessic	Community Member
Dyner Gonzales	Parent
Melissa Thyzine	Parent
Amalia Baptiste	Parent
Mariet Nozega	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, LTF) met on 1/19/24 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 2/15/24 @ 10:30 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 were 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
Michael Timpone	Assistant Principal
Colin Maher	Assistant Principal
Carol Blake	SSCC
Ricky Smith	Department Lead
Victoria Butler	Department Lead
Derek Henry	Department Lead
Rodshawn Dorsey	Department Lead
Taylor Fuller	Department Lead
Roosevelt Kiser	HS Readiness Coach
Jynel Andrews	School Counselor Lead
Karin Espinoza	ESOL Contact
Karen Lundgren	ESE Contact
Jaleesa Davis	Administrative Assistant
Shelita Andrews	Treasurer

# Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The meeting will be on 8/29/24 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.).

Notification will be done through a call-out/email/text via parent link. Notices will be in 3 languages.

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

A PowerPoint covering all required information, including what it means to be Title I, a review of the school-wide plan, a review of the school-parent compact, the parent and family engagement plan, parents' right to know, and other opportunities for parents to share their concerns and ideas will be presented. Invitations in all three languages will be distributed via Parentlink, and an agenda will be distributed in all languages. A computer with internet access will be used. A sign-in sheet and evaluations in all languages will be distributed and collected.

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

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

- Name of Training

Parent Conferences - An opportunity to improve communication with the families

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

The teachers will learn how to use family-friendly language (not educational jargon) when addressing the strengths and weaknesses of a student during parent-teacher meetings. The teachers will know what information they must bring to the conference to develop a basis for positive communication.

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

Families will be better able to assist their students at home as they will know what is needed for homework and classwork.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes that explain what information was shared with families (looking for positive interactions- grades, resources, etc.)

- Month of Training

Early September 2024

- Responsible Person(s)

School Counselors



## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Parent Conferences - An opportunity to improve communication with the families

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

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

- Name of Training

Discussing Assessment Data (with Parents)

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

The staff will learn how to use [edglossary.org](https://edglossary.org) and <https://flfast.org/families.html> sites and become more familiar with student data on SIS to assist families in understanding assessment data.

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

Parents will be better understand assessment data and will be able to help their children at home with tested standards.

- What will teachers submit as evidence of implementation?

Copies of assessment data from SIS, copy of website address for parents, conference notes from conferences

- Month of Training

Early February 2025

- Responsible Person(s)

Counselors Carol Blake

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

Discussing Assessment Data (with Parents)

- Number of Participants

60

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

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

- Name of Training

Platforms for Parent & Family Use - SIS, Reading Plus, PAPER, etc

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

Families will learn how to utilize platforms to be informed about grades, attendance, reading, and homework. This would include SIS, CPALMS, Reading Plus, PAPER (if available), Khan Academy (if available), and a math platform used by the district like SAVVAS

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

Parents and families will log into SIS and check grades of students. If the student is present, students will log into Reading Plus and PAPER to show parent what they can do with the programs.

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

Parents will be able to better assist children at home with homework and classwork. "Parents who are more involved in their children's education have children who do better in school, even in regular times. For example, children whose parents are more involved in their education have better grades, higher standardized test scores, and are less likely to get in trouble for their behavior at school." Parents' Involvement in Children's Education, Psychology Today, August 2020

- Date of Training

September 5, 2024

- Responsible Person(s)

Carol Blake and Roosevelt Kiser

- Resources and Materials

Computers, projector, pens, paper, presentation with instructions on how to log into SIS, Reading Plus, CPALMS, Khan Academy, and PAPER.

- Amount (e.g. \$10.00)

\$60- food

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

- Name of Training

Middle School Reading @ Home

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

One strategy is: Read-and-Say-Something This works effectively for difficult materials. Rather than having your child struggles alone with the meaning, have a discussion about the information contained in the text. One strategy is:Think-Pair-Share Discussion strategy that helps ensure every member of the family becomes an active participant. It works well as a problem-solving strategy or as a break in a lecture.

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

Parents will practice the strategy with other participants. Parents will receive the presentation to take home also.

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

Research has typically found that shared reading experiences are highly beneficial for young people. Benefits of shared reading include facilitating enriched language exposure, fostering the development of listening skills, spelling, reading comprehension and vocabulary, and establishing essential foundational literacy skills. They are also valued as a shared social opportunity between parents and their children to foster positive attitudes toward reading. Title: Research shows the importance of parents reading with children – even after children can read Blog: The Conversation August 2017

- Date of Training

January 15, 2025

- Responsible Person(s)

Carol Blake, Sabrina Robinson and Roosevelt Kiser

- Resources and Materials

Textbooks to use in the training, papers, pencils, pens, sticky notes, presentation, projector and computer

- Amount (e.g. \$10.00)

\$60- food

### 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.

NA/

- 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

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Boy & Girls Clubs

- Describe how agency/organization supports families.

Provides parents with resources for homework, health and wellness and online safety

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

Email, communication, Letter of thanks

- Frequency

1x/year

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Provide ongoing ELL support of our teachers and families through visits, meetings and trainings

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

Sample communication of support and collaboration, resources, meeting schedule

- Frequency

1x/year

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

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

Provides support to 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, meeting schedule and sample resources

- Frequency

1x/year

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

School will provide parents information through translated letters, call-outs, text messages, emails, SAC and the SIS parent portal

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

Translated letters, copy of call outs via parent link, parent portal information

- Description

School will inform parents through posting of information on the student/parent portal and/or distribution of syllabi to students/parents at open house, SAC and parent conferences.

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

Copy of syllabus and parent-teacher conference notes and SAC minutes

- Description

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 and SAC minutes

- Description

School will provide parents information through call-outs, text messages and emails in Parent Link, school website regarding meetings and SAC meetings.

- 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 will be able to attend training activities - each one will be scheduled at a different time to allow for more parent participation. Parent conferences will be scheduled at various times of day to allow more participation.

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

Schedule of conferences, sign in sheets of trainings, fliers showing trainings at various times

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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. Communication that is sent home is translated.

- 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.

Flyers sent home for Migrant Education, copies of welcome packet and sample email communication

- 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 flyer, email of resources provided by the McKinney Vento contact

## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 1. Building Students' Non-Academic Skills

SWPBS is a support system in place for students and staff to show students how to correct their behavior or be recognized for positive behavior. Our SWPBS support team consists of guidance, teachers, administration, and graduation coach. Students are rewarded for good behavior and can earn rewards 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 and healthy choices, as well as, 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 with safety guidelines from the district.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

Jeaga Middle School's team(SBT/MTSS) is an active team that meets weekly where teachers, students, and parents can refer a child to 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 that 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 is unsuccessful in tier 1, then 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 of 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 better. Meetings will be needed face-to-face or online, depending on the safety situation. Student positive behavior choices and progress will be tracked by staff and shared with families.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.



## 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

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

#### 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 StudySync. 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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

Retention:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 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.