
Title I Comprehensive Schoolwide Plan
JEAGA MIDDLE SCHOOL (2701)

ELA

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

1. List prioritized needs statements.

Only 35% of JMS students are on track to be proficient in ELA Reading.

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

Students need more practice on concepts and questions, and some teachers needs more training on standards and rigor.

3. Share possible solutions that address the root causes.

Offer small group instruction, and differentiated standards-based rigorous instruction will address the root cause of the low student performance. Training for teachers on rigorous standards-based instruction, unpacking the standards, and using small group instruction will handle the teacher's need for training. More teacher access to the testing questions - clarifications, samples, etc - would also be helpful. Additional resources, such as magazines, would allow students to read in elective classes. Attending conferences for best practice that would build the capacity of the staff to better serve the students would be helpful too. Increase parent engagement to support student learning

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

The school will strengthen our practice of informing parents about opportunities to participate in decision-making, Title I, curriculum, proficiency levels, academic assessments, and student progress by having parent link callouts, emails to students, and posting information in the parent portal. The school will also continue to offer flexible meeting dates and times. The school faculty will email progress reports home regularly to parents.

• Parent Training

Train parents on reading at home strategies to allow them to assist their children with reading at home.

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

- School

The school will offer tutoring to targeted students for ELA Reading. The school will work as partners with parents to improve their child's academic success.

- Students

Students will attend school daily, be prepared, and eager to learn.

- Parents

Parents will contact the school immediately with concerns and will ask questions when needed.

- Staff Training

Train staff on how to help parents understand grades and test data

- Accessibility

Provide virtual meetings when possible for parents to be allowed to attend. Hold meetings in handicapped-accessible places. Provide a translation for speakers of other languages when possible Provide assistance to migrant and homeless families

Math

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

1. List prioritized needs statements.

Overall, only 13% of all JMS students are on track to be proficient, according to the FAST PM 2 in Math. Other pertinent data is found below: 6th grade - Currently, when looking at our low 25% data from the previous year (FY 22) to the previous year (FY 21) the percentage of students in the low 25% making gains decreased. The percentage of students earning gains in the low 25% increased by 9% on the FY22 Winter Diagnostics. 7th Grade - Currently when looking at our low 25% data from the previous year (FY 22) to the previous year (FY 21) the percentage of students in the low 25% making gains decreased. The percentage of students earning gains in the low 25% increased by 21% on the FY22 Winter Diagnostics. 8th Grade - Currently when looking at our low 25% data from the previous year (FY 22) to the previous year (FY 21) the percentage of students in the low 25% making gains decreased. The percentage of students earning gains in the low 25% increased by 2% on the FY22 Winter Diagnostics. Algebra 1 - 34.2% of Algebra Honors students demonstrated proficiency on the mid-term exam. Geometry - 61.4% of all Geometry Honors students demonstrated mastery on the midterm exam. .

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

Students not mastering fully the foundational knowledge/skills required to answer upper-level DOK questions. Standards questions are not at the appropriate level of rigor and questioning at the DOK level. Professional Development to increase the teachers' knowledge, skills, and techniques to increase the rigor and relevance of student learning. Professional Development Data analyzes training is also needed Also, our students need additional support in understanding word problems and interpreting what is being asked. Another root cause discussed is that the current curriculum teaches many strategies for a concept and the majority of students are not able to master them in the time allotted. Address social emotional learning in order to address emotional and behavioral issues that interrupt the learning process. Lack of helpful resources Inadequate staffing/staff shortages.

3. Share possible solutions that address the root causes.

Some possible solutions include providing 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. Homogeneous grouping: Allows teachers to scaffold support to more than one student at a time—small group with man-up labs and instructor support. Provide training to teachers in need of training on standards and rigor. Deliver ongoing professional development that builds teachers' capacity to analyze data effectively, create data-driven lessons, and share best practices in instructional delivery and assessment. Recruit an additional math teacher, resource math teacher, intensive math teacher, and/or support facilitation teacher to assist with foundational skills and allow teachers more time to work with students. Provides more practice with applying skills/applications. Provide additional homework support class or substitute. Offer math tutoring to help targeted students in need of remediation. Provide additional educational technology - math software for fluency practice to help improve instruction, remediation, and student enrichment. Attend conferences that would increase the capacity of all Jeaga Middle staff to better assist and guide students.

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

- **Communication**

The school will strengthen our practice of informing parents about opportunities to participate in decision-making by posting information in the parent portal. Information about Title I, curriculum, proficiency levels, academic assessments, and student progress will be shared by having parent link callouts, website, marquee, and emails to students. The school will offer at least one School Advisory Council meeting during the school day to increase parent access. Other meetings such as parent training activities will be offered at various times. The school faculty will email progress reports home regularly to parents.

- **Parent Training**

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

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

- **School**

Provide a safe campus where learning is the primary focus. Offer rigorous instruction that enables students to meet and/or exceed the school/district/state standards in mathematics. Respect and celebrate the cultural diversity of students and families. Communicate regularly with students and their families regarding individual student's progress through conferences, emails, or texts (if parents provide the needed information). Promote a family-friendly atmosphere where families are encouraged to become actively involved. Support families in becoming partners in their children's education through parent training activities (including SIS, Reading Plus, etc.) Explain the purpose and benefits of Title 1. If possible, post the meeting and/or meeting minutes on the school's website so parents who cannot attend can see the meeting and/or review the minutes. Offer free tutoring for targeted students. Use strategies to support all students. Provide materials and/or information to help students academically and behaviorally. Provide accessibility to students and/or their families to address questions and/or concerns. Regular communication with students/their families regarding student's progress as well as pertinent school related matters. Work collaboratively with students and their families. Participate in professional development training to improve teaching skills and learning opportunities for students.

- **Students**

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

- **Parents**

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

- **Staff Training**

Staff Trainings to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Math) – training on how to help parents understand grades and testing data. The teacher will know how to/can communicate with families using various tools such as Parent Link, callouts, text messages, and emails.

- **Accessibility**

Physical Accessibility – offer a variety of meeting times. Homeless/Migrant Families - English, Spanish, Creole math glossaries/dictionaries. Ongoing collaboration with ESOL coordinator, translator, guidance counselor, and parents. Flexible meeting schedules

Science

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

1. List prioritized needs statements.

30 % of grade 8 students demonstrated proficiency in the FY23 Science Winter Diagnostics. Complexity – Level 2 – skill/application – is the majority of the Science test 8th grade students – 8.78% showed proficiency on these types questions. Data from the midterm/diagnostic for 6th & 7th showed..... 33% of grade 6 students demonstrated proficiency on the FY23 Science Midterm 34% of grade 7 students demonstrated proficiency on the FY23 Science Midterm

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

Inadequate science instruction Lack of resources- hands-on lesson Additional skill/application for practice for students Rigorous professional development for teachers to improve skills for accessing academic information on unpacking the standards with rigor and inquiry at the right DOK level. Inadequate foundational skills needed to answer upper-level DOK questions. Some educators are unsure on how to integrate literacy skills into their science lessons.

3. Share possible solutions that address the root causes.

Provide additional science instruction and resources for students, such as hand-on activities and lab experiences. Implement professional development for teachers to improve their science content knowledge and teacher strategies. Increase the use of technology in the classroom to enhance student engagement and learning. Additional tech resources for remediation/enrichment that include interactive assessments and activities that help students to identify their strengths and weaknesses in science concepts, offer a wide range of practice questions and activities that cover a variety of scientific topics, such as physics, chemistry, and biology, provide immediate feedback to students on their performance, which helps them to understand and correct their misconceptions, includes built-in analytics that allows teachers to track student progress, identify areas of difficulty and provide targeted instruction and aligns with the NGSS and can be used to prepare students for success Send staff to conferences that would help them improve their ability to help the students.

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

- **Communication**

Parents will be given the opportunity to attend at least one School Advisory Council during the school day. All School Advisory Council meetings are at night, and most have been canceled due to a lack of attendance. Information about curriculum, proficiency levels, academic assessments, and student progress will be shared at curriculum night and in parent training activities. The invitation to these events will be shared by having parent link callouts, emails to students, and posting information in the parent portal. The school will also continue to offer flexible meeting dates and times. The school faculty will email progress reports home regularly to parents.

- **Parent Training**

Parent Trainings on science strategies that may be offered on science concepts and resources to support parents/families as they work with their child at home (Science) to support their child's learning.

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

- **School**

School will... increase parent compact by involving all stakeholders in setting goals and establishing expectations for student learning. Provide opportunities for students and parents to collaborate on science projects and activities. Encourage regular communication between parents and teachers to support student learning and progress. Improve communication with parents and families through regular updates, newsletters, and parent-teacher conferences. Increase accessibility to school resources and events for families.

- **Students**

Students will... attend school daily, participate in class and engage in the science curriculum. Communicate with their parents about their science learning and progress. Take responsibility for their own learning and actively seek out resources and support when needed. Participate in science-related activities and events, such as field trips and science fairs.

- **Parents**

Parents will... attend parent training on science concepts and resources to support their child's learning at home. Communicate with the school with concerns or questions. Participate in science-related activities, such as field trips and science fairs.

- **Staff Training**

Staff Training to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) is needed through parent teacher conferences

- **Accessibility**

Flexible meeting schedules. Communicate regularly and transparently with parents (ELL, ESE migrant and homeless) to keep them informed about their child's progress in science and opportunities for support.

Social Studies

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

1. **List prioritized needs statements.**

Thirty-five percent of 7th-grade students in Civics demonstrated proficiency on the midterm exam.

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

Difficult time comprehending and retaining information due to the timing of the district's scope and sequence and lack of resources. Not enough time in between units -Struggling with reading comprehension -Struggling with reading content, for example, Vocabulary. Students need more practice with skill/application questions Some teachers need additional training on unpacking the standards at the correct level of rigor and questioning at the correct DOK level Students lack foundational skills to answer upper-level DOK questions. Some teachers don't know how to do small group instruction, which will allow them to have more time with each student and focus on specific skills.

3. Share possible solutions that address the root causes.

- Provide reading across curriculum activities; vocal resources will help our students build their vocabulary and understanding of the meaning of words and help differentiate instruction by providing supplemental resources to all teachers to improve students' reading abilities. - Offer online digital resources/subscriptions/options to provide enrichment and remediation opportunities to all students - Additional staff/reading teacher to assist with the foundational skills of low-level students - Offer rigorous professional development for teachers in need of training on standards/rigor/small group instruction and to improve skills for accessing academic information – scores, clarifications, standards, questions - Offer Additional staff/Social Studies teacher to lower class size and allow teachers more time to work with students in small group, tutorial, common planning for teachers to collaborate on standards and lessons - Increase parent engagement and attendance in parent-teacher conferences; attend conferences that increase the knowledge of attendees on servicing JMS students

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

- Communication

Teachers will email progress reports home to families (Limited English Proficiency, Disabilities, Migratory Work , Homelessness) regularly. Information about Title I, curriculum, proficiency levels, academic assessments, and student progress will be shared by having parent link callouts, website, marquee, and emails to students.

- Parent Training

Parent Training that may be offered to support parents/families as they work with their students at home (Social Studies- strategies- reading based)

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

- School

- offer tutoring for targeted students - encourage parents to demonstrate a positive view of education in their interaction with their children at home.
- hold regular parent-teacher meetings to bring parents up to par on curriculum and student progress

- **Students**

- attend school daily - make an effort to work on and complete assignments in class and at home

- **Parents**

- contact the school with concerns immediately; ask questions - attend conferences and meetings when scheduled/requested

- **Staff Training**

Staff needs to be trained on how to communicate effectively with parents on social studies grades and test data- data chats.

- **Accessibility**

Meetings should be held at various times to allow parents to attend. Virtual meetings should be hosted when possible.

Acceleration Success

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

1. List prioritized needs statements.

JMS had 34% demonstrating proficiency on the Algebra midterm compared to the district's 37%. JMS had 61% demonstrating proficiency on the Geometry Honors midterm compared to the district's 42%.

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

Need for more student engagement in lesson and homework activities, consistent teacher pacing curriculum, and rigor

3. Share possible solutions that address the root causes.

Consider students willingness to do homework needed for a high school credit class Train additional teachers to be acceleration teachers to allow students a variety of instructors Facilitate parent meetings at start of the year to ensure parent understanding of needed effort from students for successful completion of class Offer tutoring to targeted students.

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

- **Communication**

Email progress reports home/ families (Limited English Proficiency, Disabilities, Migratory Work, Homelessness) every other week. Information about Title I, curriculum, proficiency levels, academic assessments, and student progress will be shared by having parent link callouts, website, marquee, and emails to students.

- **Parent Training**

Train parents on the use of district approved programs/applications that they can refer their children to for homework issues

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

- **School**

Keep parents up to date with grades every other week Offer training activities to improve parent capacity for helping students to be successful

- **Students**

Come prepared to school every day ready to learn

- **Parents**

Attend training activities to help build their capacity to assist their students.

- Staff Training

Through parent teacher conferences, train staff on how to better engage families so that learning is a priority and use of technology

- Accessibility

When possible, hold meetings at other public places and/or hold them virtually. Hold meetings at various times to support Limited English Proficiency, Disabilities, Migratory Work, Homelessness families.

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: \$418,249.98

Acct Description	Description					
Classroom Teacher	Work with lowest level math students in grade 6-8 in small setting					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper copy - case	80	\$44.81	General Supplies	Original	\$3,584.80
	Pencils pack of 48	30	\$3.45	General Supplies	Original	\$103.50
	Paper clips - box	10	\$2.31	General Supplies	Original	\$23.10
	Pens pack of 12	11	\$4.48	General Supplies	Original	\$49.28

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="464 164 915 217">Item</th> <th data-bbox="930 164 1131 217">Quantity</th> <th data-bbox="1131 164 1325 217">Rate</th> <th data-bbox="1325 164 1665 217">Supply Type</th> <th data-bbox="1665 164 1843 217">Type</th> <th data-bbox="1843 164 2030 217">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Staplers - piece	10	\$9.26	General Supplies	Original	\$92.60						
	Staple- piece	10	\$2.75	General Supplies	Original	\$27.50						
	Chart paper - pack	17	\$75.00	General Supplies	Original	\$1,275.00						
	4 function calculator	130	\$5.40	Manipulatives	Original	\$702.00						
	Ink cartridges high yield	4	\$499.54	Technology	Original	\$1,998.15						
	Shipping	1	\$10.05	General Supplies	Original	\$10.05						
Classroom Teacher	Provide intensive reading instruction to grades 7-8											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="464 834 1438 906">Item</th> <th data-bbox="1438 834 1583 906">Quantity</th> <th data-bbox="1583 834 1759 906">Rate</th> <th data-bbox="1759 834 1892 906">Type</th> <th data-bbox="1892 834 2030 906">Total</th> </tr> </thead> </table>			Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total								
	Study Island - Provide remediation & enrichment to students; Target subject areas: Social Studies and Science; Target Grade Level and Number of Students- Grades 6-8/950			1	\$10,000.00	Original	\$10,000.00					
Classroom Teacher	Provide differentiated instruction to lowest performing readers in grades 6-8											
Resource Teacher	Work with 6-8 students on improving academic success in all subjects											
Classroom Teacher	Enrichment class for all students providing needed technological skills											

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	1 Resource Teacher and 4 Classroom Teachers - 6-8 - Fall	5	\$19.00	7	6.5	1	Original	\$4,323.00

Action Step: Professional Development

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

Budget Total: **\$119,151.97**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink cartridges high yield	3	\$520.00	Technology	Original	\$1,560.00
	Paper- case	5	\$44.81	General Supplies	Original	\$224.05
	Chart paper - pack	10	\$75.00	General Supplies	Original	\$750.00
	Pens	4	\$4.48	General Supplies	Original	\$17.92
	Notebooks	100	\$2.85	General Supplies	Original	\$285.00
Travel out-of-state	Item	Quantity	Rate	Type	Total	
	National Association of Secondary School Principals/NASSP Conference - 7/12-15, 2023 Denver CO ; Purpose:Build leadership capacity; learn actionable practices to improve teacher capacity and student success ;	3	\$2,478.00	Original	\$7,434.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Registration: \$830; Transportation - \$468; Lodging - \$1036; Per Diem - \$144; Attendees- 3				
	Ron Clark Academy 10/12-13 Atlanta GA; Purpose: Learn practices that increase students engagement, ensure rigor and create a culture & climate for student success; Registration: \$1020; Transportation: \$300; Lodging: \$550; Per Diem: \$72; Number of Attendees: 7	7	\$1,941.00	Original	\$13,587.00
Single School Culture Coordinator	Provide on-going PD to grades 6-8 teachers to improve instructional capacity in all subjects				

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: \$7,469.30

Acct Description	Description				
Printing	Item	Quantity	Rate	Type	Total
	Postcards with parent activity dates and invitations	20	\$57.00	Original	\$1,140.00

Acct Description	Description								
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	6-8 Parent conference during school day - Schedule TBD	2	\$19.00	3	6.5	1	Original	\$741.00	
Postage	Item	Quantity	Rate	Type	Total				
	Parent engagement activities/notification	1900	\$0.55	Original	\$1,045.00				
Supplies	Item	Quantity	Rate	Supply Type	Type	Total			
	Pencil pack of 48	3	\$3.45	General Supplies	Original	\$10.35			
	Paper- case	5	\$44.61	General Supplies	Original	\$223.05			
	Chart paper - pack	1	\$75.00	General Supplies	Original	\$75.00			
	Pen pack of 12	10	\$4.48	General Supplies	Original	\$44.80			
	Sticky notes - box	1	\$18.10	General Supplies	Original	\$18.10			
	Food for each parent training training (2) x 50 participants	100	\$3.00	Program Supplies	Original	\$300.00			
	BINDER FLEXI-VIEW 1" BLUE EA-MS success project	100	\$2.85	General Supplies	Original	\$285.00			

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	PAPER COPY ASTROBRIGHT 8.5X11 24 LB WAU22998 ASST COLOR 1250 SHTS	2	\$62.50	General Supplies	Original	\$125.00				
	Lexmark CS820 Toner	1	\$520.00	Technology	Original	\$520.00				
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Parent Training -Reading/Math/SS/Science - non certified to include blended blended salary	2	\$17.00	15	2	1	Non- Certified	Original	\$997.00	
	Parent Training -Reading/Math/SS/Science	8	\$25.00	1	4	1	Certified	Original	\$800.00	
	Parent Training - SIS Gateway	4	\$25.00	1	4	1	Certified	Original	\$400.00	

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 is: Empower JMS parents and families to assist their children with academic, social, and emotional skills through trainings that will prepare the students 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.)

Name	Title
Anthony Allen	Principal
Rhonda Brisson	Assistant Principal
Michael Timpone	Assistant Principal
Colin Maher	Assistant Principal
Cara Henry	SSCC
Shelita Andrews	Parent/Staff
Donnette Howard	LTF
Rodshawn Dorsey	Department Lead
Ricky Smith	Department Lead

Name	Title
Victoria Butler	Department Lead
Derek Henry	Department Lead
Taylor Fuller	Department Lead
Fleuloveda Lolo	Student
Yakashi Warren	Parent
Shawn Cartwright	Community Member
Nicole Lehner	Parent
Kaea Quackenbush	student
Erin Jefferys	Community Member
Thomas Auboleda	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. 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 1/5/23 and decided the course of action for the CNA. Departments then met at various times in the month of January to determine their needs based on data. Then, teachers attended a faculty meeting on 2/7/23 related to the CNA, PFEP, and SWP. This was held between 8:15 am-9:15 am. Stakeholders and Parents will be invited to a meeting held on 2/14 @ 10:30 a.m. Groups worked together to discuss the needs of the school and the families and recommended possible solutions. The input was recorded in the meeting templates. CNA compliance evidence was submitted.

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, and substitutes for teachers to attend parent- teacher conferences.

Name	Title
Anthony Allen	Principal
Rhonda Couey Brisson	Assistant Principal
Michael Timpone	Assistant Principal
Colin Maher	Assistant Principal
Cara Henry	SSCC
Donnette Howard	LTF
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 Annual Meeting will be on 8/24/23 @ 6 p.m. in the JMS 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.

Powerpoint covering all required information, invitations in all 3 languages, agenda in all languages, computer with internet access, sign in sheet, evaluations in all languages.

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

Conferencing with Families

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

Teachers will learn to address concerns with families in a positive manner using the "positive parent conference sandwich" strategy

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

This will encourage parents to feel a part of the educational team and make them more willing to ask questions and be involved in their children's education.

- What will teachers submit as evidence of implementation?

Teachers will submit copies of conference notes that indicate teachers shared positive information about the students and about challenges students face.

- Month of Training

September 2023

- **Responsible Person(s)**

School Counselors, APs and concerned teachers

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

TBD

- **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

Data Diving with Dad

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

Teachers will learn how to discuss data information in parent & student friendly/ supportive language.

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

Dad or father figure will understand how their students are doing on a variety of assessments including class grades, district and state assessments.

- What will teachers submit as evidence of implementation?

Teachers will submit student information along with conference notes that indicate that parent was informed about their children's progress on a variety of assessments.

- Month of Training

January 2024

- Responsible Person(s)

SSCC, APs and concerned teachers

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- 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

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**

Using SIS Gateway To Monitor My Child's Middle School Success

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

Parents will be taught how to use SIS at the middle school level. This will allow them to check on grades, attendance, test scores, and communicate with the school and teachers

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

Parents will actually sign into SIS and use the computers to find their child's information.

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

Parents will be more up to date regarding their children's academic success and will be more able to assist students in getting needed help at school.

- **Date of Training**

October 2023

- **Responsible Person(s)**

School Counselors, APs and teachers

- **Resources and Materials**

Computers, directions in 3 languages, facilitators, pens, paper for notes,

- **Will use funds for refreshments as noted in SWP:**

Yes

- Amount (e.g. \$10.00)

\$100

2. Reflection/Evaluation of Training #1

- Name of Training

Using SIS Gateway To Monitor My Child's Middle School Success

- Number of Participants

TBD

- What were parents 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. Parent and Family Capacity Building Training #2

- Name of Training

Helping My Child Be a Better Student

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

Parents will learn an easy to use reading strategy for at home use with their children. The strategy is Using Question Starters.

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

Parents will practice the strategy with other parents at the training.

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

Parents will be better able to read at home with their children and assist with homework

- Date of Training

January 30, 2024

- Responsible Person(s)

SSCC and ELA chair person and teachers

- Resources and Materials

Question starters in 3 languages, texts to read, pens, paper for notes

- Will use funds for refreshments as noted in SWP:

Yes

- Amount (e.g. \$10.00)

\$100

4. Reflection/Evaluation of Training #2

- Name of Training

Helping My Child Be a Better Student

- Number of Participants

TBD

- What were parents 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

5. Parent and Family Capacity Building Training #3

- Name of Training

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

- Date of Training

Not applicable

- Responsible Person(s)

Not applicable

- Resources and Materials

Not applicable

- Will use funds for refreshments as noted in SWP:

No

- Amount (e.g. \$10.00)

Not applicable

6. Reflection/Evaluation of Training #3

- Name of Training

Not applicable

- Number of Participants

Not applicable

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

Not applicable

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

No

- How do you know?

Not applicable

- What went well with the training?

Not applicable

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

Not applicable

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.

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 staff 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 and parent conferences.

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

copy of syllabus, parent portal information and parent-teacher conference notes

- 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.

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

letters sent home on academic information, callouts via parent link and parent portal information

- Description

School will provide parents information through call-outs, text messages and emails in Parent Link , parent portal, and school website regarding 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 and letters sent home via letter logging in SIS

- 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.

log of items provided - clothes, supplies, copies of flyers sent home for Migrant Education, copies of welcome packet

- 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, list of students in this log of items provided-supplies, clothes

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**

N/A - none

2. Activity #2

• **Name of Activity**

None

• **Brief Description**

N/A

3. Activity #3

• **Name of Activity**

None

• **Brief Description**

N/A

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 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, Safe Space, 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 PLC's to review data and discuss standards based instructional practices. Teachers also have had support from district personnel that have been on-site to go over data and best practices as it relates 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 safety guidelines of the district. Provision for activities that will connect classroom learning to real world applications as well as extra curricular opportunities to enrich the students' education are part of daily instructional routines, deliveries, and goal 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, 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 are not showing students' improvement, then a new plan is made with all parties directly involved. Teachers can attend PD conferences in the summer, such as StudySync. District personnel provides 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 trainings 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.