Title I Comprehensive Schoolwide Plan

J. C. MITCHELL ELEMENTARY SCHOOL (0931)

ELA

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

1. List prioritized needs statements.

-On FY24 PM2 49% of ELA students are on track to be proficient. -Reading Informational Text is the category in which we are performing the lowest. -Our SWDs and ELL students are our lowest performing subgroups. Of the 86 students in either category, 57 of them are in both (66%). There are currently only 8 students who fall into both categories who are proficient (14%).

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

-Lack of practice with informational text -Many of our students are unable to read on grade level with fluency and/or comprehension -Curriculum moves too quickly for students for whom English is a second language or who have learning disabilities -Students are not reading on grade level, but are being asked to work in grade-level texts -ESE and ELL services are often disrupted due to staffing issues and testing -There are too many components in the reading block, and SLL is sometimes taken from that time -Support from home needs to be strengthened -Staffing issues have prevented instruction from being delivered in a consistent and efficient manner -Behaviors inhibit teaching and learning in the classroom

3. Share possible solutions that address the root causes.

-Provide time for teachers to implement the Professional Development they've been given and to observe master teachers on campus -Provide supplemental resources in the classroom for differentiation, remediation, and additional practice -Increase communication from school to home -Utilize data for targeted instruction -Share best practices across grade levels -Have students rotate through classrooms for hands-on practice to reinforce concepts that are particularly challenging -Differentiate instruction and continue to scaffold with grade level texts, so that students have appropriate exposure to what they will be seeing on assessments -Build SLL into the schedule, as opposed to taking it from another subject -Provide hands-on experiences to tie into real world scenarios -More parent trainings so they can support our efforts at school, including understanding the standards based report card -Hire district approved tutors to offer additional support to our students while on campus

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

- Communication

-Consistently posting information on Dojo -Sharing positive information with parents and not just calling when there is an issue -Posting tips, tricks, and resources on Dojo to support reading development -Having at least every other meeting in the mornings

- Parent Training

-How to help students develop their reading skills at home -PPP to develop behavior management and parenting skills -Introduce more outside agencies and resources that parents can access for further support -Do a needs assessment and host trainings to meet these needs.

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

- School

-Provide parents with programs and tools to work with their children -Reward parents for participation in events -Show the parents end-of-year expectations, so they are aware of the growth their children need to make -Provide video lessons for parents to reinforce concepts -Reward students for academic improvement and for following behavioral expectations -Provide students with more opportunities to give their input

- Students

-Attend school regularly -Complete their school work and homework -Follow the GRReat Matrix for behavior expectations -Participate in class, asking questions for clarification as needed -Participate in data chats and goal setting sessions, establishing SMART goals for improvement

- Parents

-Support the school by reinforcing the work we are doing with the students academically and socially -Read with their children, using the question stems provided to them by the school to develop a deeper understanding of the text -Use the provided resources to assist students with homework -Attend conferences, either virtually or in person, as needed (but at least twice a year) -Monitor Dojo daily, check HW and communication folders -Limit screen time and monitor for appropriate use of technology

- Staff Training

-Small group, differentiated instruction -Behavior Management/PBS

- Accessibility

*Events will take place in ADA accessible locations *Whenever possible, events will take place online and in-person, and/or will be recorded, to accommodate parents' availability and schedules *Consider streaming big events, like Curriculum Night

Math

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

1. List prioritized needs statements.

-On FY24 Pm2 59% of Math students are on track to be proficient -SWDs are underperforming, with about 35% proficiency on Check Point 2. -Number Sense Operations with Fractions and Decimals is our lowest area, with 59% of students performing below the standard

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

-Students do not know their basic math facts, especially their multiplication tables -Pace is too fast for ELL and ESE students -Small group instruction is not differentiated -Behaviors inhibit teaching and learning in the classroom -Support from home needs to be strengthened -Staffing issues have prevented instruction from being delivered in a consistent and efficient manner -Poor student attendance -Many of the standards were not taught prior to the latest FAST assessment

3. Share possible solutions that address the root causes.

-More practice with math programs that build automaticity with facts and differentiates instruction as needed. -More time reviewing skills taught in the past -Offer additional support to our students in small groups while on campus -Build SLL into the schedule, as opposed to taking it from another subject -Provide hands-on experiences to tie into real world scenarios -Reorganize units so that they better support the spiraling nature of the curriculum -Professional Development to develop efficacy amongst teachers -Provide supplemental resources in the classroom for differentiation, remediation, and additional practice -Increase communication from school to home -Utilize data for targeted instruction -Share best practices across grade levels -Create a rotational model for students to go to different classrooms on the grade level for hands-on practice with deficient skills -Morning lab for extra Reflex practice -Start with Reflex in the primary grades

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

• Communication

-Consistently posting information on Dojo -Sharing positive information with parents and not just calling when there is an issue -Posting tips, tricks, and resources on Dojo to support math development -Explain end of year expectations to parents at the beginning of the year

• Parent Training

-How to help students develop their math skills at home -PPP to develop behavior management and parenting skills -Introduce more outside agencies and resources that parents can access for further support

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

• School

-Provide parents with programs and tools to work with their children -Reward parents for participation in events -Show the parents end of year expectations, so they are aware of the growth their children need to make -Provide video lessons for parents to reinforce concepts -Reward students for achieving fluency with math facts -Provide students with more opportunities to give their input -Reward students for academic improvement and for following behavioral expectations -Ensure math vocabulary is reinforced across grade levels -Provide more guidance lessons for the students to reinforce expectations of kindness

- Students

  -Attend school regularly -Complete their school work and homework -Follow the GRReat Matrix for behavior expectations -Participate in class, asking questions for clarification as needed -Participate in data chats and goal setting sessions, establishing SMART goals for improvement

- Parents

  -Support the school by reinforcing the work we are doing with the students academically and socially -Practice basic math facts with their students to build automaticity and fluency -Use the provided resources to assist students with homework -Attend conferences, either virtually or in person, as needed -Monitor Dojo daily, check HW and communication folders -Limit screen time and monitor for appropriate use of technology

- Staff Training

  -Small group, differentiated instruction -Behavior Management/PBS -Ensure that math contacts bring information back to their teams from Cadre meetings

- Accessibility

  *Events will take place in ADA accessible locations *Whenever possible, events will take place online and in-person, and/or will be recorded, to accommodate parents' availability and schedules *Consider streaming big events, like Curriculum Night

Science

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

1. List prioritized needs statements.

  -Fair Game benchmarks are not being mastered by the students as reported on winter diagnostic testing. -Plant parts and life cycles are our lowest performing standards as reported on winter diagnostic testing.

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

-Science is not given priority in grades K-4 -Students do not have the grade level reading skills to be able to understand the science texts -Informational text reading is a deficiency for our students -Students need more hands-on experiences with science concepts, especially with fair game benchmarks -Students are pulled during science for interventions -Science and Social Studies often share the same instructional time -Behaviors inhibit teaching and learning in the classroom -Support from home needs to be strengthened -Staffing issues have prevented instruction from being delivered in a consistent and efficient manner -Poor student attendance

3. Share possible solutions that address the root causes.

-Focus on vocabulary and informational text and provide extra resources -Provide opportunities for teachers to get PD -Hands-on science lessons are needed -Ensure that science instruction is given with fidelity in K-4, small group instruction should be provided as needed. -STEM lab should be available with experiments ready to go for teachers -STEM Night should be reinstated -Science Fair should be treated as more important -More field trips to provide the students with real life exposure to the concepts being studied -Science block should be used only to teach science

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

• Communication

-Consistently posting information on Dojo -Sharing positive information with parents and not just calling when there is an issue -Posting tips, tricks, and resources on Dojo to support math development -Explain end of year expectations to parents at the beginning of the year

• Parent Training

-PPP to develop behavior management and parenting skills -Invite parents to events that engage them in STEM activities that they can also do at home -Work with parents on limiting screen time, especially with social media -Introduce more outside agencies and resources that parents can access for further support

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

- School

-Offer more after school events that support Science (i.e. Cox Science Center) -Offer more hands-on experiences within the school day -Provide parents with programs and tools to work with their children -Reward parents for participation in events -Reward students for achieving fluency with math facts -Provide more guidance lessons for the students to reinforce expectations of kindness

- Students

-Be rewarded for academic improvement -Attend school regularly -Complete their school work and homework -Follow the GRReat Matrix for behavior expectations -Participate in class, asking questions for clarification as needed -Participate in data chats and goal setting sessions, establishing SMART goals for improvement -Provide students with more opportunities to give their input

- Parents

-Parents will read more nonfiction texts at home with their students, specifically science-based materials -Support the school by reinforcing the work we are doing with the students academically and socially -Use the provided resources to assist students with homework -Attend conferences, either virtually or in person, as needed -Monitor Dojo daily, check HW and communication folders -Limit screen time and monitor for appropriate use of technology

- Staff Training

-Train the teachers to run science with rotations -Behavior Management/PBS

- Accessibility

*Events will take place in ADA accessible locations *Whenever possible, events will take place online and in-person, and/or will be recorded, to accommodate parents' availability and schedules *Consider streaming big events, like Curriculum Night

Action Step: Classroom Instruction

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students' academics and social/emotional needs.

Acct Description	Description
Online subscription	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>Flocabulary will be used in Language Arts for grades 1-5 for extra practice and supplemental instruction</td><td>1</td><td>$2,900.00</td><td>Original</td><td>$2,900.0</td></tr><tr><td>Reflex Site license will be purchased for grades 2-5 for supplemental math instruction.</td><td>1</td><td>$3,295.00</td><td>Original</td><td>$3,295.0</td></tr></table>
Resource Teacher	This Resource Teacher will provide remediation for grades K-5 in Math and Science through push-in and pull out targeted small group instruction.
Out-of-system Tutors	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Out-of-system Tutor (non-certified) will provide push-in and pull-out support small group targeted instruction to grades K-5 in Math and ELA</td><td>2</td><td>$15.00</td><td>2</td><td>2</td><td>12</td><td>Non-Certified</td><td>Original</td><td>$1,440.0</td></tr></table>

Teachers will be provided job embedded professional development for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: **$7,708.00**

Acct Description	Description								
Out-of-system PD Subs	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Teachers to observe master teachers for grades K-5 in all subject areas. This will begin in September	16	$16.00	1	6.5	1	Non-Certified	Original	$1,664.0
Teacher Collaboration	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Teachers will come together to collaborate and plan. They will share best practices. This will be ongoing throughout first 2 trimesters.	42	$25.00	1	1	3	Certified	Original	$3,150.0
	Team Leaders will come in pre-school to plan for the year and analyze data	13	$25.00	1	4	1	Certified	Original	$1,300.0

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **$100,459.75**

Acct Description	Description
Extra Duty Days	10 extra duty days for the Learning Team facilitator to analyze data, plan for professional development and support instructional planning for FY25.

Acct Description	Description					
LTF	This Learning Team Facilitator will provide instructional support, PLC support, and PD assistance to build the capacity of teachers K-5 in math, reading and science.					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Poly-Pocket Folders pack of 25	20	$8.44	General Supplies	Original	$168.8(
	Pencils	3	$5.28	General Supplies	Original	$15.84
	Kindergarten Here I Come Book	100	$2.99	Program Supplies	Original	$299.0
	Ink Cartridges (Lexmark colored cartridges)	5	$67.99	Technology	Original	$339.9
	Colored copy paper (reams)	5	$8.99	General Supplies	Original	$44.95
	Refreshements for trainings in PFEP	3	$300.00	Program Supplies	Original	$900.0
	Post-It Notes (3×3, 18 in a pack)	2	$16.34	General Supplies	Original	$32.68
	Chart Paper, Pack of 4	8	$90.55	General Supplies	Original	$724.4
	White copy paper	5	$42.00	General Supplies	Original	$210.0(
	Shipping	1	$1.88	General Supplies	Original	$1.88

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Agendas for gr 3-5	350	$2.50	General Supplies	Original	$875.0
	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	$1,911.25	General Supplies	Original	$1,911.2
Enrichment Contracts	**Item**	**Quantity**	**Rate**		**Type**	**Total**
	Cox Science Center and Aquarium will provide a hands-on Science Interactive night for families in January 2025.	1	$510.00		Original	$510.0
	Cox Science Center and Aquarium will provide a hands-on Interactive STEM night for parent in October 2024	1	$510.00		Original	$510.0
Computer systems; non-cap	**Item**	**Quantity**	**Rate**		**Type**	**Total**
	Translation kits for parent trainings and meetings	1	$6,021.00		Original	$6,021.00

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

We believe that having a strong partnership between the school and our families is a key element to the success of our students. Through engaging parents in trainings, meetings, and activities as well as having open and frequent communication, we are confident that we will see a strengthening of student skills, academically, socially, and emotionally. It is our goal to create an environment that is welcoming to parents and guardians, and in which they feel their contributions are valued and that the success of their children is paramount.

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
Joan Pierre-Jerome	Principal
Lauren Newson	Assistant Principal
Susan Culver	ESE Coordinator
Maryalice Kindred	ESOL Coordinator
Ashley Kluthe	SAI Teacher
Lorraine Overton	ESE Teacher
Claudia Sabatino	Math Resource Teacher

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

The Instructional Leadership Team (Principal, AP, ESE Coordinator, ESOL Coordinator, SAI Teacher, ESE Teacher) began the process of developing the CNA. The information was then shared with all instructional and non-instructional personnel during brainstorming sessions in which the CNA template was completed with staff input. Following those meetings, community stakeholders were invited to contribute their ideas to the Parent section of the CNA. This was an open conversation and brainstorming session, as well. Stakeholders from all facets of the school community were invited to participate to ensure representation from all member groups.

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

Stakeholders were given the opportunity to share what resources they felt would be most beneficial to them. These included trainings they wanted to have, resources they needed, and other engagement ideas that would make the curriculum fun for the family. 2/5/24 Instructional Leadership Team Meeting 1:00-2:30 2/19/24 Faculty Meeting 8:15-9:00 2/20/24 Non-Instructional Staff Meeting 8:30-9:00 2/21/24 Stakeholders Meeting 5:30-6:30 2/26/24 Instructional Leadership Team Meeting 2:00-4:00

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

Through sharing their ideas for the trainings, resources, and events they were interested in having, some of the funding was allotted toward various activities. We are planning to continue to have family nights hosted by the Cox Science Center, as well as the Boca Museum of Art. Additionally, we will attempt to secure Mathnasium again this year, as they were unavailable last year. We also plan to hold a STEM night hosted by the teachers. Parents have been interested in learning more about the standards, report card, and math curriculum, and plans are being made to host parent educational nights for those topics. Additionally, parents asked for parenting support classes, which we will arrange to continue next year through Triple P.

Name	Title
Joan Pierre-Jerome	Principal
Lauren Newson	Assistant Principal
Maryalice Kindred	ESOL Coordinator
Lorraine Overton	ESE Teacher
Ashley Kluthe	SAI Teacher
Claudia Sabatino	Math Resource Teacher
Jennifer Orlowski	ESE Contact

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?

September 11, 2024 @ 8:30 am in the Media Center at JC Mitchell.

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

Stakeholders will be notified of the Annual Meeting through multiple modalities. The time and date will be posted on the marquee, as well as on the school website. Information about the meeting will be posted in the monthly newsletter, and messages will be sent out via ParentLink and Class Dojo. Paper invitations may be sent home as well.

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

--Agenda --Documentation that needs to be shared with parents from the approved PFEP (may be paper and/or a slide show) --Chart paper to record any ideas, questions, suggestions that come up at the meeting --Post-its --Markers --Surveys for parents to complete (in multiple 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

Making the Data and Curriculum Accessible to Parents

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

Staff will learn how to explain the curriculum, standards, and expectations to parents in laymen's terms, so that the parents/guardians have a better understanding of what their children are expected to do.

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

By giving parents a better understanding of what their children are expected to do at their current grade level, it will enable them to better support their children at home. Parents often attend meetings and educational lingo is used, including acronyms, with which they are not familiar. If we make the information more accessible, parents/guardians will feel more included, better informed, and like they can contribute more to their children's educations.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes that indicate that information specific to the child was reviewed with parents/guardians, as well as how that relates to the more global information of standards-based instruction, interventions, school-based team, etc. They may also submit any presentation that includes this information, such as from Curriculum Night.

- Month of Training

August, 2024

- Responsible Person(s)

Joan Pierre-Jerome and Lauren Newson

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

Report Card Review

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

Staff will learn how to explain the report card to the parents, including the rating scale, its nuances, and the various standards included in the report card. Through this review, they will also be able to provide resources to assist with improving academic performance, as well as addressing any behavioral concerns that may impact participation in extra-curricular activities, such as Safety Patrol.

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

Despite the fact that our report card has been in use for several years, many of our parents/guardians are still accustomed to average-based report cards, which include percentages and letter grades. The expectation is that parents/guardians will be familiar enough with the standards-based report card to understand where their children need assistance or enrichment, how they can support their children's academic development from home, and what the rating scale of ND, AP, PR, and EX truly means.

- **What will teachers submit as evidence of implementation?**

Conference notes will be submitted to show that discussion about how the child's academic performance in class translated to his/her rating on the report card.

- **Month of Training**

October, 2024

- **Responsible Person(s)**

Joan Pierre-Jerome and Lauren Newson

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

Report Cards and Standards

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

  Through developing a better understanding of the standards and the way the report card is 'graded', parents will be able to support their children's academic development at home.

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

  Parents will be given copies of the report card and relevant standards. They will interact with this information under the guidance of school- or district-based staff, and will be given opportunities to experience concrete examples of what the standards are asking the students to do.

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

  If parents understand what their children are being asked to do, they should be able to better support them at home. Additionally, if parents understand that we have a rigorous curriculum that moves fairly quickly, they may also better understand the importance of better attendance for their children.

- Date of Training

  October 9, 2024

- Responsible Person(s)

  Joan Pierre-Jerome and Lauren Newson

- Resources and Materials

  BEST Standards Sample problems/questions based on standards Copies of Report Card Presentation and Agenda Survey

- Amount (e.g. $10.00)

  $150

3. Parent and Family Capacity Building Training #2

• Name of Training

Triple P Parenting Seminar

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

Triple P (Positive Parenting Program) is an agency that helps families to develop skills for better parenting through a series of seminars on various topics, such as "Raising Confident and Competent Children." Through this program, parents/guardians will have the opportunity to explore a variety of topics in an engaging and interactive manner that will guide them to developing positive relationships, attitude, and conduct.

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

Triple P instructors engage the students in conversation about their experiences with different challenging behaviors and scenarios.

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

If parents/guardians can better connect with their children, learn effective parenting techniques, and build positive relationships, there will be a positive impact on their children's attitudes. In turn, the children will approach school with more positivity, knowing that they have a supportive environment both in and out of school. Parent/Guardian frustration levels with negative behaviors will decrease, and that will allow for more of a collaborative and problem-solving relationship, which should carry over to students being more receptive to feedback and instruction at school.

• Date of Training

Offered both September 18 and 25, and toward the end of the year. Ongoing seminars over a 4 week period.

• Responsible Person(s)

Joan Pierre-Jerome and Samantha Williams

- Resources and Materials

> Triple P provided

- Amount (e.g. $10.00)

> $150

5. Parent and Family Capacity Building Training #3

- Name of Training

> The impact of screen time on the developing brain

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

> Parents will learn tools for monitoring their children's activities on social media, setting up structures for limiting screen time, and the impact of screen time on the developing brain.

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

> Parents will get to explore websites and software that will assist with schedule setting and monitoring social media activity.

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

> Our students have become increasingly dependent on technology, and their access to social media has impacted their own social skills. We are finding that many students are engaging in inappropriate online activity, whether in what they are watching or what they are posting. If parents/guardians have a better understanding of the negative impact of being on their devices too much, they may replace some of that time with more productive activities. This, in turn, will positively impact the students academically, socially, and emotionally.

- Date of Training

February 2025

- Responsible Person(s)

Joan Pierre-Jerome and Lauren Newson

- Resources and Materials

Access to websites and apps that allow for monitoring of screen time and activity.

- Amount (e.g. $10.00)

$150

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

McKinney Vento

- Describe how agency/organization supports families.

McKinney Vento assists our homeless or displaced families with getting school uniforms and supplies, as well as providing transportation and other resources for for the families.

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

Communication with the McKinney Vento department can be documented through emails between our McKinney Vento liaison and her contact in that department.

- Frequency

As needed to support families

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

- Name of Agency

Boca Raton City Library

- Describe how agency/organization supports families.

The Boca Raton City Library sends representatives to all of our family and parent nights. They allow families to sign up for library cards at the school site, as well as providing information on all programs, resources, and curriculum.

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

Photographs to show the Library's presence at school events Library will provide a list of the number of students who got library cards at an event

- Frequency

At major school events

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

Boca Helping Hands provides food boxes for our families in need on a weekly basis. They also have a food pantry available for family use.

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

A redacted list of students who are getting weekly food boxes will be provided.

- Frequency

Weekly

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

> Timely information is provided to families via flyers sent home in multiple languages; Class Dojo messages (which can be translated by the program); posts on the school's Marquee; and callouts, texts, and emails through ParentLink. Personalized invitations are sent home for things like tutoring, also in Spanish, Portuguese, and Creole when needed.

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

> Pictures of marquee, callouts, emails and ParentLink, and Invitations

- Description

> Through Curriculum Night, parents will be informed about curricular expectations and levels. Teachers are expected to meet with their parents at least twice a year, and review where their students are and where they need to be. We plan to host an evening regarding the Standards Based Report Card and BEST Standards so that parents can better understand grade-level expectations and learn how to interpret their children's performance. We also print out the progress reports and report cards for parents, as well as providing them log in information for the Parent Gateway. We will demonstrate for the parents how to access important information on SIS this year.

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

> Conference Notes, Curriculum Night presentations, Sign-in Sheets, and agendas from meetings.

- Description

> School will send home score reports from major assessments, as well as provide parents with directions on how to access their students' information through the Parent Gateway.

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

> Redacted copies of some reports that have been sent home, and redacted copies of the Gateway login information.

- Description

> Parent are informed information is provided to families via flyers sent home in multiple languages; Class Dojo messages (which can be translated by the program); posts on the school's Marquee; and callouts, texts, and emails through ParentLink. Personalized invitations are sent home for things like tutoring, also in Spanish, Portuguese, and Creole when needed.

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

> SAC agendas, minutes, and sign-in sheets

- Description

> We are planning to vary the times of our meetings and activities to include mornings and evenings. We will also make virtual options available whenever possible.

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

> Flyers, ParentLink messages, Dojo Messages, Marquee pictures, Newsletters

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

CLF and bilingual staff members are present at events and activities. They either run small groups in their native languages or interpret from English into the native languages. Whenever possible, district presenters are asked to present in native languages, and flyers are sent home in the school's primary languages, as well as in English. We are looking into the purchase of translation devices to facilitate parent participation in meetings.

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

Copies of messages and flyers that are sent home. Presentations that have been translated into other languages. Surveys submitted in native languages.

• Description

All meetings are held on the ground floor in a room with accessibility to an ADA compliant bathroom. Rooms are set up to ensure that they are accessible to parents with disabilities. Audio enhancement or microphones are used when presenting, and power points are projected onto a large screen to ensure they can be clearly seen by all participants.

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

Photographs of ADA accommodations and rooms being used for meetings. Preferred handicapped parking, emails requesting hearing impaired services if needed.

- Description

We do not have a migratory work population. In the event that we do, we would contact the district's migrant department and refer the family to utilize the available resources. We would also offer flexible times and alternate opportunities for families to come in and get information if they can not attend trainings.

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

We do not have a migratory work population. We will have flyers if needed and emails to Migrant department if needed. We will show SIS reports showing that we know how to pull reports to identify migrant students.

- Description

We try to provide meetings, presentations, and programs at different times. We offer some virtual meetings or phone conferences when needed.

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

Copies of messages and flyers that are sent home inviting parents to events and meetings. Emails to homeless liaison as needed. Copies of residency questionnaires.

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

Science Night

- Brief Description

> The Cox Science Center will be coming to the school to do a family night in which they will run approximately 20 hands-on, STEM-based stations for students and parents to explore.

2. Activity #2

- Name of Activity

> Museum Night

- Brief Description

> The Boca Museum will be returning to do additional events during which families get to interact with educational concepts in an artistic and creative manner.

3. Activity #3

- Name of Activity

> STEM Night

- Brief Description

> School staff will be planning and hosting a STEM night for families to come and explore various science- and math-based concepts. Each grade level chooses a different theme and creates interactive and hands-on activities based on that theme.

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

JC Mitchell Elementary School is committed to building students' non-academic skills, which ultimately supports their academic growth. All students participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide expectations, are posted in each classroom. A system of school-wide Positive Behavioral Support is in place, with clear expectations. Teachers explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, student assemblies, ways to interact appropriately online, etc. The after school program mirrors these guidelines and serves as an extensive of teaching and learning. Morning Meeting will be implemented in each classroom daily to build a strong classroom community. Guidance has been added back onto the Fine Arts rotation, which will enable greater access to the student population as a whole. Administration holds grade-level assemblies as well as visits individual classrooms twice a year to review rules and expectations with all students, and meets with individual students as needed to do 1:1 reviews. We also have a Co-Located Mental Health Counselor who provides individual counseling sessions for students, as do the BHP and School Counselors, who also do counseling groups. Incentives are provided to students, such as earning Yellow tickets for "GRReat" behavior (demonstrating Good Manners, Respect, Responsibility, and that Every Action is Thoughtful") throughout the building and in the cafeteria. Students can earn tickets which can be turned in for prizes in the school store. If classes earn 10 paws in the cafeteria, they get to spin a prize wheel for a whole class reward. We also celebrate positive behavior by having an award ceremony after every report card for students who have no areas of concern in the conduct section. Those students are also treated to an ice cream party. Morning Meetings are used in classrooms to help to create a positive community. Morning Meeting uses strategies like meet up and buddy up to help build positive student-teacher and student-student relationships. Students will be encouraged to reflect on their behavior should problems arise. Administration will review and oversee the steps to be taken prior to a disciplinary referral to the office. Administration has reviewed progressive discipline with teachers, as well as Major vs. Minor Infractions. Instruction will be differentiated to meet the needs of all students and ensure active engagement. Teachers will be encouraged to pursue training in the area of classroom management, such as with CHAMPS. JC Mitchell is a bully-free zone. Students are made aware of the process for reporting incidents of bullying: forms available in every classroom, a bully box for anonymous reporting, an online submission form, and a hotline number for students to report bullying and/or harassment. The school counselors are the lead contacts for the bully box and the hotline. They are available to provide short-term counseling for individuals and small groups and addresses on-going and emergent needs.

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

The MTSS process begins with determining that effective Core Instruction (Tier 1) is in place. The Decision Tree, which uses iReady, Oral Running Record, and Star/FAST testing data to determine if a student is on-, approaching-, or below-grade level , helps teachers determine which of their students are not meeting Core instructional targets. This data is tracked on a grade-level spreadsheet which contains other pertinent information about the students and helps to ensure that no students are missed during the analysis of data. The identified students are provided Supplemental Intervention (Tier 2) or Intensive Intervention (Tier 3) support from an interventionist and are monitored throughout the school year. The team meets on a frequent basis to review and discuss universal screening data, diagnostic data, and evidence-based intervention data. Based on this information, the team uses the initial baseline data to identify the target area, progress monitoring tool, and evidence-based intervention to develop a student goal. The interventionist uses the progress monitoring tool to collect assessment data for students receiving Supplemental and/or Intensive Intervention. Tier 2 intervention Small group instruction is performed by the teachers in the classroom for identified students. Beyond the 90-minute reading block, students are provided 30 minutes for supplemental instruction. Interventions can include LLI, Voyager, or another District-approved research-based strategy. Grade levels whose schedules allow will group students by need and will have them rotate among the grade level classrooms for Supplemental Instruction. Tier 3 interventions are provided by Reading Endorsed personnel for identified students, wherein they are pulled for an additional 30 minutes, outside of the 90 minute reading block and 30 minutes of Supplemental, and probes are done on a regular basis. LLI and other research-based instructional strategies are also used for Tier 3 interventions. SBT meets every Friday to discuss student progress with regards to the tiered interventions and adapt as necessary. We often find that behavior issues and poor academic performance are closely linked. The SBT team may also meet to discuss individual behavior concerns and to form a plan for intervention for those cases. Likewise, the PBS team discusses behavioral concerns and analyzes discipline data to determine areas in need of remediation.

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

Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, and Media. In Music, students are exposed to music of different cultures, as well as the use of various instruments. The Music teacher also runs several afterschool music clubs, which culminate in student performances at the end of each trimester. In Physical Education, students participate in Jump Rope for Heart, the PACER test, the Drowning Prevention program, and the Pedestrian/Bike Safety Program. Our ESE students with physical limitations receive adaptive PE. Additionally, we have an annual field day ("Zoom Day") that is organized by the teachers. 5th grade students are able to help run the morning announcements in our TV Studio. The Art teacher exposes the students to artists, artistic movements, and artistic styles across cultures and time periods. She also exposes them to different mediums for producing art, and their art work is displayed throughout the main office and outside of the art room. In Guidance, students are exposed to various SLL concepts that help them to navigate new and challenging social and emotional situations. When needed, the School Counselors adjust the topics of instruction to address conflicts and issues that are causing problems for particular classes or grade levels. We have developed a partnership with the Boca Museum of Art, in which the students will have the opportunity to work with artists from the museum while reinforcing science concepts. Additionally, we will be hosting family nights with the Boca Museum of Art, the Cox Science Center, and Mathnasium. In general, students are immersed in rigorous tasks encompassing the full intent of the standards. They are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. Teachers incorporate standards to bring in more hands-on project-based learning, in an inquiry-based model, which permits students to show mastery of standards in a variety of ways. Students participate in hands-on math and hands-on science activities; once per trimester, we will have grade levels create a rotational model for the students to go from one room to another to explore different concepts in a variety of ways. Students self-select books of various genres at their independent reading level. Double down tutors, push in/pull out ESE and ESOL teachers increase the number of small groups taking place to increase the amount of individual academic attention students receive. Students are also taught lessons in alignment with SB Policy 2.09, with a focus on the History of the Holocaust, History of African Americans, Study of the contributions of Hispanics and Women to the US, and Sacrifices of Veterans in serving our county. Our Equity in Excellence committee leads the school in creating projects and doing research about different cultures.

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);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;

- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

JC Mitchell offers AMP classes in Grades 3-5. We plan on having a Career Day this year, including community members and parents who can share their employment experience with our students and inform them about various professions. Our students are often encouraged to dress to represent different themes, such as College Shirt Day, Autism Awareness, and World Kindness Day. This year, out PTA has organized Beach Clean Up, as a give back to the community. We will also be partnering with Boca Helping Hands to do a can drive. JC Mitchell has a team in the Heroes for Education 5K walk, in order to raise money for education. We also typically have some students representing our school at the Special Olympics. These events develop a sense of teamwork, planning, preparation, and social awareness.

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

JC Mitchell engages in Kindergarten Round-Up to share kindergarten expectations and standards with parents. Parents receive information regarding reading, writing, and math resources that will assist in preparing their children for kindergarten. They are additionally informed of other basic skills that students should have (i.e. independent bathroom practices, knowing how to tie their shoes, opening milk containers, etc.) before entering kindergarten. Parents are given a tour of the campus, as well as having the opportunity to meet and talk to any relevant support staff (registrar, ESE Coordinator, Afterschool director, etc.). Kindergarten students participate in staggered start to help acclimate them to school in smaller groups. Teachers and students get to know each other while also learning about the school and classroom expectations. We advertise through our Parent Newsletter, Marquee, local childcare centers, and our PBCSD website. Once registered, students are given a Kindergarten Screener, to assist us with determining skill level and appropriate classroom placement. Parents are invited to the school for Open House the day before school officially begins. They have an opportunity to meet the teacher and see the classroom.

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 where teachers meet by grade level and discuss best practices for disseminating academic instruction to the students in their classes. In PLCs teachers get Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Our school gets area support from the district in reading and math, and this year will be adding in science. District area support personnel have come out to our school to model and coach our teachers in Reading, Writing and Math. We have also had our area representative from iReady come out to the school to show teachers how to use their data most effectively. The rep has already been at our school again to continue the work she began last year and help our teachers to delve even deeper into the resources available in iReady. JC Mitchell has an ESP cohort, which supports our new to teaching (and new to JC Mitchell) staff members to become acclimated with our procedures and expectations. Teachers are assigned a personal mentor to support them through their first year of teaching (or a buddy if they are experienced and just new to JC Mitchell and/or the District). The ESP contact and Voluntary Lead Mentor meet with new teachers and their mentors monthly to touch base and provide additional ongoing support. Professional Development will be provided this year on communicating with parents in an accessible manner about the report card and standards. The Instructional Leadership Team meets twice a month to discuss classroom observations as well as data trends. During these discussions, PD topics are developed to meet the needs of various pockets of teachers.

Recruitment and Retention of Effective Educators

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

Recruitment:
- 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

Retention:
- 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

Some strategies used for recruitment include: Job Fairs, Collaboration with HR and Regional Office, word of mouth, and posting on sites such as Indeed and Facebook. Additionally, we have a strong commitment to preparing, and thus recruiting, future educators in the district's Professional Development department, which places pre-service and intern teachers. We also utilized academic tutors to support small group instruction, which in turn provide valuable school experience for potential permanent hires. In addition to providing support to new teachers via our Educator Support Program, we pair all of our new teachers to our school with a Mentor or Buddy to help ease their transition. This provides support and encouragement to new teachers at our school, and pairs them with someone to go to when they have questions about instruction or school policy and norms. Regarding retention, our school's administration strives to retain highly qualified and effective educators by providing them with encouraging notes, staff appreciation gestures (such as candy, drinks, affirming notes). Time is built in to schedules to allow for teachers to meet with their teams for collaborative planning beyond their PLC time. Teachers are offered the opportunity to earn part-time pay for tutorials. We also have a Hospitality Committee that recognizes and reward staff milestones and organizes team building activities away from the school site. This year, we will begin holding monthly staff events, where staff are invited to enjoy bonding activities such as pumpkin decorating in October, Make your Own Ornament in December and "Guess the baby picture" in February, as just a few examples. As a school that stresses the Social-Emotional Learning of our students, we extend this to our staff as we understand that developing Skills for Learning and Life helps to cultivate school communities with safe and positive school climates, develop healthy relationships with peers and staff, and create a nurturing learning environment for all. Finally, our PTA has transformed our PLC room into an area on campus in which teachers can recharge their batteries. In it, they are able to retreat during the day for a tea or coffee, have a free snack (provided by our family sponsors), enjoy relaxing music, read a book, or just sit in the comfortable furniture. We recognize how draining the day-to-day life of a teacher can be, and we strive to reinvigorate our staff so that they look forward to coming to school daily and they know they are in a supportive and nurturing environment.