
Title I Comprehensive Schoolwide Plan
JUPITER ELEMENTARY SCHOOL (0071)

ELA

1. List prioritized needs statements.

As of February 2025, Jupiter ELementary School (JES) is showing improvement in ELA proficiency from FY24 to FY25. According to Checkpoint 3 data, which includes FAST Progress Monitoring and District wide assessments, JES has increased 3rd grade proficiency from 32% at CP3 in FY24 to 40% at CP3 in FY25 (an increase of 8%). Fourth grade proficiency has increased 2% from 44% in FY24 to 46% in FY25. Fifth grade ELA proficiency has increased from 42% in FY24 on CP3 to 49% in FY25, an increase of 7%. These data points were taken in January, a little over halfway through the general curriculum. Our subgroup categories generally increased their proficiency compared to Spring Progress Monitoring FY24 to Checkpoint 3 data in FY25. SPecifically, our Students with Disabilities increased their proficiency by 12% and our ELL students increased their proficiency by 7%. In Primary Grades, the data is inconsistent. Kindergarten fell 6% from PM2 FY24 to FY25. 2nd grade also fell 8% from 26% proficient on PM2 FY24 to 18% proficient on PM2 FY25. 1st grade, however increased proficiency from 11% in FY24 to 16%, 5% increase, for PM2.

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

Foundational Skills: In grades K-5 students are entering their grade levels without the prerequisite knowledge and skills needed for success. This stems from the majority of our population entering Kindergarten with no formal education and not knowing their foundational skills. Sight words, phonological awareness and print concepts are a challenge for our entering students. JES families have limited resources to prepare incoming kindergarten students for school readiness. **Independent Reading and Student Practice:** With new initiatives in place for Small Group Instruction in K-2 and the new material adoption process, there is a limited amount of resources at student independent levels. This means students can not practice skills independently to master them. JES finds that limited independent reading time also affects stamina and the missing component of the " joy of reading." 100% of our K-2 classrooms are implementing the FLamingo Framework through the University of Florida. JES has focused on building resources for these 26 staff members, while also building teacher capacity in a brand new instructional model through professional development and planning. **Planning explicit Instruction and Student Practice:** Students are lacking Oral practice, productive struggle, and collaborative opportunities to develop and master skills to reach proficiency. This has been noticed K-2. Staff does the majority of the heavy lifting and students are compliant, but not necessarily utilizing critical thinking needed to overcome struggles in the classroom. Supporting teachers with effective planning practices and building in time for this planning is a vital part of working through these challenges as a school. Professional Development and PLC work should include best practices for planning these student practice opportunities. **ELL Strategies and Student Supports:** JES has a large population af English Language Learners and stakeholders have discussed that the amount of Oral Language practice, ELL strategies and productive struggle have not supported the growth of the ELL population in our school. JES needs to increase these to increase student outcomes. Staff needs professional development and accountability in these areas to support this shift in focus. ELL Facilitated Support Instruction is also reduced because of the amount of state testing and absences (either school related or personal) of staff. Students are not getting daily support when needed. **Attendance:** Attendance is a large factor when looking at below grade level students. Although JES has implemented a number of attendance initiatives and created an attendance team, it is a constant struggle to get students in school on time.

3. Share possible solutions that address the root causes.

Foundational Skills: Jupiter Elementary School has been working diligently to streamline the SBT referral process, but because students are entering the next grade level behind, a focus could be on timely SBT referrals. SBT trainings and check ins throughout the year (Preschool, after Trimester 1, after Trimester 2). This could include outlining the requirements for a referral in ELA based on data at their current grade level. Looking at master and support schedules to ensure that there are personnel available for Tier 3 support for K-2 (already doing well with this in 3-5). Increasing the number of field trips to increase background knowledge in K-2. JES could create a Summer Boot Camp/tutorial for students entering Kindergarten with no prior schooling. Professional Development on Differentiated Instruction for all classroom and support teachers will help our staff close learning gaps to increase overall proficiency, including 3-5 teacher PD for phonics skills. Independent Reading: Increase the amount of independent reading in the rotational model and increase the amount of materials available for this. This could include purchasing online subscriptions such as Book Taco, Reading A to Z/RazKids, Renaissance, Literacy Pro, Scholastic StoryWorks or other guided reading/decodable sets based on the levels needed in grades K-2. In PLC teams may plan how to utilize independent reading to align practice to the standard at student independent levels. The books and materials would also be utilized in Flamingo Small Group Framework, where students are being instructed on the book before it becomes "independent". Professional development and planning opportunities would increase staff capacity in this framework and in aligning resources to the standards. Student Practice: To increase the rigor and effectiveness of student practice opportunities, JES will conduct Professional development around these areas. This would also include planning days and opportunities for collaboration among teams and vertical alignment. Topics for PD should include: oral language, productive struggle, coaching into student needs, using peer resources, etc. ELL Strategies: Create an opportunity for Oral Language tutoring, Professional development around Oral Language, Peer Collaboration, Student struggle and Independent practice. Common planning between ESOL teachers to discuss best practices in supporting ELL students while they reach proficiency. JES also hopes to increase read aloud initiatives to model best practices for striving readers in alignment to the BEST Benchmarks. JES will build a library of resources for ESOL staff to utilize to meet the needs of learners, including guided reading materials, and some options are StoryWorks, StoryCHamps, RAZkids, FandPGuided Readers and more. The master schedule will heavily focus on support for these students during the ELA block. iPads could be a useful teaching tool and resource for supporting small group instruction. Attendance: Jupiter Elementary will implement incentives for attendance and track student attendance monthly. The attendance team and teachers will host parent conferences to ensure parents know the attendance expectations for the entire school year. SBT referrals will be submitted in timely manner and a training for STAFF on attendance procedures will take place in the beginning of the year.

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

- **Communication**

JES will continue constant Parent Communication, including SMORE newsletters weekly with academic updates being added. We will begin supporting learning at home by naming skills being taught by grade levels each month. JES will share ways that families can build background knowledge and foundational skills at home. We will continue to use parent link, email, student backpack website to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times.

- **Parent Training**

JES will provide families with trainings on using technology at home to increase reading proficiency, as well as how to read grades/data at home through SIS Gateway.

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

- **School**

The School will : Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Responding to parent/guardian concerns within 24 hours Providing parent training on learning strategies Communicating through student agendas, home-school folders, newsletters, voice calling system, social media, etc.

- **Students**

Students Will: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed Reading at least 20 minutes each night: Read with a family member or read independently Bringing home newsletters and notices, and bringing the signed agenda to school daily

- Parents

Parents Will: Ensuring that students attend school every day on time and ready to learn Assisting with homework and reviewing/signing agendas and/or home-school folders daily Attending at least 2 parent-teacher conferences to discuss student progress Participating in school events such as Family Nights and attending at least 1 SAC/PTO meeting Providing documentation explaining reason child was absent from school Attend parent trainings to learn strategies we can use at home to help our child with academics.

- Staff Training

JES will hold an Attendance Matters training for staff - How to support student attendance to reduce lost instructional time

- Accessibility

Parent trainings will be made available at alternate times of the day to allow all parents access to some of the trainings. All invitations will be translated into Spanish to meet the needs of our families. Invitations will be sent via multiple platforms. All families will be accommodated regardless of need- Limited English Proficiency, Disability, Migratory Work and Homelessness.

Math

1. List prioritized needs statements.

As of January 2025, Jupiter ELementary Math Data is showing some improvements from the FY24 School Year. When comparing CHeck Point 3 Data, which includes the Winter FAST and school USAs/FSQs, Jupiter has seen an increase in 3rd and 5th grade proficiency. In FY24, 4th grade was 43% proficient on CP3 and in FY25 we have increased 10% to 53%. 5th grade has increased from 55% proficient on CP3 to 58%, an increase of 3%. However, 4th graders are down 4% from last year, 36% from 40%. In terms of subgroup data, Students with Disabilities increased their proficiency for CHeckpoint 3 from 35% to 47%. JES Hispanic and ELL populations remain the same at 45% and 38% respectively.

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

Lack of Foundational Skills and/or school readiness: Many skills in math are cumulative, and build on each other from grade to grade. When students don't have the foundational and prerequisite knowledge, it hinders their success with the higher skills. The pacing of the scope and sequence doesn't allow much time for working on prerequisite skills, so the gaps grow. Staff struggles to balance remediation and core content. In addition, many of our students do not attend preschool and therefore have their first formal school experience in Kindergarten. Because of this, many students do not come with math skills that would benefit them as they begin their Kindergarten math content, such as number formation, number recognition, and 1:1 correspondence. Vocabulary: Many of our students are ELLs and have limited vocabulary in English. A deep understanding and working knowledge of vocabulary is essential to understanding math, especially word problems, which becomes a barrier. Oral Language opportunities are currently minimal and classes struggle to facilitate collaborative conversations between students. Transition Time: Some students in grades 3-5 switch to a different teacher during the math block so they can receive their AMP content. This requires that students transition to another room, which takes time away from a math block that already feels tight. Inadequate time for practice and application: Because there are a set number of standards that must be taught each year, the Scope and Sequence paces the units so that all content can be taught within the year before PM3. Because so much content needs to be taught, there is a limited amount of time for each unit. Often times, concepts or skills are only taught for 1 or 2 days before moving on to the next concept. This pace does not allow for adequate opportunities for students to practice and apply their learning. Parental Support: Some parents are unable to help students at home to support them with practicing and reinforcing their math skills, whether it be from lack of time/availability, lack of content knowledge, or limited English proficiency. Intentional Lesson Planning: When planning lessons, it is important to use the standards as the curriculum and the curriculum as a resource. Often times, teachers are using the SAVVAS curriculum as is, moving from 1 lesson to the next, without a full understanding of the standard and intended outcomes. Because of this, students are not getting exposure or instruction to the full intent of the standard, leading to gaps in learning and understanding.

3. Share possible solutions that address the root causes.

Lack of Foundational Skills and/or School Readiness: Programs such as Reflex Math, 99Math, Math Challenge, Khan Academy, XMath.Org. Build in time for Number Talks, provide training opportunities for teachers to be trained in Number Talks. Through PLC and PD, pace and plan out units, thinking about what is the intended outcome, what lessons could be condensed or combined, and with those extra days, provide instruction on foundational and prerequisite skills that students need. In addition, JES could provide a "Kindergarten Boot Camp" for incoming Kindergarteners to provide them with opportunities to learn prerequisite skills that would set a foundation to succeed in Kindergarten. Vocabulary: Through PLC and PD, plan for explicit vocabulary instruction, looking for ways to provide oral language opportunities, sentence frames, and moments within the lesson for students to talk using the academic vocabulary. Transition Time: If we grouped AMP students together and they had the same teacher for math as other subjects, they would not have to transition from one classroom to another. Inadequate time for practice and application: Modify the master schedule to allow more time for math. Through PLC and PD, pace and plan out units, thinking about what is the intended outcome, what lessons could be condensed or combined, and with those extra days, extend time per skill to allow for more practice and application. Programs such as Reflex Math, 99Math, Math Challenge, Khan Academy, XMath.Org. Parental Support: JES could provide parent trainings to show families ways to support their children at home. Through our Family Night, we could do make-and-take activities that families could do together at home. Additionally, we could send our monthly resources to families, such as videos or websites to bolster their knowledge of the content to support their children. Intentional Lesson Planning: Through PLC and PD, pace and plan out units, thinking about what is the intended outcome, what lessons could be condensed or combined. This would help teachers plan effective lessons that utilize the best resources to meet the full intent of the standard.

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

- Communication

JES will continue constant Parent Communication, including SMORE newsletters weekly with academic updates being added. We will begin supporting learning at home by naming skills being taught by grade levels each month. JES will share ways that families can build background knowledge and foundational skills at home. We will continue to use parent link, email, student backpack website to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times.

- Parent Training

JES will provide families with trainings on using technology at home to increase math proficiency, as well as how to read grades/data at home through SIS Gateway.

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

- **School**

The School will : Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Responding to parent/guardian concerns within 24 hours Providing parent training on learning strategies Communicating through student agendas, home-school folders, newsletters, voice calling system, social media, etc.

- **Students**

Students Will: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed Reading at least 20 minutes each night: Read with a family member or read independently Bringing home newsletters and notices, and bringing the signed agenda to school daily

- **Parents**

Parents Will: Ensuring that students attend school every day on time and ready to learn Assisting with homework and reviewing/signing agendas and/or home-school folders daily Attending at least 2 parent-teacher conferences to discuss student progress Participating in school events such as Family Nights and attending at least 1 SAC/PTO meeting Providing documentation explaining reason child was absent from school Attend parent trainings to learn strategies we can use at home to help our child with academics.

- **Staff Training**

JES will hold an Attendance Matters training for staff - How to support student attendance to reduce lost instructional time

- **Accessibility**

Parent trainings will be made available at alternate times of the day to allow all parents access to some of the trainings. All invitations will be translated into Spanish to meet the needs of our families. Invitations will be sent via multiple platforms. All families will be accommodated regardless of need- Limited English Proficiency, Disability, Migratory Work and Homelessness.

Science

1. List prioritized needs statements.

Winter Diagnostic has shown that Jupiter Elementary has shown improvements in science proficiency in FY25. Mid Year our students are already 55% proficient on the Winter NGSS Diagnostic. With a focus on untaught standard, we project this number to continue to increase over the next 4 months. 5th grade teachers have seen an increase in proficiency in fair-game standards from incoming 4th graders, as a result of last year's Science Plan. On USAs and FSQs, JES has increased proficiencies to an average of 70%, which is right in line with our projected PM3 proficiency of about 67%

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

Science on the Fine Arts Wheel- in grades 3-5 have increased student knowledge of Fair Game standards and overall background knowledge. This teacher is also pushing into 5th grade Science Blocks to support learning on 5th grade standards. Planning- Staff is struggling with finding bilingual materials and/or planning meaningful and aligned instruction outside of the textbook. The allotted science block in 30 minutes and it can be challenging to cover all necessary benchmarks in this time in an engaging, hands on way.

3. Share possible solutions that address the root causes.

Fine Arts Science- Continue utilizing Fine Arts block for Science on the Wheel with our Science Expert. Also facilitate planning time with Fine Arts team to align their instruction with what is happening in the curriculum/scope and sequence. This may need to include some professional development around that work. Planning- Support teachers through professional development and PLC opportunities to collaborate on planning science lessons aligned to the standards and NGSS assessment. Focus on utilizing resources and strategies that support the needs of our ELL students. This could include allocating funds for hands-on science materials.

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

- **Communication**

JES will continue constant Parent Communication, including SMORE newsletters weekly with academic updates being added. We will begin supporting learning at home by naming skills being taught by grade levels each month. JES will share ways that families can build background knowledge and foundational skills at home. We will continue to use parent link, email, student backpack website to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times.

- **Parent Training**

JES will provide families with trainings on using technology at home to increase science proficiency, as well as how to read grades/data at home through SIS Gateway. Science Night!

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

- **School**

The School will : Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Responding to parent/guardian concerns within 24 hours Providing parent training on learning strategies Communicating through student agendas, home-school folders, newsletters, voice calling system, social media, etc.

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- **Staff Training**

Staff will be trained on how to effectively communicate with families on curriculum, data and how to support families at home with Science practice.

- **Accessibility**

Parent trainings will be made available at alternate times of the day to allow all parents access to some of the trainings. All invitations will be translated into Spanish to meet the needs of our families. Invitations will be sent via multiple platforms. All families will be accommodated regardless of need- Limited English Proficiency, Disability, Migratory Work and Homelessness.

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: \$177,871.00

Acct Description	Description									
Supplies	Item		Quantity	Rate		Supply Type		Type		Total
	Pre-sharpened pencils, pens, stickies, anchor chart paper, chart pads, folders, markers, dry erase markers, cardstock, binders, dividers, copy paper, pencil pouches, student whiteboards, erasers		1	\$375.00		General Supplies		Original		\$375.00
	Adjustment - benefits credit and final allocation		1	\$6,384.00		General Supplies		Other		\$6,384.00
	BT 516238 Amendment 17 Per itemizer - small group instructional materials for targeted instruction in reading and math		1	\$12,790.75		Instructional Materials		Amendment		\$12,790.75
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Temporary, out of system, non-certified tutor will implement math, phonics and comprehension small group instruction based on differentiated student needs in grades K-3 beginning 9/2/25.		1	\$15.00	5	6	29	Non-Certified	Original	\$13,050.00
Online subscription	Item			Quantity	Rate		Type		Total	
	BT 516238 Amendment 17 Added IXL Math & Science			1	\$7,256.25		Amendment		\$7,256.25	
	BT 516238 Amendment 17 Added Panda Science			1	\$5,780.00		Amendment		\$5,780.00	
Resource Teacher	Resource teacher will push into K-5 classrooms to additional support to lowest 25% ELA students in small group setting.									

Acct Description	Description
Resource Teacher	Resource Teacher will provide STEM instruction on the Fine Arts Wheel for grades 3-5 and push-in co-teaching support for 5th grade Science Classes with classroom teachers.

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: \$12,023.50

Acct Description	Description									
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Substitutes for Parent Conferences after the 1st Trimester in November.	44	\$18.00	1	6.5	1	Non-Certified	Original	\$5,005.00	
Temp Parent Support	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Parent Liaison (bilingual)- will contact families and link families to needed resources and increase communication between school and home.	1	\$15.00	5	1.5	37	Non-Certified	Budget Transfer	\$4,163.00	
Parent Liaison - Para Level	Parent Liaison will increase school-home partnership, implement PFEP initiatives and provide support to teachers during parent teacher conferences.									

Acct Description	Description																	
Parent Support by School Staff	<table border="1"> <thead> <tr> <th data-bbox="424 207 928 293">Item</th> <th data-bbox="928 207 1083 293">Quantity</th> <th data-bbox="1083 207 1213 293">Rate</th> <th data-bbox="1213 207 1314 293">Days</th> <th data-bbox="1314 207 1423 293">Hours</th> <th data-bbox="1423 207 1547 293">Weeks</th> <th data-bbox="1547 207 1705 293">Certified</th> <th data-bbox="1705 207 1898 293">Type</th> <th data-bbox="1898 207 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
BT 516238 Amendment 17 Created - Parent Liaison (bilingual)- work outside contracted hours to contact families and link families to needed resources and increase communication between school and home.	1	\$15.00	5	1.5	37	Non-Certified	Amendment	\$4,163.00										
Supplies	08.19.25 -- BT 517775 DISSOLVED budget line. * Review notes for information	1	-\$15.00	5	1.5	37	Non-Certified	Budget Transfer	-\$4,162.00									
	<table border="1"> <thead> <tr> <th data-bbox="424 776 1167 873">Item</th> <th data-bbox="1176 776 1320 873">Quantity</th> <th data-bbox="1320 776 1465 873">Rate</th> <th data-bbox="1465 776 1705 873">Supply Type</th> <th data-bbox="1705 776 1927 873">Type</th> <th data-bbox="1927 776 2024 873">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
	Item	Quantity	Rate	Supply Type	Type	Total												
Books for Kindergarten Kick-Off (Q 100)	1	\$796.50	Program Supplies	Original	\$796.50													
BT 516238 Amendment 17 added ink for parent resources and K Kick Off	1	\$500.00	Technology	Amendment	\$500.00													
BT 517775 - Increasing line for K.Kick off & general PFE supplies	1	\$375.00	General Supplies	Budget Transfer	\$375.00													

Action Step: Professional Learning

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

Budget Total: \$243,505.00

Acct Description	Description
Single School Culture Coordinator	260 day Single School Culture Coordinator will provide ongoing staff development, coordinate PLCs and School-Based Teams, analyze data, plan and implement Professional Learning, and model lessons to build teacher capacity. They will work with grades K-5 and assist with curriculum development and implementation.
LTF	This Learning Team Facilitator will model instructional strategies, coach and guide teachers, and support the creation of data-driven lessons to improve student learning in K-5 ELA and Math.
Single School Culture Coordinator	Single School Culture Coordinator will build K-5 teachers' capacity in differentiated and data driven ELA, math and science instruction through coaching and PLCs.
Coach	Coach will model ELA lesson and coach K-5 teachers on ELA instructional best practices.

Mission Statement

1. Mission Statement

Jupiter Elementary School educators, parents, and community members strive to instill a positive foundation for our students in order to successfully develop the whole child. Additionally, our school strives to involve parents and families in their child's education with two way open communication, parent training, and resource support. We encourage all parents to actively participate in their student's achievement and family engagement activities. We are committed to involving parents, families and the community in shared decision making.

Involvement of Stakeholders

Name	Title
Gloria Salazar	Principal
Melissa DiPasquale	Assistant Principal
Marisa Bardorf	Reading Coach and Resource
Lucia Rudd	Dual Language Coach
Michelle Buckel	PLC Facilitator

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

All stakeholders and families are invited to give their input at Title I meetings. Newsletters, call outs, and text messages are sent to stakeholders informing them of these meetings. SAC will play a role should there be Title I items that will need parent input and approval. SAC Members are chosen through voluntary basis and are recruited at the first SAC Meeting. Members can also be invited by the principal to ensure an equitable representation. Community members may be invited specifically based on their involvement in the school, such as Edna Runner Community Center. The SAC chair was nominated by fellow staff and SAC members at the end of FY25 and a vote of sitting SAC members supported her.

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

Stakeholders were invited to attend a stakeholder meeting to discuss the Schoolwide Plan in February, 2025. This was part of the CNA/SWP/PFEP Process and their input was collected until May 2025. They were given the opportunity to give input through surveys, meetings and emails. Attendees sat in groups to analyze data, review last year's plan, and provide input on this year's plan. Inputs were recorded in the recording template.

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

During the spring meeting stakeholders made suggestions on how Title I funding could support family engagement such as providing fluency programs for math (Reflex), supplies for Kindergarten Kick-Off, a parent liaison, Science Night, and Spanish Parent Workshops. As a result, there was a lot of parent family engagement. We plan on implementing this again. Title I funded staff, SSCC, Parent Liaison, PLC Facilitator, classroom supplies and out of system tutors were decided to get funding through Title I allocations.

Name	Title
Melissa DiPasquale	Assistant Principal
Deby McNichols	Principal
Marisa Bardorf	ELA Coach
Lucia Rudd	Dual Language Coach
Michelle Buckel	PLC Facilitator

Annual Parent Meeting

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

October 1st, 2025 5:15 PM Cafeteria

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

Stakeholders will be notified in multiple languages via Braves Bulletin, our weekly newsletter and Parent Link text messages and emails. The meeting information will also be shared via Class Dojo to all families. Meeting will also be announced on the Marquee.

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

A google meet link, invitation, agenda, PowerPoint, translator, computer, paper and pens.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Building PARTNERSHIP with Families

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

Goal 1: Equip staff with tools to effectively communicate with families that include members that speak languages other than English Focus Areas: Using translation and interpretation services Writing and speaking in plain, accessible English (Being more explicit while also building trust) Alternative communication methods (e.g., visuals, apps like TalkingPoints or ClassDojo) Shifting from "involvement" to "engagement" Shared decision-making with families Building relationships beyond academic conversations

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

Staff will be able to hold more meaningful conferences and conversations with families to begin building the bridge between home and school. This will be evident through the collection of Dojo Messages, Conference Notes and emails.

- What will teachers submit as evidence of implementation?

Examples of communication with families, including Dojo Messages, Conference Notes and emails.

- Month of Training

August

- Responsible Person(s)

Melissa DiPasquale

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Trauma Informed Practices

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

Goal: Recognize signs of trauma, especially common among newcomer families, and respond appropriately. Focus Areas: Understanding trauma's impact on behavior and learning Creating safe, welcoming environments for families

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

This training will increase adaptability of staff members when communicating with families in a Trauma informed way. This will hopefully increase parent engagement and comfortability with families as they reach out to the school in times of need or in partnership in education.

- What will teachers submit as evidence of implementation?

Reflections on what they have learned in the training Parent Conference Notes

- Month of Training

January 2026

- Responsible Person(s)

Melissa DiPasquale

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Tools for Success

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

Parents will learn how to access tools for success at home, such as online programs in the portal and checking grades online

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

Parents and students will log into computers together. With staff support, they will maneuver through online tools to see how they work, ask questions and work with students to create an at-home practice schedule.

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

Parents will leave already connected to SIS Gateway to ensure that they can check grades, communications, etc. They will also leave with resources to support at-home scheduling, practice and incentive plans to support learning at home.

- **Date of Training**

September 2025

- **Responsible Person(s)**

Leadership Team

- **Resources and Materials**

Computer, cardstock, paper, markers, pens, sticky notes, anchor charts

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

In partnership with New World Reading Initiative, JES Parents will receive training focused on science of reading strategies that support the development of cognitive skills, language, and comprehension. The goal is to increase caregivers' confidence and capacity to support their child's reading development by providing strategies, tips, and tools to encourage meaningful engagement.

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

Parents will receive actionable steps to support literacy skills at home and will receive texts to take home and practice these new skills with their children. Caregivers will learn skills to monitor their children's progress, continue to build a love of reading, and allow families of eligible students to complete an application for eligible students to get books and activities from New Worlds Reading

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

This training is designed to increase family ability to support the practice of literacy skills at home, in turn impacting student reading proficiency and building capacity in student foundational skills in literacy.

- Date of Training

October 2025

- Responsible Person(s)

Marsia Bardorf/Leadership Team

- Resources and Materials

Computers, Paper, translating kit, cardstock, pens, markers, anchor chart paper, colored paper, sticky notes

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Night

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

Parents will learn how to encourage science learning at home to help build background knowledge in students so that when they are learning science standards in the classroom they will be more apt to master the skill.

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

Parents will enter school with their children and visit make-and-take stations aligned to the state standards for all grade levels. These stations will include practice manipulatives that allow students to practice standards-based skills at home with their families. Parents will be able to sit with a teacher who will teach them how to use the tool and show them how to practice with their students while sitting together as a team. Each family will leave with a bag of materials to use at home to practice the standards.

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

Parents and students will leave Fun Night with a bag full of manipulatives to support learning foundational skills at home such as: sight words, fact fluency, word building, vocabulary, writing skills, affixes, etc. Families will be better prepared to encourage learning and practice at home, which will in hopes reduce learning gaps.

- Date of Training

December 2025

- Responsible Person(s)

Kennedy/Hansler

- Resources and Materials

Paper, books, cardstock, markers, anchor chart paper, translation tools, pens, pencils

- Amount (e.g. \$10.00)

0

Coordination and Integration

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

- Name of Agency

McKinney Vento Program Homeless

- Describe how agency/organization supports families.

McKinney Vento is a federally funded social service and education group that works to address problems often faced by children experiencing homelessness and youth enrolling, attending, and succeeding in school. The District's Homeless Liaison coordinates the efforts of the MVP team and ensures compliance with the McKinney-Vento Assistance Act, as well as other federal and state education mandates regarding homeless students. The MVP team is charged with responding to the needs of children experiencing homelessness. Some of the Team's core responsibilities are listed below. Inform parents, guardians, or youth of their educational rights Link homeless students with educational and other services Provide school supplies, including school uniforms and toiletries Coordinate District transportation services to maintain home school stability Ensure that free school breakfast and lunch is provided Attend School Based Team meetings Provide outreach services to students living in temporary residences Facilitate parent engagement in each child's schooling Collaborate with District personnel and community agencies

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

SBT Agendas, Housing Questionnaires, emails, fliers

- Frequency

Quarterly

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

- Name of Agency

Cross Ministries

- Describe how agency/organization supports families.

Cross Ministries will provide Nutrition in Knapsack (NIK) to our most needy families. The knapsacks are provided to families each Friday for the weekend.

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

Permission Slips, thank you notes, letter,

- Frequency

Weekly

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

- Name of Agency

Light Lodge of Jupiter

- Describe how agency/organization supports families.

Light Lodge offers free Family Friendly events for Jupiter ELeментарy Families throughout the school year, that help foster a sense of community and a safe place for families to come together. This includes cookouts, fun nights and more!

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

Business Partnership Agreement and thank you letter, emails and fliers.

- Frequency

Annually

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school will provide families with timely information about the Title I Programs (tutorials, parent trainings, family engagement nights, parent conferences, etc.) through the annual Title I Meeting, monthly SAC Meetings, Bimonthly Newsletter, flyers, and ParentLink robo calls, emails, and texts. All communication will be translated in multiple languages.

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

Title I Meeting Invitation, Parent Link Newsletter, Screenshot of Title I website.

- **Description**

The school will inform parents about the curriculum and proficiency levels students are expected to meet at the Curriculum Night event. This is an opportunity for parents to be informed about standards, expectations, and academic policies and procedures. Additionally, teachers are required to hold at least 2 parent conferences per year to share the information. Report cards and progress reports will be distributed throughout the year.

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

Curriculum Night Invitation, and sign-in sheets, Conference notes.

- Description

The school will inform parents about the forms of assessments used to measure student progress, and proficiency levels students are expected to meet. This will occur at Curriculum Night, through SIS Gateway letters, PM1, PM2 and PM3 letters. Teachers may also use Performance Matters family reports, iReady data reports and observational notes. Some of these reports may be shared through Parentlink, SIS Gateway, agendas and parent conferences. Parents will also receive overall data for JES through Title I Night and SAC Meetings.

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

Conference notes, progress reports, data reports sent home email.

- Description

Parents will have many opportunities to provide input and participate in the decision making process. All stakeholders will be invited to attend monthly PTO and SAC meetings via the monthly newsletter, marquee, invitational flyers, and Parent Link. Parents will be invited to attend conferences and annual meetings. Surveys will also be distributed to parents to solicit feedback and input.

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

Invitation, sign-in sheets, agenda, handouts, minutes, academic reports, conference notes

- Description

The school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance by varying the days and times that meetings and workshops are held throughout the year. Parent workshops will be offered in the morning. SAC and PTO meetings will be held in the evening to accommodate all schedules (virtual meetings are an options)

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

Invitation, sign-in sheets, agendas

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

In addition to providing communication in parents' native languages, our CLF is available to translate during parent conferences, meetings, and school wide events. Translation headsets are on site as well to assist the CLF in accommodating translation for a large group of parents.

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

Conference notes reflecting a CLF was present, copies of translated documents, translated newsletter.

• Description

We are an ADA approved facility. Our ESE Coordinator works closely with District Resources to provide additional support if needed for parents and families with disabilities.

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

Photos of handicapped parking, ramps, handicapped accessible bathroom and elevator

• Description

Our ESOL guidance counselor and ELL Coordinator work closely with our migrant families to provide support so they may participate in family engagement activities. If more support is needed we will coordinate with the District's Multi-cultural Department- Migrant Office.

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

Handouts with resources and support for migrant families, sample communication with Migrant Office, Migrant Information from Title I Annual Meeting

- Description

Our Guidance Counselor is our McKinney Vento Contact and works closely with our homelessness families to provide them with resources and support. We will use information from the Student Housing Questionnaire.

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

Flyers for McKinney Vento, handouts with resources and support, a copy of the Student Housing Questionnaire, sample communication with McKinney Vento specialist

Other Activities

1. Activity #1

- Name of Activity

None

- Brief Description

N/A

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

1. Building Students' Non-Academic Skills

Jupiter Elementary School endeavors to build students' skills outside of academic subject areas utilizing the Behavioral Health Professional (BHP), guidance counselors and teachers through the following: -School based team that meets biweekly to discuss students with barriers to academic and social success -Conduct skill/social groups with guidance counselors and BHP as needed. -Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. -Girls book clubs to boost academic success in reading while reinforcing nonacademic social skills -Instruction and various campus activities that address SLL needs of students -Connect students to agencies who have Cooperative Agreements or are on campus (Primary Project, etc.); -Develop and implement a comprehensive school counseling program with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation). -Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social, and college-career equity gaps by connecting all students with the services they need. -Utilize existing data systems to identify students who have attendance, behavioral or academic concerns -Create data decision rules for number of absences or OSS for referrals to SBT -Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules -Effective multi-disciplinary teams in place to problem solve and create action plans; -Data Chats, Goal Setting for identified student; - Notification procedures for parents, agency and community outreach; -Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources; -Create evidence-based interventions to close student need gaps related to earning warning system. For example: Guidance Counselor meets with identified students and families who show signs of truancy, School Based Team creates and monitors academic and behavioral action plans for identified students. -Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) -We consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap English Language Learners (ELL). All needed meetings will be conducted face to face or through online or virtual meet. To document implementation, JES will collect sign in sheets, SBT agendas, schedules, and community counseling resources.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

At Jupiter Elementary School we use a 3-Tiered Response to Intervention Process: Tier 1- This is the core instruction for all academic areas that every student receives. It is standards based learning. Teachers differentiate instruction to meet all of the students' needs. Students receive behavior and SLL support services in the classroom with. Guidance counselors provide assistance and on the spot guidance to students in need. Tier 2- In addition to Tier 1 instruction, students that need an added support will receive an additional 30 minutes of supplementary instruction for a specific goal to help close an area of concern the student is having. Teachers may use IReady Toolbox, Leveled Literacy Intervention, Benchmark Resources. Tier 3- In addition to Tier 1 and Tier 2, any student that is still struggling will receive up to an additional 30 minutes of support (intensive instruction) to an individualized goal to help close an area of concern the student is having. Students receive this intervention in a very small group. Teachers may use IReady Toolbox, Leveled Literacy Intervention or Benchamrk Resources.. -Use Universal Guidelines and Student Code of Conduct to ensure students are aware of school expectations. -Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) -Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. -Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.") -Class meetings will occur on a frequent basis to include student feedback. -School-wide recognition system in place; Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. -Utilize existing data systems to identify students who have attendance, behavioral or academic concerns. Conduct parent conferences. -Create data decision rules for number of absences or OSS for referrals to SBT -Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules -Effective multi-disciplinary teams in place to problem solve and create action plans; -SAI , Tutorials, LLI, Small Group Differentiated Instruction, etc.; -Data Chats, Goal Setting for identified student; -Notification procedures for parents, agency and community outreach; -Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources; -Create evidence-based interventions to close student need gaps related to earning warning system. For example: Guidance Counselor meets with identified students and families who show signs of truancy, School Based Team creates and monitors academic and behavioral action plans for identified students. -Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) -We consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap English Language Learners (ELL) -We consider individual students needs and LEP goals when planning for intervention strategies in order to close the achievement gap. Meetings will be conducted in various ways depending on the situation: face to face or virtual. To document implementation, JES will collect sign in sheets, SBT agendas, masterboard schedule with intervention time, guidance counselor schedule, parent conference notes.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Functional Basic Skills (FBS) is Intensive Instruction Intervention that is an addition to the core curriculum. Students are selected to receive functional basic skills interventions because they are performing below grade in a specific area. Teachers and the School Based Team will determine the students' individualized goal and the intervention plan that is needed for each students to reach their goal. Interventions are given daily for 30 minutes outside the 90 minute literacy/math block. Some of the interventions provided are Supplemental Academic Instruction (SAI), Successmaker, IReady Toolbox, Leveled Literacy Intervention, and Benchmark Resourc. LLI (Leveled Literacy Intervention) instruction is a program designed to help students that may be struggling with reading, word work, fluency, and comprehension. LLI is given during the student's tiered intervention block of time on a daily basis. Students are identified to receive LLI from diagnostic data, Reading Records (RR), I-ready, FSQ and USA assessments. All subject area standards are unpacked and success criteria determined during PLCs (Professional Learning Committees). The teachers use student data to drive instruction based on specific student needs. The teachers also align their instruction to the standards in the specific order provided by the District generated scope and sequence. Using the Palm Beach Model of Instruction, the teachers plan their lessons aligned to the standards. PD support to teachers are offered live or virtual. AMP (Advance Math Placement) is a program we offer at Jupiter Elementary. Currently our high performing 3rd, 4th and 5th grade students are offered this opportunity. This is a math program to enrich our higher performing math student's every day. Students who are in this program are taught at a quicker pace and learn the next year's standards for the grade above. By implementing the first Pillar (Standards), students are immersed in rigorous tasks encompassing the full intent of the standards. Students 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. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote opportunities for growth in instructional practice, curriculum, and the standards. The data will be analyzed in PLC (Professional Learning Committees) and grade level meetings in order to differentiate instruction in the classroom for small groups. Reading teachers will utilize RR data to provide appropriate text levels for their students in the classroom, and instruction is differentiated based on the student's reading level. Teachers analyze formative assessments given in order to provide interventions to those students needing them. SAI (Supplemental Academic Instruction) services will be offered where appropriate along with tutorial services for students determined to be below grade level. SAI is a reading intervention that works on students' instructional reading level in small groups to increase comprehension. Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): Provide specially designed instruction per student's IEP (Individual Educational Plan) needs, Strategic Instructional Model is used in Learning Strategy classrooms, Intergrating accommodations into Lesson Plans By implementing the third pillar (High Expectations), students collaborate in a student-centered, personalized environment. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership in a culture of learning with a strategy-rich environment which uses space and technology to maximize student potential Students are offered tutorials. Through the After School Program, additional academic opportunities are provided to students that both work core academic and/or enrich the standards. Enrichment clubs such as SECME (Science Engineering Communication Mathematics Enrichment), Academic Games, Garden Club and drama will be offered after school for students. Early access to computer labs for iReady, Istation, Imagine Learning are also available. The fine arts provides and promotes a well-rounded education. Students rotate between Music, Art, Physical Education, Guidance, Chinese, and STEM Lab. Jupiter Elementary is also a global education school. Teachers of all grade levels infuse

global studies into the curriculum. To document implementation, JES will collect PLC and club sign in sheets, Google classroom doc., and masterboard schedule.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Guidance counselors teach a career readiness unit through the fine arts block. They educate students on different professions and ways to be academically successful in order to reach their goals. Jupiter Elementary students will participate in Junior Achievement Day where classes will be engaged in career readiness activities and project-based learning opportunities regarding careers and community. AMP (Advance Math Placement) is a program we offer at Jupiter Elementary. Currently our high performing 3rd, 4th and 5th grade students are offered this opportunity. This is a math program to enrich our higher performing math student's every day. Students who are in this program are taught at a quicker pace and learn the next year's standards for the grade above. To document implementation, JES will collect the masterboard schedule reflecting AMP, the Guidance Counselor's schedule, and evidence from Junior Achievement. JES supports the biliterate learner through our Dual Language program, which is proven to increase student achievement over time through high school and beyond.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Our on campus ESE VPK, in addition to our summer school VPK program, provides the education and experience for the children to ensure a smooth transition from preschool to starting kindergarten at JES. JES will send representatives to pre-school locations to meet with parents and staff, and answer any questions they may have regarding Jupiter Elementary. JES will provide for a smooth transition from preschool to starting kindergarten by providing a Kindergarten Kick Off in the spring where parents come to school to hear all about our programs and the Kindergarten students provide entertainment; upon completion the parents and preschool children are invited to tour the school. Parents are also given information and strategies on how to prepare their child for Kindergarten over the summer and how to be more involved in their school. Families are provided with information on what their child will be expected to know when they leave kindergarten. Family meetings will be offered live or Virtual. Books will be provided for parents to read with their child along with necessary skills a child should possess upon entering Kindergarten. JES provides parents with a Meet the Teacher day in August before school starts for parents and children to meet their teacher, drop off supplies, and see their classroom. JES provides a staggered start for Kindergarten during the first week of school so that only one-third of the students attend each of the first three days. This very small group ensures every student gets ample personal care and attention to learn the rules and procedures necessary for success. To document implementation, JES will collect the required documentation and upload in the Crate.

Professional Development

1. Professional Development

In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction during Professional Learning Committee (PLC) meetings. Administration will provide a calendar with scheduled grade level PLC and committee meetings in pre-school to staff for planning purposes. Teachers will meet as a team weekly for 60 minutes. PLC time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. All teachers with less than 4 years of teaching experience are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. The ESP teachers and mentors participate in "huddles" at various times of the year where questions can be answered and PD can be provided. Professional development will be given to teachers during PLC meetings, faculty meetings, grade level planning days. Teachers and staff will receive professional development from their peers as well as District personnel. At times, teachers will attend professional development opportunities at the District office and will participate in grade level/subject area cadres. Some topics that have been planned for this year are "Global Education" "PBELI" "Phonological Awareness and Phonics Instruction" "FUNdations" "PGP" "Marzano" "Grade Level/Subject Cadres" "District Pre-school Dives". To document implementation, JES will collect PLC/PD agendas and PLC/PD sign in sheets.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

At Jupiter Elementary School, we try to recruit and retain certified and effective teachers through the following: -Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures -Ensure teachers are highly effective by giving them specific feedback and strategies to improve following observations. -Ensure teachers are highly qualified by giving them opportunities to enhance their expertise by obtaining the Reading Endorsements and ESOL Certifications. -Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants -Recruitment of certified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events -Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time -Establish and maintain relationships with colleges and officials in the field of education to promote the District's Strategic Plan -Maintain regular contact with designated recruiter to improve talent acquisition effectiveness -School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. -The Dual Language and Reading Coaches will be utilized to model effective teaching techniques and provide 1:1 attention where needed on effective strategies. -District level staff development courses will be recommended to ensure all teachers have the same training and skill set as those already on staff. -PLC will offer grade level support and planning along with peer and mentor teachers being assigned to new teachers. -All teachers with less than 4 years of teaching experience are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. -ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. -School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. -Teachers in need of mentoring will be paired with other teachers and coaches who have excelled in any area in need of growth. Planned activities will be determined by what will present the best growth method. -All staff are valued at JES. To document implementation, JES will collect ESP paperwork, coaching logs and schedules