
Title I Comprehensive Schoolwide Plan
J. C. MITCHELL ELEMENTARY SCHOOL (0931)

ELA

1. List prioritized needs statements.

Based on our PM2 data, our 3rd grade students are trending at 35.5% proficient, our 4th grade students are trending at 32.4% proficient, and our 5th grade students are trending at 37.8% proficient. The staff identified that our primary deficiencies in ELA are due to lack of decoding skills and poor vocabulary development. Many of our students are reading several years below grade level, and are therefore unable to keep up with the rigors of grade level standards and expectations. Behavior is also an issue, as the distractions and instructional time lost caused by students who are off-task, disrespectful, and defiant contribute to the gaps in learning for the misbehaving student, as well as those who are in the same class.

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

-Students are reading below grade level because they lack basic phonics skills and teachers need to reteach these skills. For the younger students, we have many who did not attend VPK and haven't been worked with enough at home to develop them. -Parents bring their children to school late, often resulting in them missing critical curriculum, like Foundations or the Reading block. This causes them to need teachers to reteach. -The attendance and tardy issues may have to do with students' refusal to get up for school in the morning due to being overtired. We are finding that many students have access to technology and gaming systems late into the night, which impacts their alertness and focus during school. We also have some parents who work late shifts and they struggle to get up themselves to bring their children to school on time. -ELL students lack support from home and teachers need to infuse ELL Strategies when delivering instruction. (Many of our students speak English as a second language, and the lack of support from home comes from parents not being able to navigate the homework due to the language barriers. In general, we do see that many of our parents are reading with their children at home, practicing the skills they have been taught, or building their vocabulary through more exposure to books. -Teachers need to differentiate Instruction and could use PD to assist them with planning. -Student behavior is impacted by the desire to escape or deflect when the curriculum becomes too challenging.

3. Share possible solutions that address the root causes.

-Consider providing incentives to parents to get their children to school on time. -Consider making adjustments to the schedule so that late students are not missing Core Curriculum. -Provide teachers with the opportunity to collaborate and plan together. Provide professional development opportunities. -Teach our parents how to support their students from home. - Create incentives around reading, such as our iReady competition. We can introduce activities like reading challenges and book clubs. We will also send home a packet that shows end-of-year expectations for each grade level and practice test questions. -Small group is non-negotiable. Administration needs to make it a priority to monitor that it is taking place religiously and is well-planned. -Host Literacy Nights, the same way that we host Math, Science, and Art nights. -Send home more books with parents, so that they have resources to use at home with their children. -Provide a safe environment for students to be vulnerable to recognizing their deficiencies and developing a growth mindset, so that we see a decrease in misbehaviors. -Student attendance and active participation in tutorials and in-school interventions will also help strengthen weaknesses and therefore minimize disruptions.

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

• Communication

The school will continue to plan and communicate opportunities for parents to engage in learning opportunities with their children. We will plan more events that educate the parents on ELA expectations and how to support their children in reaching them. We will look into incorporating parent involvement in the classroom more, such as through being a Mystery Reader, or having the opportunity to come in to read with their children in the classroom. Teachers will be continue to be expected to have regular communication with parents regarding the students strengths and weaknesses, and must conference with parents (in person) at least twice a year. The staff will also be sensitive to the fact that first time parents or those new to our district may not understand all of the nuances of the educational system or our school. We will make every effort to keep them informed without assuming that it's a given that they understand the ins-and-outs of JC Mitchell and Palm Beach County. We can also strengthen our connection to parents by implementing a Room Parent program, whereby we have a dedicated parent/guardian liaison to help develop relationships class by class. We can also streamline where information can be found, so that the parents do not have to search in multiple places for answers to questions.

• Parent Training

Parents need to develop a clearer understanding of the rigors of the grade-level expectations. We will train the parents on understanding the way that skills build upon one another and how the lack of strong reading and writing skills impact every other subject, as well. Parents also need additional support in understanding the report card and how students are marked. Our PreK families, which are all comprised of students with disabilities, need to understand Kindergarten expectations, especially for those who will be mainstreamed in their Kindergarten year. Parents need resources that are not technology based if we hope to have them limit screen time.

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

• School

The school will provide resources for the parents to use at home to support students in developing their reading skills, such as books and questioning techniques. The school will consider adjusting the master schedule so that reading and phonics instruction do not take place first thing in the morning. The school will provide more training opportunities for parents, so that they can better understand the demands of the curriculum and the benefits of supporting their children. The school will believe that all children can learn and succeed and will help them develop a growth mindset so that they continue to persevere through difficult situations, whether academic or social.

• Students

Students will complete homework and in-class assignments to the best of their ability. Students will read for at least 20 minutes a night. Students will complete 45 minutes a week on iReady, as the program is designed to help close their learning gaps. Students will do their part to ensure that they are on-time daily and that they have good attendance. Students will ask questions when they do not understand something and will have a growth mindset. Students will behave appropriately in class, so as to not interfere with their learning or the learning of others.

• Parents

Parents will ensure that their children get a good night's sleep, with minimal screen time, and will arrive to school on time and well-rested. Parents will spend quality time with their children on a regular basis, doing activities that provide undivided attention for their children. Parents will read with their children at home whenever possible, whether in English or in their native language. Reading in their native language will reinforce comprehension skills and allow for parents to have meaningful conversations with their children about the text. Parents will attend parent conferences at least twice a year. Parents will establish routines and responsibilities at home that reinforce the structures that students are expected to adhere to at school. Parents will ensure their children are completing homework. Parents will initiate contact with their children's teacher(s) if concerns arise or just to check in, as opposed to assuming all is well if they do not hear from him/her first. Parents will believe that their children can achieve with the proper supports in place.

• Staff Training

Teachers can be trained in using various communication tools, such as Class Dojo, S'Mores, and Canva to create newsletters for their parents. Teachers can be trained on how to show families simple ways to support reading, such as modeling shared reading and questioning techniques.

- Accessibility

Meetings will be held in ADA compliant spaces, and will be offered at various times to ensure more parent participation. When needed, parents may request a personal conference to review items that they missed due to an inability to attend school-wide meetings. The school will reach out to centers such as Florence Fuller and The Boys and Girls Club to see if we can co-host an event at their sites, since we have so many children who attend these programs for after care. Consider sending home paper flyers for those who don't have internet. We will try to vary the times at which we offer trainings, to allow for more parents to attend. School will reach out to FAU Card to arrange for speakers to come in to address neurodivergent students' needs.

Math

1. List prioritized needs statements.

Based on FY25 PM2 data, 3rd grade students are trending at 26.6% proficient, 4th grade students are trending at 11.2% proficient, and 5th grade students are trending at 18.2% proficient. -Students do not know their basic facts or have adequate number sense. -Behavior is also an issue, as the distractions and instructional time lost caused by students who are off-task, disrespectful, and defiant contribute to the gaps in learning for the misbehaving student, as well as those who are in the same class.

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

-Students are underperforming because there is a lack of fact fluency -Students need more practice with manipulatives and to spend time in small group rotations on closing gaps. -Some grade levels have math before dismissal. Dismissal often cuts into instruction, which prevents the teachers from having the full hour. -Reading deficiencies impact student ability to read word problems on assessments. -Computer-based testing is challenging for math, as it requires students to transfer a lot of information to scratch paper -Student behavior is impacted by the desire to escape or deflect when the curriculum becomes too challenging. -Teachers need to differentiate instruction and could use PD to assist them with planning.

3. Share possible solutions that address the root causes.

-Send students home with manipulatives and flash cards, so that they can practice with fluency as homework. -Consider changing the schedule so that math is not taught from 1-2 pm or first thing in the morning. -Purchase additional resources to provide extra support. -Ensure that students are getting early practice with transferring information from the computer onto scratch paper, so that they are accustomed to testing online, regardless of how they are instructed. -Ensure that small groups are taking place daily and that they address any gaps that prevent the students from moving forward with current curriculum. -Students can use technology such as: iReady, Reflex, IXL, and others at home to practice skills.

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

- Communication

The school will continue to plan and communicate opportunities for parents to engage in learning opportunities with their children. We will plan more events that educate the parents on Math expectations and how to support their children in reaching them. The school will provide manipulatives for parents to take home in order to assist their children in completing homework. The school will also find or create resources that show the parents how to do the more difficult math. Teachers will be continue to be expected to have regular communication with parents regarding the students strengths and weaknesses, and must conference with parents (in person) at least twice a year.

- Parent Training

Parents need to develop a clearer understanding of the rigors of the grade-level expectations. We will train the parents on understanding the way that skills build upon one another and how the lack of strong foundation skills impacts their future math abilities. Parents also need additional support in understanding the report card and how students are marked. Our PreK families, since our classes are all comprised of students with disabilities, need to understand Kindergarten expectations, especially for those who will be mainstreamed in their Kindergarten year. Parents can be guided in how to use real-world applications for math to reinforce skills, such as with budgeting, cooking, shopping, etc.

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

- **School**

The school will provide resources for the parents to use at home to support students in developing their math skills, such as flash cards and manipulatives. The school will consider adjusting the master schedule so that math instruction does not take place first thing in the morning or last thing in the afternoon. The school will provide more training opportunities for parents, so that they can better understand the demands of the curriculum and the benefits of supporting their children. The school will integrate more hands-on activities and projects, as well as more Math "Expo" days, where students rotate to other classes in the grade level to practice skills in different contexts. The school will reach out to community partners, such as Mathnasium, to co-host math nights at the school.

- **Students**

Students will complete homework and in-class assignments to the best of their ability. Students will practice math facts at home, as needed. Students will complete 45 minutes a week on iReady, as the program is designed to help close their learning gaps. Students will do their part to ensure that they are on-time daily and that they have good attendance. Students will ask questions when they do not understand something and will have a growth mindset. Students will behave appropriately in class, so as to not interfere with their learning or the learning of others.

- **Parents**

Parents will ensure that their children get a good night's sleep, with minimal screen time, and will arrive to school on time and well-rested. Parents will practice math skills with their children at home whenever possible, including supporting with homework or in real-world applications. Parents will attend parent conferences at least twice a year. Parents will establish routines and responsibilities at home that reinforce the structures that students are expected to adhere to at school. Parents will ensure their children are completing homework. Parents will initiate contact with their children's teacher(s) if concerns arise or just to check in, as opposed to assuming all is well if they do not hear from him/her first.

- **Staff Training**

Teachers can be trained in using various communication tools, such as Class Dojo, S'more, or Canva to create newsletters for their parents. Teachers can be trained on how to show families simple ways to support math, such as playing math games or practicing fluency skills. Teachers can be trained in how to help parents to build confidence in problem-solving, rather than a focus on the right answers.

- Accessibility

Meetings will be held in ADA compliant spaces, and will be offered at various times to ensure more parent participation. When needed, parents may request a personal conference to review items that they missed due to an inability to attend school-wide meetings. The school will reach out to centers such as Florence Fuller and The Boys and Girls Club to see if we can co-host an event at their sites, since we have so many children who attend these programs for after care.

Science

1. List prioritized needs statements.

50% of students are currently trending as proficient based on the FY25% winter diagnostic. Our goal is to have at least 72% proficient by May, 2025.

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

-As science is only tested in 5th grade, and it is not one that statutorily cannot be disrupted for interventions, it tends to be less of a focus in K-4. - There is not enough time in the schedule for science, and the little time we have often has to be shared with Social Studies. -It is difficult to plan for and teach hands-on science lessons. -Students are pulled out of Science to be provided with interventions or to provide additional Reading or Math instruction during "Crunch Time."

3. Share possible solutions that address the root causes.

-Try to ensure that science time is not disrupted by interventions. -Science should be treated as importantly as other core subjects are. -Fine Arts teachers can assist in reinforcing science concepts through their curriculum. -Provide students with more hands-on experiments and lessons by getting the STEM lab set up. -Schedule more science-based field trips (in-house, virtual, or off campus) and parent nights. -Locate virtual labs that can be done by families at home. -Provide directions and materials for parents to be able to conduct experiments at home. -Provide PD on planning hands-on lessons.

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

- **Communication**

The school will continue to plan and communicate opportunities for parents to engage in learning opportunities with their children. We will plan more events that educate the parents on Science expectations and how to support their children in reaching them. We will look into incorporating parent involvement in the classroom more, such as assisting with Science rotations and experiments. Teachers will be continue to be expected to have regular communication with parents regarding the students strengths and weaknesses, and must conference with parents (in person) at least twice a year.

- **Parent Training**

Parents need to develop a clearer understanding of the rigors of the grade-level expectations. We will train parents on how to conduct simple experiments at home, and provide materials to do so whenever possible. Parents also need additional support in understanding the report card and how students are marked. Our PreK families, which are all comprised of students with disabilities, need to understand Kindergarten expectations, especially for those who will be mainstreamed in their Kindergarten year.

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

- **School**

The school will integrate more hands-on experiments, STEM activities, and real-world applications into the curriculum. The school will look for more science-based experiences that the students can experience in and out of school. The school will make a concerted effort to hold science time sacred and not disrupt it for providing interventions. The school will provide "make-and-take" science kits when possible. When possible, the school will front-load information to the parents in order to prepare them for upcoming curriculum.

- **Students**

Students will complete homework and in-class assignments to the best of their ability. Students will do their part to ensure that they are on-time daily and that they have good attendance. Students will ask questions when they do not understand something and will have a growth mindset. Students will behave appropriately in class, so as to not interfere with their learning or the learning of others. Students will make connections with Science content to the real world. Students will spend less time on their screens and more time doing hands-on activities.

- **Parents**

Parents will ensure that their children get a good night's sleep, with minimal screen time, and will arrive to school on time and well-rested. Parents will engage in formal and informal science activities, such as assisting their children with the completion of the science fair project (grades 3-5), and baking/cooking with their children. Parents will attend parent conferences at least twice a year. Parents will establish routines and responsibilities at home that reinforce the structures that students are expected to adhere to at school. Parents will ensure their children are completing homework. Parents will initiate contact with their children's teacher(s) if concerns arise or just to check in, as opposed to assuming all is well if they do not hear from him/her first.

- **Staff Training**

Train teachers on how to give families simple, low-cost experiment ideas (i.e. kitchen chemistry, nature observation). Show teachers how to connect families with outside resources, like museums, science centers, or virtual STEM experiences.

- **Accessibility**

Meetings will be held in ADA compliant spaces, and will be offered at various times to ensure more parent participation. When needed, parents may request a personal conference to review items that they missed due to an inability to attend school-wide meetings. The school will reach out to centers such as Florence Fuller and The Boys and Girls Club to see if we can co-host an event at their sites, since we have so many children who attend these programs for after care.

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.

Budget Total: \$186,956.00

Acct Description	Description									
Resource Teacher	Resource teacher will provide Reading Instruction for grades K-5, and provide push-in and -pull out support for small group instruction for struggling readers to provide remediation.									
Resource Teacher	Resource Teacher will provide instruction for STEM for grades K-5 on the Fine Arts Wheel.									
Resource Teacher	Resource Teacher will provide remediation for grades K-5 in Math and Science through push-in and pull-out small group instruction.									
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non-Certified Academic Tutor for pullout or push in during the school day for ELA grades 3-5 for students needing remediation. This will begin in October.	1	\$15.00	2	3	20	Non-Certified	Original	\$1,800.00	
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will tutor small groups in grades 3-5 in ELA and Math B=before or afterschool beginning in Jan. 2026.	6	\$37.00	2	1.5	10	Certified	Original	\$6,660.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Adjustment - benefits credit and final allocation	1	\$3,336.00	General Supplies			Other	\$3,336.00		
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total		
	Subs for Title I funded Resource Teacher	1	\$18.00	7	3.25	1	Original	\$398.00		

Action Step: Professional Learning

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

Budget Total: \$45,773.00

Acct Description	Description																											
Tch Res Staff Development	This .5 Staff Professional Learning resource teacher will provide support for teachers through mentoring and modelling lessons. They will do data disaggregation and plan PLCs for grades K-5 in ELA and Math.																											
Teacher Collaboration	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>Team leaders will meet in July/Aug. for beginning of the year planning. They will analyze data and formulate action plan for FY26.</td> <td>10</td> <td>\$25.00</td> <td>1</td> <td>3</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$750.00</td> </tr> <tr> <td>K-5 ESE and teachers of non-native speaking students will collaborate and plan lessons using data</td> <td>42</td> <td>\$25.00</td> <td>1</td> <td>1.25</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$1,313.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Team leaders will meet in July/Aug. for beginning of the year planning. They will analyze data and formulate action plan for FY26.	10	\$25.00	1	3	1	Certified	Original	\$750.00	K-5 ESE and teachers of non-native speaking students will collaborate and plan lessons using data	42	\$25.00	1	1.25	1	Certified	Original	\$1,313.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																				
Team leaders will meet in July/Aug. for beginning of the year planning. They will analyze data and formulate action plan for FY26.	10	\$25.00	1	3	1	Certified	Original	\$750.00																				
K-5 ESE and teachers of non-native speaking students will collaborate and plan lessons using data	42	\$25.00	1	1.25	1	Certified	Original	\$1,313.00																				

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: \$3,573.50

Acct Description	Description								
Enrichment Contracts	Item					Quantity	Rate	Type	Total
	Cox Science Center and Aquarium come in November and February to host a family Science Interactive STEM Night for grades K-5.					2	\$575.00	Original	\$1,150.00
Supplies	Item			Quantity	Rate	Supply Type	Type	Total	
	Kindergarten Here I Come Book			75	\$2.99	Program Supplies	Original	\$224.25	
	Refreshments for Parent trainings listed in the PFEP			3	\$300.00	Program Supplies	Original	\$900.00	
	Supplies for STEM (activities will be listed with order and have lesson plan)			1	\$1,299.25	Manipulatives	Original	\$1,299.25	

Mission Statement

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

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

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. 1/26/26 Instructional Leadership Team Meeting 1:00-2:30 2/2/26 Faculty Meeting 2:20-3:30 2/3/26 Non-Instructional Staff Meeting 8:30-9:00 3/4/26 Stakeholders Meeting 5:00-5:30

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. We also plan to hold a STEAM 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
Alicia Colarelli	Reading Resource Teacher/Staff Developer
Claudia Sabatino	Math Resource Teacher
Jennifer Orlofsky	ESE Contact

Annual Parent Meeting

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

October 1, 2025 at 5:00 pm in the JC Mitchell Media Center.

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

The meeting notification will be made through the marquee, Class Dojo, the March Newsletter, and ParentLink.

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

For the meeting, we will use the PP presentation provided by the District

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Creating a Welcoming School Environment

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

Staff will be equipped with tools and mindsets to ensure every family feels valued, seen, and included when interacting with the school, either in person, over the phone, or digitally.

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

The expected impact of this training will be to create an environment that encourages families to want to participate and get more involved in their children's education. By building a stronger connection with families, we will be able to have a greater impact on student success, as we can all work as a cohesive team toward that end.

- What will teachers submit as evidence of implementation?

Classroom/Grade level newsletters showing inclusive language and attitudes and written in family-friendly language; pictures of bulletin boards and school walls that create an inviting environment; digital copies of documents found in the "Family Resource Center" in the front office; links to school website, welcome videos/classroom tour clips; School Culture Audit and evidence of changes made based on surveys.

- Month of Training

August, 2025

- Responsible Person(s)

Lauren Newson

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Action Planning for Family Engagement

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

Staff will learn to implement strategies that will increase family involvement and engagement in our school community.

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

To help teachers and support personnel apply what they've learned by developing a personalized, concrete plan for engaging families as equal partners in student success.

- What will teachers submit as evidence of implementation?

Evidence will be submitted through copies of messages sent home, pictures of families participating in various events, and feedback surveys from those events.

- Month of Training

September, 2025

- Responsible Person(s)

Lauren Newson

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding What Your Child is Learning: Grade-Level Expectations & State Standards

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

--Overview of state standards in reading, math, and science --Easy-to-understand language and examples of what mastery looks like --Home-friendly strategies and everyday learning opportunities --Handouts or links to official state resources

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

Possible hands-on activities: --"I Can" Statement Match-Up: Parents match simplified learning goals (e.g., "I can write an opinion piece") with actual grade-level standards. --Make & Take: At-Home Learning Guide: Families build a personalized packet with checklists and learning goals for reading, writing, and math by grade level. --Progress Tracker Demo: Introduce a color-coded chart where parents can track their child's growth over time.

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

Help families understand the academic goals for their child's grade and how to support them.

- Date of Training

September, 2025

- Responsible Person(s)

Lauren Newson

- Resources and Materials

--Grade-level "I Can" statements (simplified learning standards) --State standards overview one-pagers by subject/grade (in family-friendly language) --Blank or pre-filled academic goal tracking charts (e.g., reading levels, math fluency milestones) --Family-friendly glossary of academic terms (e.g., "fluency," "number sense," "text evidence") --Laminated cards or paper slips for the "I Can" Match-Up Game --Velcro, magnets, or clipboards for matching activities --Markers, pens, highlighters for annotating standards --Folders or binders for parents to build their At-Home Learning Guide --Projector/slides for presenting standards and grade expectations --QR codes linking to online curriculum maps or state resources --Laptop or tablet for demoing any school portals or online resources

- Amount (e.g. \$10.00)

\$150

3. Parent and Family Capacity Building Training #2

- Name of Training

Learning at Home: Simple Strategies That Make a Big Impact

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

--How to create a productive homework space --Ways to build skills during everyday routines (cooking = math, errands = reading signs, etc.) --Fun literacy and math games using household items --Time management and study habit tips

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

--"Learning in Daily Life" Stations: Set up stations where parents practice turning daily tasks into learning games (e.g., grocery store math, cooking with fractions, bedtime storytelling). --Home Learning Kit Creation: Parents build a low-cost learning toolkit using materials like dice, index cards, timers, etc. --Game Swap: Provide templates for DIY educational games (sight word bingo, multiplication flashcards) that families can customize and take home. Possible Stations: 1. Grocery Store Math Station Empty food boxes, play money, printed grocery ads Simple task cards: "Find something that costs less than \$3," "Make change from \$5" 2. Cooking With Math Station Measuring cups/spoons, printed recipes, laminated step-by-step math challenges Example: "Double this recipe," "What fraction is this measurement?" 3. Literacy in Daily Life Station Children's books, bookmarks with reading question prompts Retelling sticks or story dice Magnetic letters or flashcards for letter recognition 4. DIY Game Station Index cards, dice, markers, spinners, plastic baggies Printables for customizable bingo boards, flashcard templates, sight word cards

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

Equip parents with easy, practical tools to extend classroom learning at home.

- Date of Training

November, 2025

- Responsible Person(s)

Lauren Newson

- Resources and Materials

Ziplock bags or pencil pouches Index cards Markers Printables for customizable bingo boards, flashcard templates, sight word cards Dice Pencils Glue sticks Scissors Sticky notes Highlighters Manipulatives Empty food boxes Play money Printed grocery ads Simple task cards: "Find something that costs less than \$3," "Make change from \$5" Printouts of game templates and instructions Measuring cups/spoons Printed no-cook recipes Laminated step-by-step math challenges *Handouts: Daily learning routine template (morning/evening routines) Parent cheat sheets for math and reading support strategies Home environment checklist (creating a study-friendly space) *Table signs or instructions at each station *Bilingual labels or translated handouts

- Amount (e.g. \$10.00)

\$150

5. Parent and Family Capacity Building Training #3

- Name of Training

Cox Science Center Family Night

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

Families will engage in activities that will reinforce critical science standards in a fun way

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

21 Stations with various hands-on activities

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

Enhanced understanding of scientific concepts learned through hands-on exploration.

- Date of Training

January, 2026

- Responsible Person(s)

Lauren Newson

- Resources and Materials

To be provided by the Museum

- Amount (e.g. \$10.00)

\$500

Coordination and Integration

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

- Name of Agency

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 and thank-you notes 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

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 paper invitations

- **Description**

Through Curriculum Night, parents will be informed about curricular expectations and levels. We are going to be more deliberate about including examples of end-of-year expectations, so that parents know at what level their children will be expected to read by May and the level of writing they will be expected to produce. We will also include examples of the math and science concepts they will be expected to master. 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

Parents are informed of opportunities to participate via flyers sent home in multiple languages; announcements made at other school events; Class Dojo messages (which can be translated by the program); posts on the school's Marquee; and/or 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, screenshots of Dojo messages, downloads of ParentLink reports, pictures of the Marquee, and copies of flyers.

- 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

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 have purchased the translation devices that allow a native speaker to communicate with others who speak the same language via headsets that are worn, and plan to use those at our meetings, whenever we have a human translator available.

- **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 in the future, we will contact the district's migrant department and refer the family to utilize the available resources. We will also offer flexible times and alternate opportunities for families to come in and get information if they cannot attend trainings.

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

We do not have a migratory work population. We will have flyers and emails to Migrant department, if the need arises. We will download 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

1. Activity #1

- Name of Activity

Math Night

- Brief Description

Mathnasium will be hosting a Math Night at JC Mitchell, during which math stations are set up to reinforce various math skills.

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

STEAM Night

- Brief Description

School staff will plan and host a STEAM night for families to come and explore various science-, art-, and math-based concepts. Each grade level chooses a different theme and creates interactive and hands-on activities based on that theme. Families get to explore each of the areas and participate in hands-on activities throughout the campus.

Building Non-Academic Skills

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 daily to build a strong classroom community. Guidance is part of the Fine Arts rotation, which enables greater access to the student population as a whole. Administration holds grade-level assemblies as well as visiting 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. Student of the Month celebrates those who most exemplify the Resiliency Florida traits from each class. We have monthly assemblies for which one student per class is selected, and the teacher writes a statement explaining why that student was chosen. Families are invited to the assembly, where they get to celebrate with their children. 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: two "bully boxes" are available for anonymous reporting, as well as the online submission form and 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

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. When needed, consent to conduct an FBA is sought for students who enter Tier 3 for behavior. Likewise, the PBS team discusses behavioral concerns and analyzes discipline data to determine areas in need of remediation.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, Guidance, Media, and STEM. 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. The newly added STEM class allows students at all grade levels to get hands-on experiences with science and math concepts. 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 and the Cox Science Center. 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; at least 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. Support Facilitation teachers allow for more small groups to take place and therefore 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

1. Post-Secondary Opportunities and Workforce Readiness

JC Mitchell offers AMP classes in Grades 3-5. We plan on having our second annual 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. For the last several years, 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

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.). 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 Learning

1. Professional Learning

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. We are fortunate this year to add in a PLC Facilitator to our staff. She assists with running PLCs and coaching the teachers. She is well-respected as an expert in instruction on our campus and has been well-received by our staff for her expertise, willingness to share, and commitment to the position. Our school gets area support from the district in the core subjects. 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. 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

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 continue holding seasonal staff events, where staff are invited to enjoy bonding activities such as pumpkin decorating in October, Make your Own Ornament in December and "Secret Pal" 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, use some of the many relaxation tools provided by PTA, 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. We were able to get this room keyed so that all staff can now access it at their leisure.