
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 50% proficient and our science proficiency is predicted to be 42%. Our target in both areas is 65%. 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. Science instruction in K-4 is inconsistent due to interruptions for required ELA interventions, and therefore there are gaps in what the students need to learn, especially the Fair Game benchmarks.

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. Many of our older students have not been with us since Kindergarten and come in without basic skills that are no longer part of the curriculum. -The pacing of instruction is too fast for many of our students, which ends up leaving them with gaps, as the teacher needs to move quickly in order to cover all required standards. -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. -Given that so many of our students need interventions in ELA, and we cannot take from Math, Writing, or ELA to provide that, Science is one of the few subjects during which that additional instruction can be given. Also, we have Social Studies standards that we must teach by statute, but there is no allotted time in the schedule for Social Studies, which must therefore come from the Science block, as well.

3. Share possible solutions that address the root causes.

-Provide professional development for teachers and allow them opportunities to have common planning. -Provide additional resources for classroom and extended learning opportunities. -Continue the use of FUNdations in primary grades to build a strong phonics foundation. -Concentrate more on the primary grades in general, so we are not playing catch-up once they hit the grade levels that count for School Grade. -Infuse technology in the classroom when possible and provide hands on opportunities. -Retain students before 3rd grade, so they have their foundational skills reinforced. By the time they get to 3rd grade, they are too far behind and the instruction has shifted from "learning to read" to "reading to learn." -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. -Offer more tutorial opportunities -Slow down the pace of the curriculum -Continue using the SPIRE program with older students in need of phonics remediation

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 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. This will include creating recordings that assist parents with navigating through the various platforms, resources, and sites available to them.

- Parent Training

-Expose parents/guardians to grade level expectations and examples of end-of-year texts. -Show parents ways to incorporate reading into their regular routines at home. Include question stems and vocabulary resources -Give out more resources on STEAM night to assist with understanding science standards. -Have an evening event showing parents the FAST platform and test taking strategies -Family Literacy Night Stations -Literacy night for ELL families

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

- School

-Run parent/families nights and workshops to support Reading -Continue to host Literacy Breakfasts and provide free books to attendees

- Students

-Read nightly at home -Complete HW -Take home necessary resources -Be active participants in their own education

- Parents

-Ensure that their children read nightly at home -Work with their children to reinforce learning goals

- Staff Training

-Phonics programs (Foundations, SPIRE) -Reviewing resources that can be sent home to assist families

- Accessibility

-Communications will be sent home in a variety of ways (Dojo, Flyers, Parent Link, Email, Phone Calls, etc.) -Meetings will be held at varying times of the day to enable more parents to attend

Math

1. List prioritized needs statements.

Our 4th grade math accountability scores are not predicted to meet our target levels. 4th grade gains are predicted to be 47.7% (Target 62%), Low 25% gains are predicted to be 42.1% (Target 56%) based on FY26 PM data.

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

-Many students are getting into the intermediate grade without knowing their math facts and foundational skills required for more complex concepts.
-Pacing of the curriculum is too fast for many students -# of standards, especially in 4th grade, is overwhelming -Focus is often on intermediate grades vs. primary -Students are struggling to transfer information from the computer onto their scratch paper and back onto the computer -Math interventions are difficult to provide due to scheduling constraints -Language barriers made word problems difficult to navigate

3. Share possible solutions that address the root causes.

-Shift the focus to K-2 in order to ensure that students are moving forward with the necessary skills -Provide Professional development opportunities for teachers. -Provide additional trainings and resources that will enable parents to help their children more at home -Provide manipulatives for home use -Provide flashcards for fact practice -More fun math nights and rotations -Review prior grade level standards at the beginning of the year -Chunk the work into smaller pieces so it is easier to digest -More differentiation of instruction to meet the needs of students at varying levels -Provide small group targeted instruction and extended learning opportunities -Use technology in the classroom to enhance practice.

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

- Communication

-Ensure that communications are translated into major languages represented at school -Communicate in a variety of ways--phone, email, Dojo, Parent Link, flyers, etc. -Vary times that events and conferences are offered -Create short "Math Minute" parent videos -Send home monthly math challenge calendars -Develop math backpacks with rotating games -Start a "Problem of the Week" schoolwide initiative

- Parent Training

-Math night that demonstrates the different strategies to which the students are being exposed. -How to access digital resources that are available from home -Math is Useful--a night that demonstrates why math is important in our lives -Supporting HW without Stress -Financial Literacy for Families (Budgeting, Saving, Allowance, Real-Life Connections) -Game Night

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

- School

-Provide high quality math instruction that builds understanding, not just memorization -Communicate regularly with parents and guardians about student progress -Have meaningful events that support parent engagement -Send home resources for families

- Students

-Come to class ready to learn and participate -Complete their assignments and show their work -Work to their best ability -Work on their skills at home

- Parents

-Encourage a positive attitude toward math and learning -Communicate regularly with teachers and make themselves available for conferences twice a year -Ensure students complete their work -Participate in school programs

- **Staff Training**

-Trainings that demonstrate how to connect with families beyond basic communication. -How to form groups for differentiated instruction and meet the needs of diverse learners

- **Accessibility**

-Communications will be sent home in a variety of ways (Dojo, Flyers, Parent Link, Email, Phone Calls, etc.) -Meetings will be held at varying times of the day to enable more parents to attend

Science

1. List prioritized needs statements.

Our science proficiency is predicted to be 42%, with a target of 65% based on FY26 PM data.

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

-Given that so many of our students need interventions in ELA, and we cannot take from Math, Writing, or ELA to provide that, Science is one of the few subjects during which that additional instruction can be given. Also, we have Social Studies standards that we must teach by statute, but there is no allotted time in the schedule for Social Studies, which must therefore come from the Science block, as well. -Reading levels are below grade level. -Lack of prior knowledge of science and science vocabulary

3. Share possible solutions that address the root causes.

-Concentrate more on the primary grades in general, so we are not playing catch-up once they hit the grade levels that count for School Grade. - Focus on science vocabulary and academic language -Use additional resources in classrooms, such as technology -Provide PD for staff on scaffolding and science curriculum -Integrate science and literacy -Provide Hands-on opportunities -Keep STEM on the wheel, if possible

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

- Communication

-Create or share short videos that help parents understand what students are learning

- Parent Training

-Family STEM night to reinforce important concepts in a fun way -Science at home -How to guide students in completing Science Fair projects at home -Communicating science instruction that's taking place -Science Night with the Cox Science Center

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

- School

-Take students on field trips that will expose them to science concepts -Try to hold science time more sacred

- Students

-Complete HW -Actively participate in experiments

- Parents

-Attend events designed to strengthen subject knowledge -Check that their children are completing their assignments -Reinforce behavior expectations at home

- Staff Training

-STEM Night planning -Science notebooks and how to maintain them -Science Fair Projects and how to complete them

- Accessibility

-Communications will be sent home in a variety of ways (Dojo, Flyers, Parent Link, Email, Phone Calls, etc.) -Meetings will be held at varying times of the day to enable more parents to attend

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: \$150,905.80

Acct Description	Description									
Computer HW; non-cap	Item						Quantity	Rate	Type	Total
	Headphones for students use of adaptive technology in the classroom						10	\$33.78	Original	\$337.80
Classroom Teacher	Math Resource Teacher will provide remediation for students who are not meeting math proficiency in grades 5 through push-in and pull-out small-group instruction.									
Out-of-system Tutors	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-certified temporary personnel (out-of-system) will provide instructional assistance through pull-out or push-in model, during the day, working with students in grades 3-5 in Reading to provide small group targeted instruction.		1	\$18.00	3	3	20	Non-Certified w/ Degree	Original	\$3,240.00
Resource Teacher	Reading Resource teacher will provide reading instruction for grades K-5 students, and provide push-in and pull-out support for small group instruction for struggling readers to provide remediation for those not meeting proficiency.									

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide tutorial support through small groups for grades 3-5 before or afterschool. They will focus on Math and ELA to provide remediation for students that are not meeting proficiency, starting in September.	12	\$37.00	2	1.5	10	Certified	Original	\$13,320.00

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: **\$48,659.00**

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Team Leaders (certified teachers) will come in for beginning of the year planning to analyze data and plan for FY27 to ensure all areas have identified goals and plans in all grade levels and all academic areas. This will occur in July/August.	10	\$25.00	1	3	1	Certified	Original	\$750.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	All K-5 certified teachers and ESE/ELL Teachers will collaborate, plan and analyze data to ensure targeted instruction takes place in all academic areas, beginning in August.	42	\$25.00	1	1.25	1	Certified	Original	\$1,313.00	
Tch Res Staff Development	Staff Development Resource Teacher will provide coaching support for teachers K-5 for instruction in all core academic areas through modeling lessons and conducting in-class coaching, as well as provide resources and lead PLCs.									
Extra Duty Days	The Professional Learning Resource teacher will work 7 extra duty days in July to analyze data in preparation for professional learning and develop lessons and resources for staff that align with trends in data.									

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: **\$3,839.20**

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	Ron Clark Academy Appl for Parent Messaging & Communication will be used to communicate with K-5 parents and notify them of their student successes, schoolwide parent trainings and family events.	1	\$2,400.00	Original	\$2,400.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Supplies for STEM activities will be listed with order and have lesson plan	1	\$620.95	Program Supplies	Original	\$620.95
	Kindergarten Here I Come Books	75	\$2.99	Program Supplies	Original	\$224.25
	Differential from extra duty days	1	\$594.00	General Supplies	Original	\$594.00

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 Orlowsky	ESE Coordinator
Alicia Colarelli	Reading Resource Teacher/Staff Developer

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, Resource Teachers) 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 staff, as well as the Boca Museum of Art and 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. Parents are also able to suggest trainings and activities through the surveys we provide at the end of each parent/family night.

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 Orlowsky	ESE Contact

Annual Parent Meeting

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

October 7, 2026 at 6:00 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, FaceBook, Class Dojo (or whichever app we are using), 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 and the survey.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Ron Clark House System

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

Staff will be trained on how to implement the House Systems, as we integrate it with PBIS. They will be shown how to use the app to award points to students and to communicate with parents. They will be given the parameters for the point system, shown how the House Meetings will run, and will add JCM specific items to the SLL topics that will be covered in the House Meetings.

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

We are hoping to generate a tremendous amount of family participation in the House system. Families will be encouraged to use the app for communication, which should increase our communication exponentially. Also, students/houses will be awarded points based on whichever house has the most participation in parent/family nights. We are hoping this increases attendance and participation.

- What will teachers submit as evidence of implementation?

The system will track the points awarded and who is awarding them. It will provide us with various statistics and metrics to help us gauge buy-in and the success of the implementation. We will screenshot and print out communication through the app that teachers are sending.

- Month of Training

August, 2026

- Responsible Person(s)

Joan Pierre-Jerome, Lauren Newson, House Leaders

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication Systems Training

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

Parents have shared concerns about the drop in communication since Dojo has not been sanctioned to be used for individual parent messaging/discussions. Teachers will learn how to use the new RCA app, as well as to "audit" our communication styles. Are messages too long? Are there too many reminders? Are translations accurate? Is important info buried? We will discuss concise messaging, tone, boundaries, *when to call instead*, and having positive communication with families in addition to sharing any concerns. We will also discuss communicating without assumptions ("You should already know...", "Everyone got a flyer...", etc.)

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

The expected impact is an increase in positive communication, thereby leading to an increase in positive family interactions and feelings about the school.

- What will teachers submit as evidence of implementation?

Teachers will submit samples messages sent home, conference notes, positive emails to or from parents, etc.

- Month of Training

September, 2026

- Responsible Person(s)

Lauren Newson

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

RCA System: 4 Houses, 1 Jaguar Family

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

Parents will learn how to navigate the RCA app; how the House system works and its connection to PBIS; how they can support their children and their houses in earning points; how to use the RCA app to communicate with teaches; how this system will increase student engagement and leadership; the impact on school culture; etc.

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

Parents will learn the chants, participate in a mock sorting-ceremony and house meeting, get to dress up in their children's house colors, and more. We may have an interactive challenge that reinforces the concepts of teamwork, supporting,

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

Research has shown that the implementation of RCA has increased test scores, and decreased discipline and attendance issues.

- Date of Training

October, 2026

- Responsible Person(s)

Lauren Newson

- Resources and Materials

Sorting wheel House colored snacks/tables Dress-up items for parents who come in without them Smartboard RCA app

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding the Platforms Your Child Uses

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

Learning how to navigate Google Classroom, Canva, Clever, iReady, FAST, RCA, SIS Parent Gateway

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

Parents will navigate Google Classroom, Canva, Clever, iReady, FAST, RCA, SIS Parent Gateway

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

If parents know how to access the materials from home, they will be able to support their children with homework completion and reviewing classwork. They will also be able to monitor student achievement online.

- Date of Training

November, 2026

- Responsible Person(s)

Lauren Newson

- Resources and Materials

Chromebooks Smartboard Refreshments

- Amount (e.g. \$10.00)

\$300

5. Parent and Family Capacity Building Training #3

- Name of Training

Family Math Night

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

Families will learn how to play math games that reinforce the standards in a fun way.

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

Families will rotate through stations containing various math games that can be played with regular household items.

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

Families will see that learning can be fun, and will have new ways to practice at home. This will help solidify math concepts for the students.

- Date of Training

January, 2026

- Responsible Person(s)

Lauren Newson

- Resources and Materials

Math games Items for playing the games Handouts with directions, so games can be played at home Refreshments

- Amount (e.g. \$10.00)

\$300

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. We can also provide emails with families that show that we are working to fulfill their needs.

- 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. They typically send representative who are multilingual, to further support our population.

- 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; we will be using a new app through RCA to share information; posts on the school's Marquee; post on FaceBook; 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 hold an evening where we teach parents how to navigate all of the platforms the students use at school. 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.

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; RCA app (new in FY27); 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.

- 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 been using the translation kit to have our CLF or bilingual staff present simultaneously with us in Spanish.

- 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

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.

2. Activity #2

- 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.

3. Activity #3

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

J.C. Mitchell Elementary School is committed to developing the social, emotional, and behavioral skills that support students' academic growth. All students participate in establishing classroom rules and routines that promote positive behavior. These expectations, along with school-wide expectations, are explicitly taught, modeled, practiced, and posted throughout the school. Expectations address behavior in classrooms, hallways, the cafeteria, assemblies, online environments, and other school settings. The after-school program reinforces these guidelines and serves as an extension of the school day. Our RCA-inspired House System creates a strong sense of belonging while promoting kindness, courage, teamwork, inclusion, and selflessness. Every student and staff member belongs to one of four Houses: Nukumori, Onraka, Isibindi, or Altruismo. Through House activities, celebrations, friendly competitions, and service opportunities, students build positive relationships across grade levels and learn what it means to contribute to the larger Jaguar community. The House System supports our belief in "Four Houses: One Jaguar Family." Students are recognized for demonstrating school-wide expectations and House values throughout the building. They may earn House points that contribute to individual, class, and House recognition and incentives. Students also have opportunities to earn experiences and other rewards through the school store. In the cafeteria, classes that earn ten paws may spin the prize wheel for a whole-class reward. Positive conduct is also celebrated following each report card period. Students with no areas of concern in conduct are recognized during an awards ceremony and invited to an ice cream celebration. Student of the Month recognizes students who best exemplify the Resiliency Florida traits. Each month, one student from every class is selected, and the teacher prepares a statement explaining how the student demonstrated the highlighted trait. Families are invited to attend the assembly and celebrate their children's accomplishments. Administration conducts grade-level assemblies and visits individual classrooms twice each year to review school rules and expectations. Administrators also meet individually with students as needed to provide additional instruction and support. Administration reviews and oversees the interventions and documentation that should occur before a disciplinary referral is submitted and provides teachers with guidance regarding progressive discipline and the distinction between major and minor infractions. J.C. Mitchell also has a co-located mental health counselor, Behavioral Health Professional, and a school counselor who provide short-term individual counseling and small-group counseling to address ongoing and emerging student needs. Instruction is differentiated to meet the needs of all learners and promote active engagement. Teachers are encouraged to pursue professional learning in classroom management and positive behavior support, including CHAMPS and RCA strategies. J.C. Mitchell is committed to maintaining a safe, supportive, and bully-free learning environment. Students are taught how to report suspected bullying or harassment. Two bully boxes are available for anonymous reporting, and students and families may also use the district's online reporting form or hotline. The school counselors serve as the primary contacts for these reporting systems and provide appropriate follow-up and student support.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The MTSS process begins by ensuring that effective core instruction (Tier 1) is in place. The Decision Tree uses data from i-Ready, Observation, and STAR/FAST assessments to identify whether students are performing on, approaching, or below grade level. Teachers use this information to determine which students are not meeting core instructional targets and may require additional support. Data is maintained on grade-level spreadsheets that include other pertinent student information, helping teams monitor progress and ensure that no students are overlooked during the data-analysis process. Students identified as needing additional support receive Supplemental Intervention (Tier 2) or Intensive Intervention (Tier 3). The MTSS team meets regularly to review universal screening results, diagnostic data, progress-monitoring data, and students' responses to evidence-based interventions. Using baseline data, the team identifies each student's target skill, selects an appropriate evidence-based intervention and progress-monitoring tool, and develops a measurable student goal. Progress-monitoring data is collected regularly and used to determine whether the intervention should be continued, adjusted, intensified, or discontinued. Tier 2 intervention is provided to identified students through small-group instruction. In addition to the 90-minute reading block, students receive 30 minutes of supplemental instruction. Interventions may include LLI, Voyager, or another district-approved, evidence-based program or strategy. When scheduling permits, grade-level teams may group students according to instructional need and rotate them among classrooms for supplemental instruction. Tier 3 intervention is provided by reading-endorsed personnel to students requiring more intensive support. These students receive an additional 30 minutes of intervention outside the 90-minute reading block and the 30-minute Tier 2 intervention period. LLI and other district-approved, evidence-based instructional programs and strategies may be used. Student progress is assessed frequently through appropriate probes and other progress-monitoring measures. The School-Based Team (SBT) meets every Friday to review student progress, evaluate students' responses to tiered interventions, and make adjustments as needed. Because behavioral concerns and academic performance may be interconnected, the SBT may also meet to discuss individual behavioral needs and develop appropriate intervention plans. When data indicate the need for a Functional Behavior Assessment (FBA), parental consent is obtained in accordance with district procedures. The Positive Behavioral Support (PBS) team also reviews behavioral concerns and analyzes schoolwide discipline data to identify patterns, determine areas of need, and plan appropriate interventions and supports.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students participate in a Fine Arts wheel on a rotational basis that includes art, music, physical education, and media. In music, students explore music from a variety of cultures and learn to use different instruments. The music teacher also sponsors several after-school music clubs that culminate in student performances at the end of each trimester. In physical education, students participate in Jump Rope for Heart, the PACER assessment, the Drowning Prevention Program, and the Pedestrian and Bicycle Safety Program. Students with disabilities who have physical limitations receive adapted physical education services. The school also holds an annual field day, known as Zoom Day, organized by the teachers. Through media instruction, fifth-grade students have opportunities to assist with the morning announcements in the school's television studio. In art, students learn about artists, artistic movements, and styles from different cultures and historical periods. They also explore a variety of artistic media and techniques. Student artwork is displayed throughout the main office and outside the art room. When needed, the school counselor visits classrooms to address conflicts, strengthen interpersonal skills, and respond to concerns affecting particular classes or grade levels. J.C. Mitchell has developed a partnership with the Boca Raton Museum of Art through which students have opportunities to work with museum artists while reinforcing science concepts. The school also plans family engagement nights in partnership with organizations such as the Boca Raton Museum of Art, the Cox Science Center, and Mathnasium. Across all content areas, students engage in rigorous learning experiences that reflect the full intent of the standards. Students read and analyze complex texts, participate in evidence-based discussions, complete challenging tasks, and produce standards-aligned work that demonstrates their learning. In mathematics, students engage in a coherent progression of mathematical practices that connects new concepts to previously learned skills and addresses the type of rigor required by the standards. Teachers incorporate hands-on, project-based, and inquiry-based learning opportunities that allow students to demonstrate mastery in a variety of ways. At least once each trimester, grade-level teams create a rotational learning experience in which students move among classrooms to explore concepts through different activities and instructional approaches. Students participate in hands-on mathematics and science activities and independently select books from a variety of genres at their appropriate reading levels. Support Facilitation teachers provide additional opportunities for small-group instruction, increasing the individualized academic support available to students. Students also receive instruction aligned with School Board Policy 2.09, including the history of the Holocaust, the history of African Americans, the contributions of Hispanics and women to the United States, and the sacrifices made by veterans in service to our country. The Equity in Excellence Committee supports the school in developing projects and learning opportunities that promote students' understanding of different cultures, histories, and perspectives.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

J.C. Mitchell offers AMP classes for students in grades 3–5, providing opportunities for advanced academic learning and enrichment. The school will host its second annual Career Day, featuring parents and community members who will share their professional experiences and introduce students to a variety of careers. Students also participate in themed awareness and spirit days, including College Shirt Day, Autism Awareness activities, and World Kindness Day. These experiences encourage students to explore future opportunities while developing awareness, empathy, and a stronger connection to their school community. For the past several years, the PTA has organized a beach cleanup that allows students and families to give back to the community. J.C. Mitchell will also partner with Boca Helping Hands to conduct a canned-food drive. In addition, the school participates in the Heroes for Education 5K to raise funds in support of public education, and students regularly represent J.C. Mitchell in Special Olympics events. Collectively, these academic, career-focused, service-oriented, and extracurricular opportunities help students develop teamwork, leadership, planning, preparation, civic responsibility, and social awareness.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

J.C. Mitchell hosts Kindergarten Round-Up to introduce incoming families to kindergarten expectations, academic standards, and available school resources. Parents receive information about reading, writing, and mathematics activities they can use at home to help prepare their children for kindergarten. Families also learn about important independence and self-help skills, such as managing restroom needs, tying shoes, opening food and beverage containers, and caring for personal belongings. During the event, families tour the campus, visit kindergarten classrooms, and meet relevant faculty and support staff, including kindergarten teachers, the registrar, the ESE coordinator, and the after-school program director. These interactions allow incoming students and their families to become familiar with the school, classroom routines, and behavioral expectations while beginning to build relationships with staff. Kindergarten Round-Up is promoted through the school's family newsletter, marquee, local childcare centers, and the School District of Palm Beach County website.

Professional Learning

1. Professional Learning

The school also receives district-level support in the core academic subjects. District support personnel have visited the campus to model lessons and coach teachers in reading, writing, and mathematics. In addition, an i-Ready representative provides ongoing professional learning to help teachers interpret student data and use the platform's instructional resources effectively. This continued support builds upon the work initiated during the previous school year and helps teachers use i-Ready data and resources more strategically. J.C. Mitchell is also implementing IXL Math in grades 4 and 5 this year. Staff from IXL will provide training and ongoing support to help teachers use the program effectively, analyze student performance, and provide targeted mathematics instruction based on individual student needs.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

J.C. Mitchell uses several strategies to recruit qualified educators, including participation in job fairs, collaboration with the district's Human Resources Department and Regional Office, employee referrals, and postings on platforms such as Indeed and Facebook. The school is also committed to developing future educators through its partnership with the district's Professional Development Department, which coordinates placements for pre-service teachers and interns. Academic tutors provide small-group instruction while gaining valuable school-based experience, creating another potential pathway to future employment at J.C. Mitchell. Once hired, teachers receive structured support through the Educator Support Program. First-year teachers are paired with mentors, while experienced educators who are new to J.C. Mitchell or the district are paired with staff buddies. These relationships help new faculty members become familiar with instructional expectations, school procedures, policies, and campus norms while providing them with a trusted colleague to approach for guidance and encouragement. To support retention, the administration works to create a positive and professionally supportive environment for highly qualified and effective educators. Teachers receive recognition and appreciation through encouraging messages, affirming notes, refreshments, and other staff-appreciation gestures. Time is built into the schedule for grade-level teams to engage in collaborative planning beyond their regularly scheduled PLC meetings. Teachers may also earn part-time pay for providing student tutorials. Seasonal staff events provide additional opportunities for connection and include activities such as pumpkin decorating in October, White Elephant gift exchange in December, and Secret Pal in February. Just as J.C. Mitchell prioritizes students' social-emotional development, the school recognizes the importance of supporting staff members' well-being and sense of belonging. Providing opportunities for connection, recognition, and support contributes to positive relationships, a healthy school climate, and a nurturing learning environment for students and adults. The RCA-inspired House System also serves as an important staff morale and culture-building initiative. Every employee belongs to one of the school's four Houses, creating opportunities for staff members from different grade levels, departments, and roles to build relationships beyond their usual teams. House celebrations, themed activities, friendly competitions, recognition, and shared traditions promote enthusiasm, strengthen employees' sense of belonging, and reinforce the belief that J.C. Mitchell is "Four Houses: One Jaguar Family." With support from the PTA, the school's PLC room also serves as a welcoming space where employees can take a brief break and recharge during the workday. Staff members may enjoy coffee or tea, complimentary snacks provided by family sponsors, relaxing music, books, comfortable seating, and wellness tools supplied by the PTA. The room is keyed for staff access, allowing employees to use the space as their schedules permit. By attending to staff members' professional and personal well-being, J.C. Mitchell strives to create an environment in which employees feel valued, supported, and eager to come to school each day.