
Title I Comprehensive Schoolwide Plan
JUPITER ELEMENTARY SCHOOL (0071)

ELA

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

1. List prioritized needs statements.

According to iReady Diagnostic Window 2 (December) 37% of K-5 students are on grade level. 40% are one grade level below, 16% are two grades below and 7% are three or more grades below. 61% of students are on track to reach their typical/stretch growth. According to STAR PM2 the 43% of K-2 students are on track for proficiency in ELA: 43% Kindergarten, 40% 1st Grade, 45% 2nd Grade. According to FAST PM2 28% of students in grades 3-5 are on track for proficiency. 29% of 5th grade, 37% of 4th grade and 20% of 3rd grade.

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

Teachers struggle to implement effective strategies while differentiating for students with limited background knowledge and limited foundational skills. Teachers are building capacity in new curriculum and in new standards (Benchmark Curriculum, BEST) Master Schedule needs to be adjusted to allow for more double down support for ELLs and ESE students in the ELA small group rotations Core curriculum materials assigned to each grade level do not include the needed levels for instruction. Example: 1st grade materials start at level C but many classes have level A readers The need for more parent engagement on academics

3. Share possible solutions that address the root causes.

Root Cause: Teachers struggle to implement effective strategies while differentiating for students with limited background knowledge and limited foundational skills. Solution: PD staff will facilitate Professional Development on differentiation, strategies for growing readers and phonics instruction. This can occur on Professional Development days, as well as through PLCs, Coaching cycles and Cadre presentations. The focus on these professional development opportunities will include utilizing intervention materials, analyzing data to improve the effectiveness of small groups, scaffolds to use in the diverse classroom and aggressive monitoring. Root Cause: Teachers are building capacity in new curriculum and in new standards (Benchmark Curriculum, BEST). Solutions: In FY24, Jupiter Elementary will continue growing capacity in teachers with Benchmark and the BEST standards. This includes facilitating collaborative planning in PLC and in team meetings outside of PLC, unpacking the standards and aligning student/teacher tasks to the extent of the standards, creating and utilizing scaffolds for vocabulary and pulling additional resources that align to the units/standards. JES Literacy coaches will complete coaching cycles with teachers in need of support. Administration will continue giving immediate instructional feedback with actionable steps to help teachers reach their instructional goals. Root Cause: Master Schedule needs to be adjusted to allow for more double down support for ELLs and ESE students in the ELA small group rotations Solutions: When look at the JES Master schedule for FY24, leadership will ensure to look at the ESE and ELL schedules and build around them. Schedule will also fit in providing extended time for students and teachers' collaboration. Root Cause: Core curriculum materials assigned to each grade level do not include the needed levels for instruction Solutions: JES leadership and Literacy Coaches will create a resource room with additional guided reading/small group materials that all teachers can access. This will include supplemental resources- print of online. Professional Development will be provided on utilizing the materials to effectively meet the needs of our students. Root Cause: The need for more parent engagement on academics Solutions: Build parent capacity to help the students at home - academics, attendance and behavior

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

SMORE will be used to create newsletters sharing ELA activities with Parents and Families, including ways that families can build background knowledge and foundational skills at home. We will continue to use parent link, email, student backpack, website to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

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

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

- **School**

The school will work with students and their families to support students' success by: Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Providing parent training on learning strategies.

- **Students**

Students will work toward success with teachers and families by: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed Reading at least 20 minutes each night: Read with a family member or read independently

- **Parents**

Families will support students' success by: Ensuring that students attend school every day on time and ready to learn Assisting with homework and reviewing/signing agendas and/or home-school folders daily Attending at least 2 parent-teacher conferences to discuss student progress Participating in school events such as Family Nights and attending at least 1 SAC/PTO meeting Attend parent trainings to learn strategies we can use at home to help our child with academics.

- **Staff Training**

Staff will be trained on how to effectively communicate with families about ELA data and on how to support families at home with ELA practice.

- **Accessibility**

Parent trainings will be made available at alternate times of the day to allow all parents access to some of the trainings. All invitations will be translated into Spanish to meet the needs of our families. Invitations will be sent through parent link via text, email and call out. All families are invited in parent trainings- Limited English Proficiency, Disabilities, Migratory Work & Homelessness

Math

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

1. List prioritized needs statements.

According to STAR Math PM2, 60% of kindergarten, 81% of 1st grade and 54% of 2nd grade are on track for Math proficiency. According to FAST PM2, 20% of grades 3-5 are proficient in Math. 19% of 3rd grade is projected to be on grade level, 6% of 4th grade, 16% of 5th grade and 100% of 5th grade AMP are on track for proficiency.

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

Teachers are struggling with the timing of math blocks and how to incorporate differentiated instruction to meet the needs of learners who are lacking foundational skills. Students are moving into the next grade level without mastery of foundational skills, including math facts K-5 Support/Double Down Schedules/Intervention schedules are not meeting the needs of struggling math students.

3. Share possible solutions that address the root causes.

Root Cause: Teachers are struggling with the timing of math blocks and how to incorporate differentiated instruction to meet the needs of learners who are lacking foundational skills. Solution: Professional development will be offered on math instruction and math differentiated small groups. This will include how to analyze data and create small groups for reteaching. PD will also include best math practices for core instruction to help students grasp new concepts in whole group. Leadership will complete coaching cycles and facilitate planning in PLC to support this initiative. Math Cadre meetings will be supported by leadership. Root Cause: Students are moving into the next grade level without mastery of foundational skills, including math facts K-5 Solution: JES will have a math fact initiative to encourage students to master their grade appropriate math facts. Students and classes with the highest mastery will be celebrated. The initiative will be communicated to families, who can also support at home. Root Cause: Support/Double Down Schedules/Intervention schedules are not meeting the needs of struggling math students. Solutions: JES will focus on creating a master schedule that supports double down push-in for students who need support in math. This will also include dividing intervention students across grade level teachers so students who need math intervention may be able to receive it if they are not a student struggling in reading.

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

- **Communication**

JES will send home parent link, SMORES and fliers including our Math Fact initiative and other Math updates for our students. We will continue to use email, student backpack, website to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

JES will hold a training for parents on how to support math practice at home (math strategies).

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

- **School**

The school will work with students and their families to support students' success by: Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Providing parent training on learning strategies.

- **Students**

Students will work toward success with teachers and families by: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed Mastering their Math Facts and practicing them weekly

- **Parents**

Families will support students' success by: Ensuring that students attend school every day on time and ready to learn Assisting with homework and reviewing/signing agendas and/or home-school folders daily Attending at least 2 parent-teacher conferences to discuss student progress Participating in school events such as Family Nights and attending at least 1 SAC/PTO meeting Attend parent trainings to learn strategies we can use at home to help our child with academics.

- **Staff Training**

Staff will be trained on how to effectively communicate with families about Math data and strategies and on how to support families at home with Math practice.

- **Accessibility**

Parent trainings will be made available at alternate times of the day to allow all parents access to some of the trainings. All invitations will be translated into Spanish to meet the needs of our families. Invitations will be sent through parent link via text, email and call out.

Science

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

1. **List prioritized needs statements.**

According to the District Science Diagnostic, 38% of JES 5th graders will be proficient on the NGSSS.

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

Students are moving to the next grade level without mastering foundational Science skills needed to be proficient by 5th grade. There is not enough time in the master schedule to explicitly teach science content, while also planning hands-on labs and practice. Teachers struggle with integrating science into other content areas and planning explicit science instruction that teaches their specified science content (per grade level standards)

3. Share possible solutions that address the root causes.

Root Cause: Students are moving to the next grade level without mastering foundational Science skills needed to be proficient by 5th grade. Solution: JES will work with each grade level to unpack science standards and plan effective instruction to meet the needs of the students. This work will be done in PLC facilitation, Professional Development and Planning Meetings across all grade levels. Leadership and coaches will work with teams to integrate Science into ELA small groups, as well as planning Science Tutorial Initiatives to close learning gaps in Science. Grades 3-5 will integrate PENDA to support Science mastery and reteach unmastered Science skills. Supplemental science resources- hand-on learning will help the students master the foundations science skills. Root Cause: There is not enough time in the master schedule to explicitly teach science content, while also planning hands-on labs and practice. Solution: Jupiter Elementary hopes to integrate Science (STEM) on the Fine Arts Wheel to build-in hands on science labs to support instruction that is happening in the classroom. This will allow students to get real-life application practice in standards they are learning in class. The leadership team will also roll out a framework for science instruction that will help support teachers in planning their science whole-group, labs and small group remediation. In PLC and Collaboration Meetings, Leadership will facilitate data analysis to help teachers determine the standards that need in-depth instruction. Root Causes: Teachers struggle with integrating science into other content areas and planning explicit science instruction that teaches their specified science content (per grade level standards) Solutions: JES will hold professional development and vertical alignment meetings on the science curriculum and planning science instruction. This PD can be held on PD Days, in PLC, during collaboration meetings and at district Cadres. Leadership will hold walkthroughs to continue giving immediate feedback to teachers on their explicit instruction.

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

- Communication

JES will send home parentlink, SMORES and fliers including Science initiatives and other Science updates for our students. This can include at-home science experiments recommended by teams. We will continue to use email, student backpack, website to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- Parent Training

JES will hold a training for parents on how to support science (strategies) instruction at home.

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

- **School**

The school will work with students and their families to support students' success by: Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Providing parent training on learning strategies.

- **Students**

Students will work toward success with teachers and families by: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed

- **Parents**

Families will support students' success by: Ensuring that students attend school every day on time and ready to learn Assisting with homework and reviewing/signing agendas and/or home-school folders daily Attending at least 2 parent-teacher conferences to discuss student progress Participating in school events such as Family Nights and attending at least 1 SAC/PTO meeting Attend parent trainings to learn strategies we can use at home to help our child with academics

- **Staff Training**

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

- **Accessibility**

Parent trainings will be made available at alternate times of the day to allow all parents access to some of the trainings. All invitations will be translated into Spanish to meet the needs of our families. Invitations will be sent through parentlink via text, email and call out. All families are invited in trainings.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$142,540.65

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 Academic Push- in Tutor - After Labor Day/September	1	\$15.00	5	6	30	Non-Certified	Original	\$13,500.00
Resource Teacher	Provide STEM on the wheel instruction for grades 3-5								
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Shipping to balance	1	\$15.40	General Supplies		Original	\$15.40		
	Chart Paper- Piece	25	\$25.99	General Supplies		Original	\$649.75		
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$915.50	General Supplies		Original	\$915.50		
	Dry Erase Markers- Box of 5	50	\$23.54	General Supplies		Original	\$1,177.00		
Paper- Cases- year- round paper	126	\$34.00	General Supplies		Original	\$4,284.00			

Acct Description	Description
Resource Teacher	Push into K-5 classrooms to support L25% ELA students in small groupings
Resource Teacher	Provide SAI and pull out literacy support to targeted L25% ELA students in grades K-5

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$49,230.85

Acct Description	Description															
Parent Liaison - Para Level	Increase school-home partnership, implement PFEP initiatives and provide support to teachers during PTC															
Postage	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Parent correspondence/mailing for PFEP trainings, meetings, truancy/attendance</td> <td>100</td> <td>\$0.58</td> <td>Original</td> <td>\$58.00</td> </tr> <tr> <td>09.06. tld Moving funds to cover the increase cost of stamps for PFE communication.</td> <td>1</td> <td>\$8.00</td> <td>Budget Transfer</td> <td>\$8.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Parent correspondence/mailing for PFEP trainings, meetings, truancy/attendance	100	\$0.58	Original	\$58.00	09.06. tld Moving funds to cover the increase cost of stamps for PFE communication.	1	\$8.00	Budget Transfer	\$8.00
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Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper- Case	22	\$34.00	General Supplies	Original	\$748.00
	Poster Paper for Parent Directions/Communication	5	\$60.00	General Supplies	Original	\$300.00
	Ink/Toner for parent communication - poster maker	15	\$80.00	Technology	Original	\$1,200.00
	Kinder Round Up Books - Titles TBD	100	\$10.00	Program Supplies	Original	\$1,000.00
	Agendas for parent/Home Communication	900	\$2.50	General Supplies	Original	\$2,250.00
	Ink/Toner- Piece - flyers, newsletter, invitations	15	\$44.89	Technology	Original	\$673.35
	Cardstock White (812234)	20	\$12.77	General Supplies	Original	\$255.40
	Cardstock Green (1301553)	10	\$14.51	General Supplies	Original	\$145.10
	9.06. tld Moving funds to cover the increase cost of stamps for PFE communication.	1	-\$8.00	General Supplies	Budget Transfer	-\$8.00

Action Step: Professional Development

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

Budget Total: \$199,147.00

Acct Description	Description									
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="449 168 1461 250">Item</th> <th data-bbox="1461 168 1608 250">Quantity</th> <th data-bbox="1608 168 1772 250">Rate</th> <th data-bbox="1772 168 1902 250">Type</th> <th data-bbox="1902 168 2022 250">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
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	National Association for Bilingual Education-NABE, 53th Annual International Conference- March 2024-TBD; Purpose: NABE works to advocate for educational equity and academic excellence for bilingual/multilingual students in a global society; Registration- \$690; Transportation - \$400; Lodging - \$1150; Per Diem - \$315; Number of Attendees - 1	1	\$2,555.00	Original	\$2,555.00					
National Association for Bilingual Education-NABE, 53th Annual International Conference- March 2024-TBD; Purpose: NABE works to advocate for educational equity and academic excellence for bilingual/multilingual students in a global society; Registration- \$690; Transportation - \$400; Lodging - \$575; Per Diem - \$315; Number of Attendees - 2	2	\$1,980.00	Original	\$3,960.00						
Coach	Model ELA lesson and coach K-2 teachers on ELA instructional best practices									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="449 915 1461 997">Item</th> <th data-bbox="1461 915 1608 997">Quantity</th> <th data-bbox="1608 915 1772 997">Rate</th> <th data-bbox="1772 915 1902 997">Type</th> <th data-bbox="1902 915 2022 997">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Model Schools 2024 Conference/ June 2024/ Orlando; Purpose: Gain best practices on instructional deliveries and assessment that can be replicated; Connecting student focused educators; Registration- \$800; Transportation- \$100; Lodging- \$600; Per Diem - \$105; Number of Attendees - 3	3	\$1,605.00	Original	\$4,815.00						
Single School Culture Coordinator	Build K-5 teachers' capacity in differentiated and data driven ELA, math and science instruction through coaching cycle and PLCs									
Coach	Model/coach teachers and help create data driven ELA lessons for grades 3-5									

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

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

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Gloria Salazar	Principal

Name	Title
Melissa DiPasquale	Assistant Principal
Kaitlyn Kohls	SSCC
Marisa Bardorf	Reading Coach and Resource
Carmen Pesik	Dual Language Coach
Lauren Tyson	Gifted Coach and Math Support
Ann Marie Embick	Parent

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

All stakeholders and families are invited to give their input at Title I meetings. Newsletters, call outs, and text messages are sent to stakeholders informing them of these meetings. SAC will play a role should there be Title I items that will need parent input and approval. The principal decides which staff to attend the SAC meetings.

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

Stakeholders were invited to attend a stakeholder meeting to discuss the Schoolwide Plan in February, 2023. Attendees sat in groups to analyze data, review last year's plan, and provide input on this year's plan. Inputs were recorded in the recording template.

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

During the spring meeting stakeholders made suggestions on how Title I funding could support family engagement such as providing books, and supplies for Kindergarten Round-up, a parent liaison, Global Education Night, Academic Nights, and Spanish Parent Workshops. As a result, there was a lot of parent family engagement. Many families turned out. We plan on implementing this again. Title I funded staff, SSCC, Parent Liaison, classroom supplies and out of system tutors were decided to get funding through Title I allocations.

Name	Title
Melissa DiPasquale	Assistant Principal
Gloria Salazar	Principal
Marisa Bardorf	ELA Coach
Carmen Pesik	Dual Language Coach
Lauren Tyson	Gifted and Math Support
Ann Marie Embick	MTSS

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

October 11th, 2023 at 5:15 p.m. In person (cafeteria) and virtual options (with recording).

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

A call out and text message will go out to parents in multiple languages notifying them of the Annual Meeting. Meeting will be announced as well in marquee.

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

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

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

It Takes a Village: Building Healthy School-Home Relationships

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

Staff will learn how to encourage healthy school-home relationships through open communication, data sharing, in-person conferences and family nights. This will include learning how to use the Parentlink platform, taking acceptable and thorough conference notes, how to effectively utilize the agenda and how to use behavior charts to communicate home weekly.

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

Staff will foster healthy school-home relationships and communicate appropriately with families.

- What will teachers submit as evidence of implementation?

Conference notes, Parentlink Printouts, Presentations from Family Nights, Examples of Data Sharing

- Month of Training

August/September

- Responsible Person(s)

DiPasquale

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

The Power of Data! Sharing Data and Setting Goals

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

Staff will learn how to support parents as they check student data, how to communicate academic goals and how to share important resources to support student learning at home.

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

Parents will feel empowered in understanding student progress and how to support students at home.

- What will teachers submit as evidence of implementation?

Data Chat notes/Conference Notes

- Month of Training

November/December

- Responsible Person(s)

Kennedy/DiPasquale

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Tools for Success

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

Parents will learn how to access tools for success at home such as acadmic programs (iReady, Penda, etc.) and access grades via the Gateway Portal

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

Parents will log-in side by side with their students to access important tools.

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

Parents will be more abreast of student data and progress and know how to access important tools to support students at-home with reading, math and science.

- Date of Training

September/October

- Responsible Person(s)

Leadership Team

- Resources and Materials

Paper, Chart Paper, Computer/Smartboard

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

2. Reflection/Evaluation of Training #1

- Name of Training

Tools for Success!

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Learning at Home!

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

JES wants to empower parents to embrace science, ELA and Math at home through hands on practice, home experiments and natural observations of the world around them.

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

Parents will learn easy at-home experiments and hands on manipulatives for all grade levels and other strategies for learning science at home.

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

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

- **Date of Training**

November/December

- **Responsible Person(s)**

Buckel/DBardorf/Pesik

- **Resources and Materials**

Paper, chart paper, card stock, science experiment materials to be determined at a later date.

- Will use funds for refreshments as noted in SWP:

on

4. Reflection/Evaluation of Training #2

- Name of Training

Learning at Home!

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Global Learners

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

JES families will learn what it means to be a Global Learner and Global Leader in our Community. Students will showcase how they took action this year and parents will rotate through the 10 competencies.

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

Families will have a Competency Passport to complete to help them understand the components of Global Leaders.

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

TBD

- Date of Training

April/May

- Responsible Person(s)

Buckel

- Resources and Materials

Cardstock, Printer Ink, Dice, Playing Cards, Baggies

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

6. Reflection/Evaluation of Training #3

- Name of Training

Global Learners

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney Vento Program Homeless

- Describe how agency/organization supports families.

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

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

SBT Agendas, Housing Questionnaires, emails, fliers

- Frequency

Quarterly

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

- Name of Agency

Cross Ministries

- Describe how agency/organization supports families.

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

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

Permission Slips, thank you notes, letter,

- Frequency

Weekly

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

- Name of Agency

Jupiter Orthodontics

- Describe how agency/organization supports families.

Jupiter Orthodontics donates Home School Communication folders, clothing, car hangers for parent pick up, band aids for the clinic, and 3 Kindness Benches to families

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

Business Partnership Agreement and thank you letter

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

Invitation, sign-in sheets, agenda, handouts, evaluation, minutes, academic reports, conference notes, progress reports, newsletter, ParentLink robo calls text

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

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

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

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

• Description

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

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

Copy of safeguards, and sample communication with ESE Coordinator

- **Description**

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

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

Handouts with resources and support for migrant families, sample communication with Migrant Office

- **Description**

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

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

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

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- **Name of Activity**

None

• Brief Description

N/A

2. Activity #2

• Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

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

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

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

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

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction during Professional Learning Committee (PLC) meetings. Administration will provide a calendar with scheduled grade level PLC and committee meetings in pre-school to staff for planning purposes. Teachers will meet as a team weekly for 60 minutes. PLC time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. Due to pandemic, PD will be offered in hybrid mode, live and or online/virtual. All teachers with less than 4 years of teaching experience are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. The ESP teachers and mentors participate in "huddles" at various times of the year where questions can be answered and PD can be provided. Professional development will be given to teachers during PLC meetings, faculty meetings, grade level planning days. Teachers and staff will receive professional development from their peers as well as District personnel. At times, teachers will attend professional development opportunities at the District office and will participate in grade level/subject area cadres. Some topics that have been planned for this year are "Global Education" "Work Smarter not Harder: SMART Board Training" "PGP" "Marzano" "Grade Level/Subject Cadres" "District Pre-school Buckets". To document implementation, JES will collect PLC/PD agendas and PLC/PD sign in sheets.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs

- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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