Title I Comprehensive Schoolwide Plan

J. C. MITCHELL ELEMENTARY SCHOOL (0931)

ELA

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

1. List prioritized needs statements.

*From FY22 FSA to PM2, there was an overall drop from 65% proficient to 58% on track for proficiency in PM2. *In ELA, ELL students dropped from 38.1% on track in PM1 to 33.6% on track in PM2. *In ELA, ESE students dropped from 25.8% on track in PM2 to 23.5% on track in PM2. *Our Black and Hispanic students are the lowest performing, with 44.9% and 47.9% on track, respectively. *We have 35 students who are both ELL and ESE. Of those students, 26 are Hispanic. Of the 35, only 2 are on track for proficiency based on PM2. *Total Absenteeism rate is high with 25% of all students being absent 11 or more days.

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

*Interventions are not being given with fidelity by ESE and ELL teachers due to teachers being pulled from instructional time to administer assessments. *Small group instruction is not taking place daily in all classrooms due to lack of ability to follow schedule (lack of subs, testing schedules, etc.). *Data needs to be understood further to be used to drive instruction *Facilitative Support is not always being done with fidelity; teachers need to work more collaboratively with the ESE/ELL teachers. *Lack of intentionality in planning student work stations. *Lack of knowledge of new BEST Standards and new Benchmark Curriculum *Staff absenteeism *Student absenteeism and tardiness *Tutorial needs to start earlier in the year *Intervention groups need to start earlier in the year *Shortage of Reading Endorsed teachers to do intensive intervention, causing groups to be too large *Tardy students are missing the beginning of the block *Students reading below grade level--teachers do not have the resources or time to meet their needs. *Student behaviors can be disruptive to the classroom environment *Many parents do not speak English, and therefore struggle to assist their children with their homework and to communicate with teachers *Parent do not always participate in conferences *Need for a stronger school/family relationship *Students are coming into the intermediate grades lacking foundational skills *Lack of meaningful consequences for behavior infractions *ELL and ESE teachers do not have their own materials outside of Benchmark

3. Share possible solutions that address the root causes.

*Evaluate schedule to ensure that Reading is not being given first thing in the morning, so that tardy students do not miss instruction *Tutorial sessions to target student deficiencies and close gaps *Designated staff member to call parents/guardians of students with excessive absences or tardies to create a plan *Expanding additional resources to support testing initiatives *Professional Development to develop efficacy amongst teachers *Provide supplemental resources to teachers to allow for differentiation and additional practice *Collaboration and sharing of best practices among teachers/Vertical Planning *Teachers will complete necessary documentation on student behaviors and get additional PD on behavior management where needed *Communication with parents about the importance of bringing students to school on time daily *Communication with parents about the importance of regular attendance *Trainings for parents that allow them to support their struggling students at home with strengthening their reading skills *Schedule conferences at varying times of the day to allow for more parent involvement *Plan different types of activities and events that engage parents and help with building relationships *Assist parents with developing skills for managing and modifying their children's negative behaviors *Parents can use the information shared in trainings to strengthen reading by practicing with their children at home on a regular basis *Parents can commit to reading with their children at least 3 times per week at home *Parents can help students get into an evening routine that facilitates coming to school on time in the morning (i.e. preparing lunch, snacks, and backpack the night before; going to sleep at an appropriate hour; limiting screen time for non-academic tasks; bringing them in for free breakfast in the morning). *Parents can show they value the students' academic time by scheduling vacations and appointments for outside of the school day *Have room and/or grade level parents assigned, who can help support initiatives rolled out by the schools *Families can participate in and attend school events *More families can join PTA *Have events in which parents teach other parents based on their areas of expertise to highlight the value of what our parents can contribute *Train more teachers in intervention programs, such as LLI and SPIRE *Teachers will complete necessary documentation on student behaviors and participate in PD on classroom management when deemed necessary *Provide more support for primary teachers *Designate an area for students who are misbehaving that is out of the main office *Consider moving PLCs to the morning so that tardy students are not missing core instructional time *Have more stringent rules for late sign-ins that require the parent to come out of the car to sign their children in *More resources for the ELL and ESE Teachers that are exclusive to those teams *Ensure the Support Facilitator AND the Homeroom teacher are seeing the students in small group rotation *Direct training on implementing interventions

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

*Notice of when assessments are upcoming and how parents can help their children to prepare *Ensure timely communication with parents and quick responsiveness to parent concerns *Ensure translators are present at conferences, when needed *Ensure important documents are translated into dominant languages *Data driven parent conferences *Call-outs, emails, and text messages in all languages *Recordings of meetings for future reference, when possible *Vary the times that meetings are held, to allow parents/guardians a better opportunity to attend *Meetings will be held in buildings that are ADA accessible *Electronic newsletter sent out monthly *Monthly family event calendar

• Parent Training

*Parent-friendly explanations of the BEST standards *Parent-friendly explanations of the report card and where their children are deficient or are excelling *Parenting classes to help manage behaviors, so that students can be more focused on academics *Monthly Literacy Breakfasts *Literacy Night *ELL Parent/Guardian Nights *ESE Parent/Guardian Nights

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

• School

*provide free Parent Trainings that will help families work with their children at home *provide resources in all classrooms that integrate literacy with content areas *Teach effective skills and strategies that ensure retention of learning. *Communicate successes and concerns with parents in an efficient and frequent manner *Set high instructional expectations for all students that promote the development of the state's content standards and benchmarks *Open up computer labs with English education programs (i.e. Rosetta Stone), so that parents can improve on their English skills *Create an incentive program for family attendance at school-based or school-sponsored events (i.e. a "Passport" where families get "stamps" for attending events and can turn their passports in for prizes) *Try to develop more business partnerships that will enrich the school community *Provide a "New Parent" orientation to build relationships and ensure that parents are aware of our school's culture and norms *Provide community service opportunities that involve families to strengthen the relationship between the parents and the school *Attempt to engage parents who are traditionally less active *Provide translation for key communications in our dominant languages

• Students

*Arrive at school and attend class on time each day prepared *Complete homework and class assignments on time and in a way that shows my personal best *Use technology responsibly and respectfully *Complete classwork and homework in a timely fashion *Try their best and have a growth mindset *Be respectful of their teachers and peers and follow the GRReat Behavior Matrix *Prepare materials at home the night before so that they can leave the home on time in the morning *Ask questions for understanding

• Parents

*Ensure my child attends school each day. *Send my child to school on time and ready to learn, in school uniform. *Assist with homework when possible, review the Parent Communication Folder daily, be connected to Class Dojo, and sign student agenda daily in classes in which it is used. *Review homework assignments and provide assistance when needed *Ensure computers are charged nightly so that they are ready to be used in class. *Attend Parent Conferences, either in person or virtually, including SBT, IEP, and 504 meetings, where applicable *Take advantage of opportunities to participate in events and trainings provided by the school *Create routines at home that allow for students to leave the home and be at school on time *Schedule appointments and vacations for outside of school time whenever possible *Be receptive to teacher feedback and engage in difficult conversations with an open mind

• Staff Training

*Trainings on cultural differences that may impact parent-teacher relationships, as well as teacher-student relationships *Trainings on how different disabilities manifest in the classrooms and tools for managing behaviors that stem from those disabilities *Trainings for managing difficult behaviors and establishing effective classroom routines *Trainings on how to hold a productive parent conference *Trainings on how to have difficult conversations with parents *Communicate with aftercare providers regarding supporting our students in doing their homework during aftercare *What to say and what not to say to parents

• Accessibility

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

Math

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

1. List prioritized needs statements.

*From FY22 FSA to PM2, there was an overall drop from 59% proficient to 51% on track for proficiency in PM2. *In Math, ELL students dropped from 34.5% on track in PM1 to 33.3% on track in PM2. *In Math, ESE students dropped from 34% on track in PM2 to 29% on track in PM2. *Our Black and Hispanic students are the lowest performing, with 27.5% and 45.5% on track, respectively. *We have 35 students who are both ELL and ESE. Of those students, 27 are Hispanic. Of the 35, only 5 (18%) are on track for proficiency based on PM2. *Total Absenteeism rate is high with 25% of all students being absent 11 or more days. This is even higher for our SWD and Hispanic populations, with 33% and 41%, respectively.

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

*Small group instruction is not taking place daily in all classrooms due to lack of ability to follow schedule (lack of subs, testing schedules, etc.). *Data needs to be understood further to be used to drive instruction *Facilitative Support is not always being done with fidelity; teachers need to work more collaboratively with the ESE teachers. *Lack of intentionality in planning student work stations. *Lack of knowledge of new BEST Standards *Staff absenteeism *Student absenteeism and tardinessas a first lang *Tutorial needs to start earlier in the year *Enrichment groups need to be done in all classrooms *Students need more hands-on interaction with manipulatives *Students have gaps in their foundational math skills *Students reading below grade level, which impact ability to read word problems in math *Many parents do not speak English, and therefore struggle to assist their children with their homework *Some student behaviors are disruptive to the classroom environment *Parent participation in conferences is inconsistent *Need for a stronger school/family relationship *Students are coming into the intermediate grades lacking foundational skills *Lack of meaningful consequences for behavior infractions

3. Share possible solutions that address the root causes.

*Provide tutorial sessions to target student deficiencies and close gaps *Designated staff member to call parents/guardians of students with excessive absences or tardies to create a plan *Expand additional resources to support testing initiatives *Provide Professional Development to develop efficacy amongst teachers *Provide supplemental resources to teachers to allow for differentiation and additional practice *Collaboration and sharing of best practices/Vertical Planning *Ensure that students have access to manipulatives and programs for hands-on experiences *Communication with parents about the importance of bringing students to school on time daily *Communication with parents about the importance of regular attendance *Trainings for parents that allow them to support their struggling students at home with strengthening their reading skills *Schedule conferences at varying times of the day to allow for more parent involvement *Plan many different types of activities and events that engage parents and help with building relationships *Assist parents with developing skills for managing and modifying their children's negative behaviors *Parents can use the information shared in trainings to strengthen reading by practicing with their children at home on a regular basis *Parents can commit to reading with their children at least 3 times per week at home *Parents can help students get into an evening routine that facilitates coming to school on time in the morning (i.e. preparing lunch, snacks, and backpack the night before; going to sleep at an appropriate hour; limiting screen time for non-academic tasks; bringing them in for free breakfast in the morning). *Parents can show they value the students' academic time by scheduling vacations and appointments for outside of the school day *Have room and/or grade level parents assigned, who can help support initiatives rolled out by the schools *Families can participate in and attend school events *Have events in which parents teach other parents based on their areas of expertise to highlight the value of what our parents can contribute *Parents can practice math facts with their children at home *Teachers will complete necessary documentation on student behaviors and participate in PD on classroom management when deemed necessary *Provide more support for primary teachers *Designate an area for students who are misbehaving that is out of the main office *Consider moving PLCs to the morning so that tardy students are not missing core instructional time *Have more stringent rules for late sign-ins that require the parent to come out of the car to sign their children in *More resources for the ELL and ESE Teachers that are exclusive to those teams

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

• Communication

*Have evening parent conferences, to allow for parents who can't come in or talk during the day to meet with teachers *Notice of when assessments are upcoming and how parents can help their children to prepare *Ensure timely communication with parents and quick responsiveness to parents concerns *Ensure translators are present at conferences, when needed *Ensure important documents are translated into dominant languages *Data driven parent conferences *Call-outs, emails, and text messages in all languages *Recordings of meetings for future reference *Vary the times that meetings are held, to allow parents/guardians a better opportunity to attend *Meetings will be held in buildings that are ADA accessible *Flyers in all languages *Electronic newsletter sent out monthly *Monthly family event calendar *Communicate with aftercare providers regarding supporting our students in doing their homework during aftercare *Record step-by-step instructions for how to solve math problems for more challenging concepts to share with the parents/guardians so they can support their children at home.

• Parent Training

*Parent-friendly explanations of the BEST standards *Parent-friendly explanations of the report card and where their children are deficient or are excelling *Parenting classes to help manage behaviors, so that students can be more focused on academics *STEM Night(s) interactive evenings with take-aways and instructions for parents/guardians *ELL Parent/Guardians Nights *ESE Parent/Guardians Nights

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

• School

*Provide free Parent Trainings that will help families work with their children at home *Provide resources in all classrooms that integrate math literacy with content areas *Teach effective skills and strategies that ensure retention of learning *Communicate successes and concerns with parents in an efficient and frequent manner *Set high instructional expectations for all students that promote the development of the state's content standards and benchmarks *Provide translation for key communications in our dominant languages *Record step-by-step instructions for how to solve math problems for more challenging concepts to share with the parents/guardians so they can support their children at home. *Provide math manipulative kids for the parents to take home for use with their children *Open up labs with English learner programs (i.e. Rosetta Stone), so that parents can improve on their English skills. *Create an incentive program for family attendance at school-based or school-sponsored events (i.e. a "Passport" where families get "stamps" for attending events and can turn their passports in for prizes *Try to develop more business partnerships that will enrich the school community *Provide a "New Parent" orientation to build relationships and ensure that parents are aware of our school's culture and norms *Provide community service opportunities that involve families to strengthen the relationship between the parents and the school *Attempt to engage parents who are traditionally less active

• Students

*Arrive at school and attend class on time each day, prepared to learn *Complete homework and class assignments on time and in a way that shows my personal best *Use technology responsibly and respectfully *Follow the PBS Behavior Matrix to ensure they show respect to their teachers and classmates. *Try their best and have a growth mindset *Prepare materials at home the night before so that they can leave the home on time in the morning *Ask questions for understanding

• Parents

*Ensure my child attends school each day. *Send my child to school on time and ready to learn, in school uniform. *Assist with homework when possible, review the Parent Communication Folder daily, be connected to Class Dojo, and sign student agenda daily in classes in which it is used. *Review homework assignments and provide assistance when needed *To attend Parent Conferences, either in person or virtually, including SBT, IEP, and 504 meetings, where applicable. *Take advantage of opportunities to participate in events and trainings provided by the school *Create routines at home that allow for students to leave the home and be at school on time. *Schedule appointments and vacations for outside of school time whenever possible *Be receptive to teacher feedback and engage in difficult conversations with an open mind. *Ensure computers are charged nightly so that they are ready to be used in class.

• Staff Training

*What to say and what not to say to parents *How to communicate and relate to diverse cultures *Trainings on cultural differences that may impact parent-teacher relationships, as well as teacher-student relationships *Trainings on how different disabilities manifest in the classrooms and tools for managing behaviors that stem from those disabilities *Trainings for managing difficult behaviors and establishing effective classroom routines *Trainings on how to hold a productive parent conference *Trainings on how to have difficult conversations with parents

• Accessibility

*Data driven parent conferences *Call-outs, emails, and text messages in all languages *Vary the times that meetings are held, to allow parents/guardians a better opportunity to attend *Meetings will be held in buildings that are ADA accessible *Events will take place in ADA accessible locations *Whenever possible, events will take place online and in-person, and/or will be recorded, to accommodate parents' availability and schedules *Flyers in all languages *Electronic newsletter sent out monthly *Monthly family event calendar *Communicate with aftercare providers regarding supporting our students in doing their homework during aftercare

Science

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

1. List prioritized needs statements.

53% of students were proficient on the FY22 SSA. 63% of students are currently meeting threshold, which means their scores range from 50%-100%.

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

*Scheduling constraints prevent teachers not in Grade 5 from consistently providing science instruction. *The 5th grade assessment includes standards from 3rd and 4th grade, which is often not taught with fidelity in grades in which it isn't tested. *Interventions take place during Science instruction for students needing Intensive Intervention in ELA across grade levels. This impacts the building of foundational knowledge. *Staff absenteeism *Student absenteeism and tardiness *Tutorial needs to start earlier in the year *Students reading below grade level, and much of the science test requires on-grade level reading ability *Many parents do not speak English as a first language, and therefore struggle to assist their children with their homework *Some student behaviors are disruptive to the classroom environment *Parent participation in conferences is inconsistent *Need for a stronger school/family relationship *Lack of meaningful consequences for behavior infractions

3. Share possible solutions that address the root causes.

*Provide in-house field trips *Provide more hands-on experiments *Refrain from pulling from Science for interventions when possible *Align Reading materials to Science content when working with small group *Run rotations throughout the grade level where students can go from room to room to do hands-on work with the same concept or standards *Ensure that students have access to manipulatives and programs for hands-on experiences *Communication with parents about the importance of bringing students to school on time daily *Communication with parents about the importance of regular attendance *Trainings for parents that allow them to support their struggling students at home with strengthening their reading skills *Schedule conferences at varying times of the day to allow for more parent involvement *Plan many different types of activities and events that engage parents and help with building relationships *Assist parents with developing skills for managing and modifying their children's negative behaviors *Parents can use the information shared in trainings to strengthen science by practicing with their children at home on a regular basis *Assist their children with completing individual science projects, when assigned *Parents can help students get into an evening routine that facilitates coming to school on time in the morning (i.e. preparing lunch, snacks, and backpack the night before; going to sleep at an appropriate hour; limiting screen time for non-academic tasks; bringing them in for free breakfast in the morning). *Parents can show they value the students' academic time by scheduling vacations and appointments for outside of the school day *Have room and/or grade level parents assigned, who can help support initiatives rolled out by the schools *Families can participate in and attend school events *Have events in which parents teach other parents based on their areas of expertise to highlight the value of what our parents can contribute *Teachers will complete necessary documentation on student behaviors and participate in PD on classroom management when deemed necessary *Provide more support for primary teachers *Designate an area for students who are misbehaving that is out of the main office *Consider moving PLCs to the morning so that tardy students are not missing core instructional time *Have more stringent rules for late sign-ins that require the parent to come out of the car to sign their children in *Classes with an hour for Science should see small groups on a regular basis * Consider making STEM a Fine Art exclusive of Computers (currently they are combined) *The Benchmark curriculum should help build necessary prior knowledge as students move through the curriculum and the concepts spiral

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

• Communication

*Data driven parent conferences *Call-outs, emails, and text messages in all languages *Recordings of meetings for future reference *Vary the times that meetings are held, to allow parents/guardians a better opportunity to attend *Meetings will be held in buildings that are ADA accessible *Flyers in all languages *Electronic newsletter sent out monthly *Monthly family event calendar*Events will take place in ADA accessible locations *Whenever possible, events will take place online and in-person, and/or will be recorded, to accommodate parents' availability and schedules *Communicate with aftercare providers regarding supporting our students in doing their homework during aftercare

• Parent Training

*STEM nights in which parents can come in and have hands-on interaction with Science concepts *Parent-friendly explanations of the standards *Parent-friendly explanations of the report card and where their children are deficient or are excelling *Parenting classes to help manage behaviors, so that students can be more focused on academics *ELL Parent/Guardian Nights *ESE Parent/Guardian Nights

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

• School

*Provide free Parent Trainings that will help families work with their children at home *Provide opportunities for students to have hands-on practice with science concepts *Teach effective skills and strategies that ensure retention of learning. *Communicate successes and concerns with parents in an efficient and frequent manner *Set high instructional expectations for all students that promote the development of the state's content standards and benchmarks *Provide translation for key communications in our dominant languages *Provide opportunities for families to learn about our science standards through STEM night(s) *Open up labs with English learner programs (i.e. Rosetta Stone), so that parents can improve on their English skills. *Create an incentive program for family attendance at school-based or school-sponsored events (i.e. a "Passport" where families get "stamps" for attending events and can turn their passports in for prizes *Try to develop more business partnerships that will enrich the school community *Provide a "New Parent" orientation to build relationships and ensure that parents are aware of our school's culture and norms *Provide community service opportunities that involve families to strengthen the relationship between the parents and the school *Attempt to engage parents who are traditionally less active

- Students

*Come to school on time and ready to learn *Complete classwork and homework in a timely fashion *Try their best and have a growth mindset *Prepare materials at home the night before so that they can leave the home on time in the morning *Ask questions for understanding *Use technology responsibly and respectfully *Complete homework and class assignments on time and in a way that shows my personal best *Use technology responsibly and respectfully *Follow the PBS Behavior Matrix and show respect to their teachers and classmates

- Parents

*Take advantage of opportunities to participate in events and trainings provided by the school *Create routines at home that allow for students to leave the home and be at school on time *Schedule appointments and vacations for outside of school time whenever possible *Be receptive to teacher feedback and engage in difficult conversations with an open mind *Attend parent conferences via phone, online, or in person *Ensure computers are charged nightly so that they are ready to be used in class. *Send my child to school on time and ready to learn, in school uniform *Assist with homework when possible, review the Parent Communication Folder daily, be connected to Class Dojo, and sign student agenda daily in classes in which it is used. *Attend Parent Conferences, either in person or virtually, including SBT, IEP, and 504 meetings, where applicable

- Staff Training

*What to say and what not to say to parents *Trainings on cultural differences that may impact parent-teacher relationships, as well as teacher-student relationships *Trainings on how different disabilities manifest in the classrooms and tools for managing behaviors that stem from those disabilities *Trainings for managing difficult behaviors and establishing effective classroom routines *Trainings on how to hold a productive parent conference *Trainings on how to have difficult conversations with parents

- Accessibility

*Events will take place in ADA accessible locations *Whenever possible, events will take place online and in-person, and/or will be recorded, to accommodate parents' availability and schedules *Data driven parent conferences *Call-outs, emails, and text messages in all languages *Vary the times that meetings are held, to allow parents/guardians a better opportunity to attend *Important flyers in all languages *Electronic newsletter sent out monthly *Monthly family event calendar *Communicate with aftercare providers regarding supporting our students in doing their homework during aftercare

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: **$165,651.75**

Acct Description	Description
Resource Teacher	Resource Teacher will provide remediation for grades K-5 in ELA through push in and pull out.
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr><tr><td>Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023</td><td>1</td><td>$397.75</td><td>General Supplies</td><td>Original</td><td>$397.7</td></tr></table>
Resource Teacher	Resource Teacher will provide remediation for grades K-5 in Math and Science through push in and pull out.
Resource Teacher	.5 Resource STEM on fine arts rotation for K-5.
Online subscription	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>Flocabulary for use with grades 1-5 in Language Arts classes</td><td>1</td><td>$2,900.00</td><td>Original</td><td>$2,900.00</td></tr></table>
Out-of-system Tutors	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr><tr><td>Academic Tutor for pullout or push in for grades 1-5 in math and reading</td><td>2</td><td>$15.00</td><td>2</td><td>2</td><td>12</td><td>Non-Certified</td><td>Original</td><td>$1,440.0</td></tr><tr><td>Retired cert teacher for pullout gr 3-5 in Math and reading</td><td>1</td><td>$37.00</td><td>2</td><td>2</td><td>12</td><td>Certified</td><td>Original</td><td>$1,776.0</td></tr></table>

Action Step: Parent Engagement

Provide parents with methods and processes to access grades, school information, help with language barriers, and training to help support the school and their students reach high academic achievement.

Budget Total: **$7,409.09**

Acct Description	Description					
Enrichment Contracts	**Item**	**Quantity**	**Rate**	**Type**	**Total**	
	Boca Museum of Art will host a family training with science and art integration activities in November/December	1	$500.00	Original	$500.0	
	Cox Science Center and Aquarium will host a Science Interactive STEM Night for families on October 25, 2023	1	$510.00	Original	$510.0	
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Chart Paper, Pack of 4	2	$90.55	General Supplies	Original	$181.10
	Poly-Pocket Folders pack of 25	10	$8.44	General Supplies	Original	$84.40
	Pencils	3	$5.28	General Supplies	Original	$15.84
	Copy Paper	5	$42.00	General Supplies	Original	$210.00
	Post-It Notes (3×3, 18 in a pack)	2	$16.34	General Supplies	Original	$32.68
	Colored Copied Paper reams	10	$8.99	General Supplies	Original	$89.90
	Kindergarten Here I Come Book	100	$2.99	Program Supplies	Original	$299.00

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Highlighters	13	$8.71	General Supplies	Original	$113.23
	Ink Cartidges (Lexmark colored cartidges)	6	$67.99	Technology	Original	$407.94

Acct Description	Description								
Temp Parent Support	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Out of system-Parent Liaison to coordinate with leadership about families needing referrals to agencies and home visits, follow-ups regarding attendance, etc.	1	$15.00	4	2	20	Non-Certified	Original	$2,400.0

Acct Description	Description								
Parent Support by School Staff	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Teachers to train parents after hours for PFEP trainings	10	$25.00	1	2	3	Certified	Original	$1,500.0

Action Step: Professional Development

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

Budget Total: **$73,146.41**

Acct Description	Description
Teacher Collaboration	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Team Leaders for Beginning of the year planning and data analysis	13	$25.00	1	4	1	Certified	Original	$1,300.00
K-5, ESE, ELL Teachers for planning and data analysis	42	$25.00	1	1	15	Certified	Original	$15,750.0

Acct Description	Description
Out-of-system PD Subs	

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teachers to observe master teachers and share best practices ongoing throughout the year	16	$16.00	1	6.5	1	Non-Certified	Original	$1,664.0

Acct Description	Description
Supplies	

Item	Quantity	Rate	Supply Type	Type	Total
Chart paper, pk of 4	1	$90.55	General Supplies	Original	$90.55
Post-it notes (yellow 12 per pack)	5	$3.33	General Supplies	Original	$16.65
Highlighters (box of 12)	4	$6.86	General Supplies	Original	$27.44
Blue pens (box of 12)	3	$10.97	General Supplies	Original	$32.91
Markers for Chart Paper (box 4 colored)	5	$4.81	General Supplies	Original	$24.05
Get Better Faster: A 90 Day Plan for Coaching New Teach	19	$20.00	Program Supplies	Original	$380.0
shipping	1	$2.81	General Supplies	Original	$2.81

Acct Description	Description
Coach	Coach will provide instruction to students and professional development to teachers in ELA.

Mission Statement

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

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;

- be written in parent-friendly language; and

- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

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

Involvement of Stakeholders

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

Name	Title
Joan Pierre-Jerome	Principal

Name	Title
Lauren Newson	Assistant Principal
Susan Culver	ESE Coordinator
Maryalice Kindred	ESOL Coordinator
Ashley Kluthe	SAI Teacher
Lorraine Overton	ESE Teacher

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

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

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

Stakeholders were given the opportunity to share what resources they felt would be most beneficial to them. These included trainings they wanted to have, resources they needed, and other engagement ideas that would make the curriculum fun for the family. 3/3/23 Instructional Leadership Team Meeting 2:00-4:00 3/6/23 Instructional Leadership Team Meeting 1:00-2:30 3/6/23 Faculty Meeting 2:30-3:30 3/7/23 Non-Instructional Staff Meeting 8:30-9:00 3/8/23 Stakeholders Meeting 6:00-7:00

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

> Through sharing their ideas for the trainings, resources, and events they were interested in having, some of the funding was allotted toward various activities. We are planning to have a family night hosted by the Cox Science Center, as well as developing a partnership with the Boca Museum of Art to host a family night and begin some project-based learning with the students. Additionally, Mathnasium has been contacted regarding hosting a parent night, and we plan to hold a STEM night hosted by the teachers. Parents were also 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 through PPP.

Name	Title
Joan Pierre-Jerome	Principal
Lauren Newson	Assistant Principal
Maryalice Kindred	ESOL Coordinator
Susan Culver	ESE Coordinator
Lorraine Overton	ESE Teacher
Ashley Kluthe	SAI Teacher

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 18 at 6:00 pm in the school cafeteria.

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

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

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

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

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Holding an Effective Parent Conference

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

--How to "sandwich" constructive feedback about academic and behavioral concerns between positive attributes of the student --How to handle confrontational parents --Taking effective conference notes --How to present academic and behavioral needs in parent friendly jargon --How to build a partnership with the parents

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

If the teachers can effectively communicate with parents, there will be more support from home, which could lead to positive changes academically and behaviorally. In addition, parents may be more likely to come in for conferences and be more receptive to what the teacher has to say with regards to student needs if there is always a positive aspect to the meeting.

- What will teachers submit as evidence of implementation?

Teachers are required to hold a minimum of two face-to-face conferences a year. The evidence of implementation will be through submission of conference notes from both meetings. Teachers will also be expected to make a welcome call to each student's parents within the first 2 weeks of school.

- Month of Training

September 2023

- Responsible Person(s)

Joan Pierre-Jerome and Lauren Newson

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- 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

Cultural Sensitivity and Awareness

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

The multicultural department will be asked to come in and present to the staff

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

JC Mitchell is an extremely diverse school, with students from over 40 birth countries with over 25 languages spoken in the home. There are often customs and behaviors that are unique to various cultures, and of which many staff may not be aware. These customs may impact interactions that teachers have with both parents and students, and it's important to be aware of them to promote the most positive interactions.

- What will teachers submit as evidence of implementation?

--Evidence of requesting a translator when needed (i.e. use of Language Line or Multicultural Dept. translators). --Communication sent in parent home language when available (individualized/personal letters, Dojo screenshots).

- Month of Training

October

- Responsible Person(s)

Joan Pierre-Jerome, Lauren Newson, and Maryalice Kindred

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

Understanding the Math Curriculum through a hands-on approach

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

Parents will learn how to work with the most challenging math concepts the students will encounter this year. They will use manipulatives to practice real problems.

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

Parent will be taught by grade-level teachers in a hands-on manner how to help their children with their homework and reinforcing the math concepts at home. They will use manipulatives, solve equations and math problems, and experience a classroom lesson.

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

If parents are able to support their students at home, they will have an additional resource to reinforce the concepts they are learning and perhaps struggling with.

- Date of Training

January 2024

- Responsible Person(s)

Joan Pierre-Jerome and Lauren Newson

- Resources and Materials

Lesson plan Manipulatives SmartBoards Handouts Pen/Pencils Chart Paper Post-it notes Highlighters Folders Markers

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

$150

2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• 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

Strengthening Reading Skills

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

Parents will learn how to engage in meaningful conversations with their children about literature and help them build their reading skills.

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

Small groups of parents will work with teachers in a mock Guided Reading lesson.

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

Parents will experience what the students do in a Guided Reading lesson and will learn valuable questioning techniques that will help to ensure students delve deeper into text. They will become more engaged in establishing nightly reading routines with their children. They will learn some foundational skills they can reinforce with struggling readers.

• Date of Training

October 2023

• Responsible Person(s)

Joan Pierre-Jerome and Lauren Newson

• Resources and Materials

--Books for Guided Reading lesson that parents can keep --Question cards for parents to keep --SmartBoards --Markers --Chart Paper --Post-its --Copy Paper

• Will use funds for refreshments as noted in SWP:

on

• Amount (e.g. $10.00)

$150

4. Reflection/Evaluation of Training #2

• Name of Training

TBD

• 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

Parent University

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

Parents will learn valuable tools for talking to their children about difficult subjects (may include: puberty, social media, high-risk behaviors, coping skills, and others).

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

Parents will participate in interactive discussions about the topics and will role-play how to deal with various situations that may arise with their children.

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

> If parents can better communicate with their children and recognize risk factors, they will be able to help them stay focused on their academic progress.

- **Date of Training**

> November 2023

- **Responsible Person(s)**

> Joan Pierre-Jerome and Lauren Newson

- **Resources and Materials**

> Handouts Copy Paper Chart Paper Markers Post-its Surveys SmartBoards

- **Will use funds for refreshments as noted in SWP:**

> on

- **Amount (e.g. $10.00)**

> $150

6. Reflection/Evaluation of Training #3

- **Name of Training**

> TBD

• 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

• Describe how agency/organization supports families.

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

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

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

• Frequency

As needed to support families

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

• Name of Agency

Boca Raton City Library

• Describe how agency/organization supports families.

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

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

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

• Frequency

At major school events

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

• Name of Agency

Boca Helping Hands

• Describe how agency/organization supports families.

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

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

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

• Frequency

Weekly

Communication

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

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

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

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

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

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

• Description

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

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

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

- Description

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

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

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

- Description

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

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

SAC agendas, minutes, and sign-in sheets

- Description

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

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

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

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

> CLFs 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.

• 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 rooms being used for meetings.

• Description

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

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

We do not have a migratory work population. We will have fliers if needed.

• 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.

Other Activities

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

1. Activity #1

• Name of Activity

Science Night

- Brief Description

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

2. Activity #2

- Name of Activity

> Math Night

- Brief Description

> Mathnasium will be coming to the school to do a family night in which they will run hands-on, math stations for students and parents to explore.

3. Activity #3

- Name of Activity

> STEM Night

- Brief Description

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

Building Non-Academic Skills

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

- Build coping skills;
- Promote positive behavior;

- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

- Identify students for tiered support;

- Determine supports needed;

- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

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

Professional Development

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

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale

- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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