
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.

As of January 2024, 20% of K-5 students are above grade level with an additional 24% of students on early grade level. That is a total of 44% of students working on grade level. This is a 24% increase since iReady diagnostic 1 (August). 77% of students are on track to reach typical growth and 20% of students have already met their stretch growth. According to STAR PM2: 38% of kindergarteners, 28% of first graders and 48% of second graders are proficient. According to FAST 3-5: 32% of third graders, 44% of fourth graders and 42% of fifth graders.

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

Teachers are still mastering the BEST standards and how to teach to the intent of the new standards. Student Engagement and collaborative practices are weak Teachers struggle to implement effective strategies while differentiating for students Students have limited background knowledge and limited foundational skills Consistency of double down, ELL and ESE supports has been challenging with state testing and teacher/student absences. The need for more parent engagement on academics

3. Share possible solutions that address the root causes.

Teachers are still mastering the BEST standards and how to teach to the intent of the new standards. Solution: Professional Development on unpacking standards, how standards build over time and how to remediate skills not mastered in previous grades. This could include work in PLC, PD Days and common planning. Continue to work on building teacher capacity through PD opportunities, coaching, collaborative planning, PLC meetings to analyze data, plan and adjust to standards-based instruction through the support of instructional Coaches and the SSCC. Student Engagement and collaboration is weak Solution: Focus PD on Kagen Strategies, student talk and engaging ways to increase student practice around the standard in an engaging way. This can include PD from outside the district, or by teacher-leaders in the field. Administrators will walk through with the lens of engagement and give immediate feedback to staff based on observations. Coaches can continue coaching cycles with staff based on interest and need. Offer planning opportunities based around creating collaborative tasks. Teachers struggle to implement effective strategies while differentiating for students with limited background knowledge and limited foundational skills. Solution: Provide professional development on differentiation, strategies for growing readers and phonics instruction. This can continue through PLCs, PD Days, Coaching cycles and Cadre presentations. Administration will monitor this work through walkthroughs and provide immediate feedback based on observed practices. Continue to work on building teacher capacity through PD opportunities, coaching, collaborative planning, PLC meetings to analyze data, plan and adjust to standards-based instruction through the support of instructional Coaches and the SSCC. Provide extended Day opportunities to students struggling with meeting standards through tutorials, afterschool activities and mentoring all year long. Root Cause: Students have limited background knowledge and limited foundational skills Solution: Provide/continue additional personnel (resource teachers, academic tutors, and/or Out of System tutors) to support intensive reading support to struggling students during the day. Provide opportunities for students to use hands-on experience/practice to support student learning with instructional supplies and supplemental resources. Continue PD through Coaching, PLC, Common Planning with Support to help teachers plan meaningful instruction to meet the needs of their students. Consistency of double down, ELL and ESE supports has been challenging with state testing and teacher/student absences. Solution: Be strategic when creating testing plans to reduce the amount of time push-in teachers are removed from instruction. Track teacher and student absences to fuel conversations around attendance and effectiveness. Incentivize student and staff attendance. The need for more parent engagement on academics Solution: Plan parent engagement trainings on how to support ELA at home through foundational practices, utilizing technology at home and build parent capacity around academics, attendance and behavior.

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

- **Communication**

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

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- Parents

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

- Staff Training

Staff will be trained on how to effectively communicate with families on curriculum, data and 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 via multiple platforms. All families will be accommodated regardless of need- Limited English Proficiency, Disability, Migratory Work and Homelessness.

Math

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

1. List prioritized needs statements.

According to FAST Math PM2, 43% of third graders, 40% of fourth graders and 55% of fifth graders are currently proficient in math. 100% of our AMP 5th graders are proficient at this time. According to iReady Math diagnostic 2 (January) only 13% of our students are performing at mid/above grade level. AN additional 15% of students are performing at beginning grade level proficiency. This is a total of 28%. In first grade we see the weakest proficiencies, at 5%. However STAR MATH 2 is showing data that does not correlate with this. According to STAR MATH 2, our K-2 Math proficiencies are MUCH higher. Kinder is 47% proficient, first grade is 67% proficient and 2nd grade is 60% proficient. This data is very promising but shows our weakness is in 3-5 math.

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

Students are missing foundational skills needed for success in their current grade level. The timing of the math block lacks time for reteaching previously taught standards or standards from previous grades. Student and teacher attendance may be affecting student achievement.

3. Share possible solutions that address the root causes.

Students are missing foundational skills needed for success in their current grade level. Solution: Create and implement math fact competitions and challenges to encourage automaticity of math facts. This could include implementing a math fact program. Differentiate instruction during small group math rotations to reteach skills needed for classroom success. Continue push-in support during math to ensure students are receiving differentiated instruction to meet their individual needs. Increase professional development on math instruction and differentiation. This work can be done in PDs, PLCs, Coaching cycles and cadres. The timing of the math block lacks time for reteaching previously taught in services during math blocks standards or standards from previous grades. Solution: Continue push-in services to support students during the rotational time of math. Support teacher planning and unpacking of standards to ensure their instruction focuses on the skills needed for overall success. This could include professional development on unpacking BEST Standards, aligning resources, increasing student practice and utilizing technology to support math instruction. This work can be completed in PD, PLC, coaching cycles, and cadres. Student and teacher attendance may be affecting student achievement. Solutions: Track teacher and student absences to fuel conversations around attendance and effectiveness. Incentivize student and staff attendance.

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

• Communication

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

• Parent Training

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

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

- **School**

The School Will: Providing quality academic instruction appropriate for each child Providing adequate technology to ensure students can use digital platforms Providing homework, when necessary, that supports lessons learned at school Responding to parent/guardian concerns within 24 hours Promoting respect of and value for all cultures Communicating through student agendas, home-school folders, newsletters, voice calling system, social media, etc. Provide Parent Trainings on Skills Practice and learning strategies

- **Students**

Students Will: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed Practicing math strategies daily Following the Braves Way: Be Respectful, Be Responsible, Be Safe, and Be Kind Bringing home newsletters and notices, and bringing the signed agenda to school daily

- **Parents**

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

- **Staff Training**

Staff will be trained on how to effectively communicate with families on curriculum, data and 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 via multiple platforms. All families will be accommodated regardless of need- Limited English Proficiency, Disability, Migratory Work and Homelessness.

Science

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

1. List prioritized needs statements.

Winter Diagnostic has shown that Jupiter Elementary has shown improvements in science proficiency in FY24. Mid Year our students are already 55% proficient on the Winter NGSS Diagnostic. With a focus on untaught standard, we project this number to continue to increase over the next 4 months. 5th grade teachers have seen an increase in proficiency in fair-game standards from incoming 4th graders, as a result of last year's Science Plan.

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

JES has placed a priority on Science Instruction in all grade levels. Science Lab on the Fine Arts Wheel has increased student engagement and practice of science standards in a hands on way. Vocabulary development is a weakness across all grade levels Science curriculum is not explicit

3. Share possible solutions that address the root causes.

JES has placed a priority on Science Instruction in all grade levels. Solution: Continue making science instruction a priority across all grade levels through strategic master scheduling. Science Lab on the Fine Arts Wheel has increased student engagement and practice of science standards in a hands on way. This teacher also supports 5th grade science push-in during the science block. Solution: Continue Science on the Fine Arts Wheel to support standards in the classroom. Continue hands-on learning aligned to weakest standards as shown through assessments. Increase the time that this teacher supports science in the classroom and increase Penda incentives across 3rd, 4th and 5th. Vocabulary development is a weakness across all grade levels Solution: Provide professional development to staff to discuss best practice for supporting Vocabulary development and implementing ELL strategies to support diverse learners. Science curriculum is not explicit Solution: In FY25 a new science curriculum will be rolled out by the district. Professional Development through PD Days, PLC, Coaching Cycles and common planning will support staff in this implementation and ensure that instruction is aligned to the necessary standards of weakness, including fair game standards.

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

- **Communication**

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

- **Parent Training**

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

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

- **School**

The School Will: hool 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 Responding to parent/guardian concerns within 24 hours Promoting respect of and value for all cultures Communicating through student agendas, home-school folders, newsletters, voice calling system, social media, etc. Providing enrichment opportunities such as SECME, Patrols, News Crew, Band, Chorus, Garden Club, Drama Club, Art Club, etc. Providing parent training on learning strategies.

- **Students**

Students Will: Arriving on time and attending school daily from 7:45 a.m. – 2:05 p.m. Coming to school ready to learn: completing all assignments and asking for help when needed Reading at least 20 minutes each night: Read with a family member or read independently Practicing math strategies daily Dressing for success in JES dress code Following the Braves Way: Be Respectful, Be Responsible, BE Safe, and Be Kind Bringing home newsletters and notices, and bringing the signed agenda to school daily

- Parents

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

- Staff Training

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

- Accessibility

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

Action Step: Classroom Instruction

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

Budget Total: \$188,877.51

Acct Description	Description
Resource Teacher	This 0.5 ELA Resource Teacher Position will push into K-5 classrooms to support L25% ELA students in small groupings.

Acct Description	Description									
Resource Teacher	This 0.5 ELA Resource Teacher position will provide SAI and pull-out literacy support to targeted L25% ELA students in grades K-5.									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Paper	1	\$2,550.00	General Supplies			Original	\$2,550.00		
	Chart Paper	26	\$25.99	General Supplies			Original	\$675.74		
	Dry Erase Markers - Box of 5	50	\$23.54	General Supplies			Original	\$1,177.00		
	PreSharpened Pencils	1	\$19.77	General Supplies			Original	\$19.77		
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Temp NC LT Tutor will work with Primary K, 1, 2. Small group reading, differentiated instruction. Starts after Labor Day.	1	\$15.00	5	6	30	Non-Certified	Original	\$13,500.00	
Resource Teacher	This 0.5 Resource Teacher will provide STEM on the Wheel instruction for grades 3-5.									
Resource Teacher	This 0.5 Resource Teacher will push into K-5 classrooms to support L25% ELA students in small groupings.									

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: \$46,665.24

Acct Description	Description																																										
Parent Liaison - Para Level	This ara-level Parent Liaison will increase school-home partnership, implement PFEP initiatives, and provide support to teachers during PTC.																																										
Supplies	<table border="1"><thead><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr></thead><tbody><tr><td>Ink/Toner-Parent Communication</td><td>1</td><td>\$181.75</td><td>Technology</td><td>Original</td><td>\$181.75</td></tr><tr><td>Poster Paper for Parent Directions/Trainings</td><td>5</td><td>\$60.00</td><td>General Supplies</td><td>Original</td><td>\$300.00</td></tr><tr><td>Kinder Round-Up Books - TBD</td><td>100</td><td>\$10.00</td><td>Program Supplies</td><td>Original</td><td>\$1,000.00</td></tr><tr><td>Cardstock</td><td>25</td><td>\$12.77</td><td>General Supplies</td><td>Original</td><td>\$319.25</td></tr><tr><td>Agendas for Parent/Home Communication</td><td>900</td><td>\$2.50</td><td>General Supplies</td><td>Original</td><td>\$2,250.00</td></tr><tr><td>Ink/Toner</td><td>16</td><td>\$44.89</td><td>Technology</td><td>Original</td><td>\$718.24</td></tr></tbody></table>	Item	Quantity	Rate	Supply Type	Type	Total	Ink/Toner-Parent Communication	1	\$181.75	Technology	Original	\$181.75	Poster Paper for Parent Directions/Trainings	5	\$60.00	General Supplies	Original	\$300.00	Kinder Round-Up Books - TBD	100	\$10.00	Program Supplies	Original	\$1,000.00	Cardstock	25	\$12.77	General Supplies	Original	\$319.25	Agendas for Parent/Home Communication	900	\$2.50	General Supplies	Original	\$2,250.00	Ink/Toner	16	\$44.89	Technology	Original	\$718.24
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Ink/Toner	16	\$44.89	Technology	Original	\$718.24																																						

Action Step: Professional Development

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

Budget Total: \$184,497.00

Acct Description	Description
Single School Culture Coordinator	This Single School Culture Coordinator will build K-5 teachers' capacity in differentiated and data-driven ELA, math, and science instruction through coaching and PLCs.
LTF	This Learning Team Facilitator will model/coach/facilitate for teachers and help create data-driven lessons for grades 3-5 in ELA and Math.
Coach	This 0.5 ELA Coach will model ELA lessons and coach K-2 teachers on ELA instructional best practices.

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
Melissa DiPasquale	Assistant Principal
Kaitlyn Kennedy	SSCC
Marisa Bardorf	Reading Coach and Resource
Carmen Pesik	Dual Language Coach
Michelle Buckel	PLC Facilitator
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, 2024. 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, PLC Facilitator, 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
Michelle Buckel	PLC Facilitator
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 9th, 2024, 5:15, Cafeteria & Virtual

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

Parent Partnerships

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

Training will train teachers on appropriate parent conference techniques, how to openly communicate with families and community partners and how to share students goals with families. This will also include reviewing the parent compact with parents.

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

It is expected that staff implements best practices for communicating with families and holding parent conferences, clearly discussing student goals and needs.

- What will teachers submit as evidence of implementation?

Parent Teacher Conference forms with evidence of the 'sandwich techniques', sharing data, setting goals with families and follow up next steps.

- Month of Training

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

- 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

Data Chat Training

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

This training will focus on strategies for reviewing student data with parents and setting appropriate goals. It will also include strategies to discuss with parents on how to support student learning at home and what online resources to share.

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

Staff will be able to support parents in their efforts to support student learning at home through utilizing online tools and communicating with parents on expectations and available resources.

- What will teachers submit as evidence of implementation?

Data chat conference notes with resources provided to parents

- Month of Training

November/December

- Responsible Person(s)

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

- 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 online programs in the portal and checking grades online

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

parents will receive their log in information for SIS Gateway and will begin setting up their accounts with staff support. Students will then log into their portals and show parents each APP as we discuss their purpose and how to use them at home. There will also be a table top discussion and question/answer support at the end.

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

Parents will be able to log into SIS Gateway to check grades and also learn which programs students should be accessing at home. Because of this, families will be able to support students in setting schedules and expectations for what is happening at home in terms of practicing skills and closing learning gaps. Students will be more success at accessing practice online.

- Date of Training

September 2024

- Responsible Person(s)

DiPasquale/Leadership Team

- Resources and Materials

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

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Fun Night: Learning At Home

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

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

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

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

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

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

- Date of Training

December 2024

- Responsible Person(s)

DiPasquale/Leadership Team

- Resources and Materials

Dice, Cards, paper, card stock, markers, crayons, scissors, sticky notes, pencils, markers, pens, brass tabs, metal rings, etc.

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Internet Safety for Elementary Students

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

Parents will learn safety techniques for monitoring student internet use at home, including social media (and the new laws around social media). This training will also include information about Child Trafficking and stranger danger for families as well. This is in partnership with our community partners: El Sol.

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

Parents will see hands on how to access tools to support monitoring internet/social media at home. There will also be a round table discussion on concerns parents are facing with a Q/A on how to support their struggles at home.

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

This training is designed to increase safe use of technology at home and increase the focus at home to be around learning and growing. Safe homes mean safe students and this increases student engagement and increases student focus on learning.

- **Date of Training**

February 2024

- **Responsible Person(s)**

Riley/El Sol

- **Resources and Materials**

Paper, computers, Cellphones (brought from home), cardstock, markers, anchor chart paper, translation tools, pens, pencils

- Amount (e.g. \$10.00)

0

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, 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, minutes, conference notes

- **Description**

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

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

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

- Description

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

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

Invitation, sign-in sheets, agendas

Accessibility

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, 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;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- 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

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

SBT/MTSS Implementation

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 and SLL support services in the classroom with. Guidance counselors provide assistance and on the spot guidance to students in need. Tier 2- In addition to Tier 1 instruction, students that need an added support will receive an additional 30 minutes of supplementary instruction for a specific goal to help close an area of concern the student is having. Teachers may use IReady Toolbox, Leveled Literacy Intervention, Benchmark Resources. Tier 3- In addition to Tier 1 and Tier 2, any student that is still struggling will receive up to an additional 30 minutes of support (intensive instruction) to an individualized goal to help close an area of concern the student is having. Students receive this intervention in a very small group. Teachers may use IReady Toolbox, Leveled Literacy Intervention or 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 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

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

Professional Development

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. 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" "FLamingo Literacy" "FUNdations" "PGP" "Marzano" "Grade Level/Subject Cadres" "District Pre-school Dives". To document implementation, JES will collect PLC/PD agendas and PLC/PD sign in sheets.

Recruitment and Retention of Effective Educators

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 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