
Title I Comprehensive Schoolwide Plan
NORTH GRADE K-8 (0681)

ELA

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

1. List prioritized needs statements.

1. F.A.S.T ELA Proficiency 3rd - 8th grade is at PM 2 at 35% 2. FY24 Iready Diagnostic data shows proficiency levels at Kindergarten 44%, 1st grade 25%, 2nd Grade 33% 3. A priority for the school is to strengthen teacher capacity in teaching differentiated groups. Teachers also need more planning for and delivering of DI.

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

The root causes for the needs assessment is: 1. Lack of foundational and oral skills due to 60% of our students do not speak English at home and need additional time to develop language skills and academic vocabulary. 2. A large number of kindergarten students don't have readiness skills to master content. 3. A large number of students do not comprehend text on grade level and require differentiated support 4. The teachers need support in teaching, implementing and planning ELA instruction to achieve best practices in learning. 5. Lack of access to literary resources for students and parents to help their students at home with ELA. 6. Kindergarten, 1st grade classrooms, are averaging 25 students per classroom which impedes the teachers ability to make connections with the student and work in small groups due to the large classroom size. 6. Lack of support for our parents to understand the importance of attendance and engagement in school.

3. Share possible solutions that address the root causes.

The possible solution can be: 1. A SSCC to assist with the implementation and monitoring of various programs such as tutorial, SBT, coaching classroom teachers to assist with the educational growth of all our students in ELA, Math and Science. Specifically with the State Assessments, District Assessment and Technology assessments in reaching grade level proficiency. 2. A reading coach to model, collaborate with with building teacher efficacy. 3. Academic tutors to assure that all students are seen in a small group during ELA, to practice skills in ELA curriculum 4. Assist our K-2 parents in helping their children learn the reading skills necessary to be on grade level with trainings offered at different days and times. 5. Productive PLC planning and professional development for all our teachers in all subjects. 6. See a growth of oral fluency in students by monitoring the Oral running records from first quarter to third quarter. 7. Teacher collaboration in planning for ELA. 8. Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies. 9. Professional Development for ELA K-8 teachers and administration with best practice teaching strategies. 10. Partnering with parents in finding learning/testing resources to assist their students at home. 11. Collaborative parents in understanding the importance of attendance and engagement in school. 12. Assist our parents in understanding how to access their student's grade. 13. Academic tutors to be assigned to our Lowest 25%, to work in small group and monitor success. 14. K-5 tutorial before, during or after school so that our students can learn and practice skills to be successful readers. 15. Kindergarten round up for incoming Kindergarten parents to assist students in preparing to enter Kindergarten. 16. Professional Development for Administrators and teachers in the Dual Language program in keeping with the newest Dual Language teaching strategies. 17. Professional Development for Administrators and teachers in the ELA, and/or math and/or Science in keeping with the newest teaching strategies. 18. A Kindergarten or 1st grade classroom teacher to assist with the large classroom size and assist with the grade level working in small groups within their classrooms. 19. Parent Liaison position to assist parents with support in understanding the importance of pre-K, attendance and engagement in school. 20.. Supplementing our educational initiative with vetted educational subscriptions such as Dreambox resources, I Ready/Magnetic workbooks, Coach performance workbooks, Heggerty, Top Score, Foundations...

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

• Communication

We are using school wide class dojo with our parents for better communication and an insight to the classroom environment. We will also email, text and use paper communication to communicate Title 1, trainings, school compact, etc.

• Parent Training

We will have the following trainings/presentations: Reading strategies to help your students at home The importance of coming to school everyday Class Dojo/SIS Parent Gateway trainings.

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

- School

To commit to tracking attendance and student engagement and after the third absence or lack of engagement contact parent. To commit to raising our parent engagement to 70%.

- Students

To commit to attendance and focused on their learning.

- Parents

Both parents and teachers to commit to utilize the classdojo app and come to 2 conferences a year.

- Staff Training

Classroom Management Training Parent Engagement Training SLL Training SIS Parent Gateway Training - How to get your student's grades

- Accessibility

We will using our Spanish CLF, Creole CLF and Kanjobal CLF. They will translate at parent meetings.

Math

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

1. List prioritized needs statements.

1. P.M. 2 F.A.S.T Math Proficiency 3rd-8th = 29% 2. FY24 Iready Winter Diagnostic data shows proficiency levels at Kindergarten 18%, 1st grade 21%, 2nd Grade 22% 3. A priority for the school is to strengthen teacher capacity in teaching differentiated groups. Teachers also need more planning for and delivering of DI. - Top Priorities: - Assist our parents in helping their children learn the math skills necessary to be on grade level. - See a growth of Math performance in K-8th grade using the P.M. 1 to P.M. 3 proficiency levels - Assistance to our teachers with productive PLC planning and professional development in Math curriculum. - Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies. - Assist our parents in finding learning resources to assist their students at home. - Assist our parents in understanding the importance of attendance and engagement in school.

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

The root causes for the needs assessment is: 1. Lack of foundational and oral skills due to 60% of our students do not speak English at home and need additional time to develop language skills and academic vocabulary. 2. A large number of kindergarten students don't have readiness skills to master content. 3. A large number of students do not comprehend text on grade level and require differentiated support 3. The teachers need support in teaching, implementing and planning Math instruction to achieve best practices in learning. 4. Lack of access to math resources for students and parents to help their students at home with Math. 5. Kindergarten, 1st grade classrooms and 4th grade classrooms are averaging 25 students per classroom which impedes the teachers ability to make connections with the student and work in small groups due to the large classroom size. 6. Lack of support for our parents to understand the importance of attendance and engagement in school.

3. Share possible solutions that address the root causes.

The possible solution can be: 1. A SSCC to assist with the implementation and monitoring of various programs such as tutorial, SBT, coaching classroom teachers to assist with the educational growth of all our students in ELA, Math and Science. Specifically with the State Assessments, District Assessment and Technology assessments in reaching grade level proficiency. 2. A math coach to model, collaborate with with building teacher efficacy. 3. Academic tutors to assure that all students are seen in a small group during ELA, to practice skills in Math curriculum 4. Assist our K-2 parents in helping their children learn the math skills necessary to be on grade level with trainings offered at different days and times. 5. Productive PLC planning and professional development for all our teachers in all subjects. 6. See a growth of math fluency in students by monitoring Iready, FSQs and USAs from first quarter to third quarter. 7. Teacher collaboration in planning for Math. 8. Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies. 9. Professional Development for Math K-8 teachers and administration with best practice teaching strategies. 10. Partnering with parents in finding learning/testing resources to assist their students at home. 11. Collaborative parents in understanding the importance of attendance and engagement in school. 12. Assist our parents in understanding how to access their student's grade. 13. Academic tutors to be assigned to our Lowest 25%, to work in small group and monitor success. 14 K-5 tutorial before, during or after school so that our students can learn and practice skills to be successful readers. 15. Kindergarten round up for incoming Kindergarten parents to assist students in preparing to enter Kindergarten. 16. Professional Development for Administrators and teachers in the Dual Language program in keeping with the newest Dual Language teaching strategies. 17. Professional Development for Administrators and teachers in the ELA, and/or math and/or Science in keeping with the newest teaching strategies. 18. A Kindergarten or 1st grade classroom teacher to assist with the large classroom size and assist with the grade level working in small groups within their classrooms. 19. Parent Liaison position to assist parents with support in understanding the importance of pre-K, attendance and engagement in school. 20.. Supplementing our educational initiative with vetted educational subscriptions such as Dreambox resources, I Ready/Magnetic workbooks, Coach performance workbooks, Heggerty, Top Score, Foundations...

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

- Communication

We are using school wide class dojo with our parents for better communication and an insight to the classroom environment. We will also email, texting and use paper communication to communicate Title 1, trainings, school compact, etc.

- Parent Training

We will have the following trainings/presentations: Gearing up for Kindergarten Math Strategies to help your student at home SIS Parent Gateway Training - How to get your student's grades The importance of coming to school everyday. Parent training on how to support students in Math by using games.

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

- School

To commit to tracking attendance and student engagement and after the third absence or lack of engagement contact parent.

- Students

To commit to attendance and engagement.

- Parents

Both parents and teachers to commit to utilize the classdojo app and come to 2 conferences a year.

- Staff Training

The effects of truancy on students Behavior Management Training Parent Engagement Training SLL Training SIS Parent Gateway Training - How to understand student's grades

- Accessibility

We will using our Spanish CLF, Creole CLF and Kanjobal CLF. They will translate at parent meetings.

Science

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

1. List prioritized needs statements.

1. SSA Science Diagnostic Proficiency 5th=47% 2. SSA Science Diagnostic Proficiency 8th grade=38% 3. A priority for the school is to strengthen teacher capacity in teaching differentiated groups. Teachers also need more planning for and delivering of DI. North Grades Top Priorities: - To raise SSA proficiency 10% in both 5th and 8th grade Science. - Assist our parents in helping their children learn the reading skills necessary to be on grade level. - Assistance to our teachers with productive PLC planning and professional development in all subjects. - See a growth of oral fluency in students by monitoring the Oral Benchmarks records from first quarter to third quarter. - Teacher collaboration in planning for Science. - Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies - Assist our parents in finding learning/testing resources to assist their students at home. - Assist our parents in understanding the importance of attendance and engagement in school

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

The root causes for the needs assessment is: 1. Lack of foundational and oral skills due to 60% of our students do not speak English at home and need additional time to develop language skills and academic vocabulary. 2. A large number of kindergarten students don't have readiness skills to master content. 3. A large number of students do not comprehend text on grade level and require differentiated support 3. The teachers need support in teaching, implementing and planning Science instruction to achieve best practices in learning. 4. Lack of access to science resources for students and parents to help their students at home with Science. 5. Kindergarten, 1st grade classrooms and 4th grade classrooms are averaging 25 students per classroom which impedes the teachers ability to make connections with the student and work in small groups due to the large classroom size. 6. Lack of support for our parents to understand the importance of attendance and engagement in school.

3. Share possible solutions that address the root causes.

The possible solution can be: 1. A SSCC to assist with the implementation and monitoring of various programs such as tutorial, SBT, coaching classroom teachers to assist with the educational growth of all our students in ELA, Math and Science. Specifically with the State Assessments, District Assessment and Technology assessments in reaching grade level proficiency. 2. A science coach to model, collaborate with with building teacher efficacy. 3. Academic tutors to assist student learn science vocabulary, help with science experiments and monitor science lesson comprehension. 4. Assist our K-2 parents in helping their children learn the math and science skills necessary to be on grade level with trainings offered at different days and times. 5. Productive PLC planning and professional development for all our teachers in all subjects. 6. See a growth of math fluency in students by monitoring Iready, FSQs and USAs from first quarter to third quarter. 7. Teacher collaboration in planning for Science. 8. Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies. 9. Professional Development for Science K-8 teachers and administration with best practice teaching strategies. 10. Partnering with parents in finding learning/testing resources to assist their students at home. 11. Collaborative parents in understanding the importance of attendance and engagement in school. 12. Assist our parents in understanding how to access their student's grade. 13. Academic tutors to be assigned to our Lowest 25%, to work in small group and monitor success. 14 K-5 tutorial before, during or after school so that our students can learn and practice skills to be successful readers. 15. Kindergarten round up for incoming Kindergarten parents to assist students in preparing to enter Kindergarten. 16. Professional Development for Administrators and teachers in the Dual Language program in keeping with the newest Dual Language teaching strategies. 17. Professional Development for Administrators and teachers in the ELA, and/or math and/or Science in keeping with the newest teaching strategies. 18. A Kindergarten or 1st grade classroom teacher to assist with the large classroom size and assist with the grade level working in small groups within their classrooms. 19. Parent Liaison position to assist parents with support in understanding the importance of pre-K, attendance and engagement in school. 20.. Supplementing our educational initiative with vetted educational subscriptions such as Dreambox resources, I Ready/Magnetic workbooks, Coach performance workbooks, Heggerty, Top Score, Foundations...

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

• Communication

We are using school wide class dojo with our parents for better communication and an insight to the classroom environment. We will also email, texting and use paper communication to communicate Title 1, trainings, school compact, etc.

• Parent Training

Gearing up for kindergarten training The importance of coming to school everyday Fun with STEAM night Class Dojo/SIS Parent Gateway open labs

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

- School

To commit to tracking attendance and student engagement and after the third absence or lack of engagement contact parent.

- Students

To commit to attendance and engagement.

- Parents

Both parents and teachers to commit to utilize the classdojo app and come to 2 conferences a year.

- Staff Training

Classdojo - benefits and resources for engaging parent communication. The effects of truancy on students How to infuse science in other content areas. How to assist parents in supporting student in Science K-8.

- Accessibility

We will using our Spanish CLF, Creole CLF and Kanjobal CLF. They will translate at parent meetings.

Action Step: Classroom Instruction

Ensure students and teachers have access to standards-aligned curricular resources and the materials and supplies necessary to ensure student engagement and success.

Budget Total: \$203,293.76

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Assorted Dry Erase Markers	45	\$4.00	General Supplies	Original	\$180.00
	Fundations Classroom Set - Level K-1	1	\$10,265.00	Instructional Materials	Original	\$10,265.00
	iReady Magnetic Reading/Math FL B.E.S.T 3rd-5th	1	\$4,500.00	Instructional Materials	Original	\$4,500.00
	Blue Copy Paper (per ream)	10	\$39.00	General Supplies	Original	\$390.00
	File Folders (100 pack)	11	\$5.50	General Supplies	Original	\$60.50
	Flash Cards	300	\$3.50	General Supplies	Original	\$1,050.00
	Black Expo markers (pk of 36)	1	\$29.71	General Supplies	Original	\$29.71
	Presharpened pencils (144)	15	\$11.00	General Supplies	Original	\$165.00
	Composition Books - (5pk of 100 sheets)	100	\$10.15	General Supplies	Original	\$1,015.00
	Sticky Chart paper (4 in a pack)	4	\$140.00	General Supplies	Original	\$560.00
	Chart paper (pack of 12)	10	\$64.00	General Supplies	Original	\$640.00
	Spiral Notebooks (140 pg. /70 Sheets) Wide Rule	100	\$2.50	General Supplies	Original	\$250.00
	Shipping	1	\$409.50	Instructional Materials	Original	\$409.50
	Index Cards of 3×5 Ruled Rainbow	10	\$2.40	General Supplies	Original	\$24.00
	Paper	101	\$35.00	General Supplies	Original	\$3,535.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Index Cards 5×8 Ruled (pk of 100)	9	\$1.20	General Supplies	Original	\$10.80
	Bic Blue pens (pk of12)	5	\$2.25	General Supplies	Original	\$11.25
	Amend 17- Removed Foundations (+ \$6 shipping)- BT 490767	-1	\$10,271.00	Instructional Materials	Amendment	-\$10,271.00
Resource Teacher	Reading Resource Teacher will provide push-in support for students below grade level in grades 3-5 during small group instruction in ELA.					
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Headphones	250	\$15.00	Original	\$3,750.00	
Online subscription	Item	Quantity	Rate	Type	Total	
	Reading Plus willbe used by 3rd-5th students below grade level during tiered instruction/FA (site license - 160 students)	1	\$8,480.00	Original	\$8,480.00	
	Amend 17- IXL - Math and Science - Will be used during instructional blocks to reinforce standards in Math and Science Grades 4th -5th / 300 students (BT 490767)	1	\$4,890.00	Amendment	\$4,890.00	
	BT 492436- Transferred funds to cover the IXL PD Virtual Session	-1	\$695.00	Budget Transfer	-\$695.00	
Resource Teacher	Math Resource Teacher will provide push-in small group support for students below grade level in regular and AMP classes in grades 3-5.					

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide after-school tutorial to 3rd-8th grade students who are below grade level in reading and math to remediate classroom concepts. Will begin in November.	12	\$37.00	2	2.25	16	Certified	Original	\$31,968.00
	Amend 17- Increased 2 weeks of Afterschool Tutorial (BT 490767)	12	\$37.00	2	2.25	2	Certified	Amendment	\$3,996.00

Action Step: Professional Development

Provide support and assist teachers through modeling, coaching and facilitating PLCs with the disaggregation of data, use data to create action plans, guide instructional decisions based on data, and model best practices using the Florida Standards across all content area and grade levels.

Budget Total: **\$167,223.00**

Acct Description	Description
Coach	Reading Coach will support teachers with the Benchmark curriculum in classrooms through the coaching cycle of modeling, planning, and data analysis and facilitate PLCs with K-5.

Acct Description	Description						
Travel out-of-state	Item			Quantity	Rate	Type	Total
	The National Association of Bi-lingual Education Conference will provide provide the opportunity to better understand the acquisition of a second language and immersion programs, as well as the latest research and information on instructional best practices as it relates to emerging bilinguals and biliteracy programs. Atlanta, GA (Feb. 20-22, 2025) 2(Registration - \$650, Transportation - \$642, Lodging - \$900, Per Diem - \$108)			1	\$4,600.00	Original	\$4,600.00
Webinar /PD with Purchase	Item			Quantity	Rate	Type	Total
	BT 492436- IXL Foundations- Virtual Professional Learning Lesson			1	\$695.00	Budget Transfer	\$695.00
Computer HW; non-cap	Item		Quantity	Rate	Type	Total	
	Lexmark Color Printer		1	\$600.00	Original	\$600.00	
Single School Culture Coordinator	Single School Culture Coordinator will provide ELA support to teachers through modeling, coaching, and facilitating PLCs. She will assist teachers in the disaggregation of data, use data to create action plans, guide instructional decisions based on data, and model best practices using the Florida Standards.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Ink - Cyan, Magenta, Yellow		9	\$75.00	Technology	Original	\$675.00
	Ink - Black		4	\$90.00	Technology	Original	\$360.00

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$7,084.99**

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Outside of contracted hours for a Certified staff to facilitate 3 parent engagement trainings to support student achievement in all content areas K-8. (Sept., Dec. & Feb/Mar)	1	\$25.00	3	4	1	Certified	Original	\$300.00	
Supplies	Item		Quantity	Rate	Supply Type		Type	Total		
	EZ Read sight word Dolce Prep (pack of 6)		25	\$17.99	Program Supplies		Original	\$449.75		
	Magnets Jumbo uppercase Color (set of 42)		5	\$17.62	Program Supplies		Original	\$88.10		
	Student planners/folders middle school 6-8		90	\$2.25	General Supplies		Original	\$202.50		
	Ink for color printer - lexmark black		1	\$90.00	Technology		Original	\$90.00		
	Mi Libro d ABECE Spanish alphabet Journal (pack of 10)		7	\$38.99	Program Supplies		Original	\$272.93		
	Expo markers - (pack of 36)		2	\$26.22	Program Supplies		Original	\$52.44		
	Shipping and handling for planners		1	\$250.00	General Supplies		Original	\$250.00		
	Mini White Boards (pack of 10)		15	\$10.19	Program Supplies		Original	\$152.85		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	My Learning Journals (pack of 12)	12	\$104.99	Program Supplies	Original	\$1,259.8
	Ink for color printer - cyan, yellow, magenta	1	\$225.00	Technology	Original	\$225.00
	Writing Alphabet/Number Dry Erase Flash cards	50	\$19.66	Program Supplies	Original	\$983.00
	Student planners/agendas/ folders K-5	740	\$2.50	General Supplies	Original	\$1,850.0
	Flashcards Color/Shapes	50	\$9.05	Program Supplies	Original	\$452.50
	Dry Erase Board Magnetic 9×12 (pk of 48)	2	\$176.02	Program Supplies	Original	\$352.04

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

North Grade K8 endeavors to encourage parents/guardians to be actively involved in their child’s education on a continuous basis. We will strive to provide consistent and pertinent school information, academic, culturally responsive and social emotional parent training and assistance through family/parent education courses, activities and referral services.

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
Nicole Patterson	Principal
Sarah Larralde	Assistant Principal
Luz Williams	ESOL Guidance Counselor
Sonia McGowan	TOSA/SAC Chair
Katie Wilson	Parent/ SAC Member
Alana Facey	5th Grade Chair
Bethany McGinley	4th Grade Chair
Iris Gonzalez	3rd Grade Chair
Melina Davis	2nd Grade Chair
Dawn Harrison	1st Grade Chair
Jacqueline Galloway	KG Grade Chair
ELL Grade Chair	Rosanne Fuentes
ESE Grade Chair	Nancy Howard
Dawn Davis	Parent/SAC member
Behavior Health Professional	Marisol Persaud

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

For the CNA our teachers are automatically our stakeholders. They assist us with the process at looking at what we did the year before and seeing if it met the needs and wants of our teacher, parents, and students. We work with our PTO parents and SAC members as part of the process of the CNA. SAC Members are teachers, parent and community members who work with the school. Our SAC members must represent the diversity of our students therefore assuring a voice and vote for everyone.

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

Our teacher will get monthly updates on the Title 1 at our faculty meetings and we will ask and document their input. We will also have Title 1 updates at SAC meetings and document their input. As well as put Title 1 updates on our School Wide Class Dojo. This input will assist us with the Schoolwide Plan (CNA/SWP/PFEP) For the CNA, teachers will give their input the beginning of February during the CNA meeting at 2:30p.m. Our parents will go over the CNA process the middle of February and Stakeholders will give their input on March SAC meeting at 8:30 a.m. We will discuss and go over the SWP and PFEP and have a Title 1 Q&A with teachers at all our staff meetings.

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

During our Welcome Back Meeting on Monday August 5th we discussed how that this will be year four for Benchmarks K-2 ELA curriculum and year 3 for 3-5th. We will also discuss the new Science curriculum rollout. We also discussed that it will be year 3 for the math curriculum. We will look at our wins and improvements needed from the 2024 school year in looking at the 2025 school year. We also discussed that we need to emphasize that every classroom should be doing small groups in Reading and Math. We will also discuss the math interventions as well as the comeback of foundations. We will also discuss our School PBIS and how we can do better and what we have learned from previous years. I will ask the staff for input on parent trainings and what the teacher needs to help them establish that relationship with parents. Title 1 funds will support with supplies in creating anchor charts, post-its, and paper. We will have our first SAC meeting on Sept 9th where we will discuss the Parent and Family engagement with our SAC members and ask for Feedback. During Parent Engagement meetings Title 1 funds will help support our parents with supplies such as small whiteboards, flashcards and expo markers. Our Title 1 Annual parent Meeting will be held on Thursday September 26th at 8:30a.m and at 5:30p.m.

Name	Title
Nicole Patterson	Principal
Sarah Larralde	Assistant Principal
Nathalie Drahos	SSCC
Luz Williams	Guidance Counselor
Sonia McGowan	TOSA
Dawn Davis	SAC/PTO Member

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?

Thursday September 26th @ 8:30 in the school cafeteria and 5:30 p.m. in the Media Center.

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

Through ParentLink and ClassDojo we will send text invitations. We will also send Parentlink texts to parents. We will put it on our website. I will be working with the Volunteer Coordinator/Business Partner coordinator to invite business and community partner contacts to the meeting as well via the marquis, email or phone call.

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

We will review the PFEP and School-Parent Compact. We will also have copies of the powerpoint slides as well as on a link on the North Grade Website. For the evaluation we will create a google form survey have computers at the meeting so they can fill out the form immediately and also send the link to the participants email. We will need paper to give everyone in attendance a copy of the slides, pencils 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

Building Parent-Teacher Relationships

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

The strategy that will be presented is the different methods of communication between parent and teacher and school to parent. We will discuss Classdojo, and the text component for parent communication. We will also discuss and practice how to use SIS gateway as a communication tool to teachers. Finally we will discuss the school compact with parents. We will also discuss how we can't use social media due to the new state statutes

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

That teachers see that communication is key with a parent and the benefit of parental involvement can free teachers to focus more on instruction. Also that timeliness is key with parent communication. As well as other communication strategies such as: * Initiation - Classdojo has the ability to interpret over 30 languages. Google Translate as part of the school technology * Using our Community Language Facilitators (CLFs) as well as the District CLF for other languages outside of Spanish and Creole. The goal is that ALL teachers initiate communication with parents and understand that if the parent does not speak English that should not be a deterrent for not to initiate communication. * Clarity * Follow-through We will be monitoring teachers throughout the year looking at conference notes, google forms and classdojo. Our expectation is that communication is initiated at a minimum of 4 times a year. Optimal would be once a month.

- What will teachers submit as evidence of implementation?

Conference notes (face to face or phone) Screenshots for Classdojo

- Month of Training

September

- Responsible Person(s)

Sarah Larralde, Luz Williams. Nathalie Drahos

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

Sharing Data with Parents

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

Teachers will learn how to let their parents know - How to get access to SIS and grades Approach Data Sharing as an on-going process Data sharing promotes Parent-Teacher connections Resources and best strategies that parent can use when helping their students with reading, math and science.

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

That teachers will discuss different forms of data such as SIS, the report card, progress reports, Iready scores, FSQ and USA scores and finally State test scores with all their parents. This way the parents will have access to their students data.

- What will teachers submit as evidence of implementation?

Conference notes, Class dojo screenshots, messaging screenshots.

- Month of Training

October

- Responsible Person(s)

Sarah Larralde, Luz Williams. Nathalie Drahos

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

Gearing up for Kindergarten

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

They will learn to help their students in Spanish and English with phonics and math at home. They will be given a white board and practice with their students on going over how to write letters and words with students. They will be given flashcards both letters and numbers to help their students with recognition. They will learn best practices with student on number recognition, number grouping and addition and subtraction. We will also discuss the need for a quiet uninterrupted time so they can work with their student doing homework and practicing skills. They will also learn how important consistency is for learning.

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

Parents will learn how to use manipulatives such and magnetic letters and numbers, flashcards and math resources that help visually understand math concepts (balls, felt pieces,ten pieces.. How to use whiteboards to have students practice writing letters, words, math sentences and math word problems.

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

Parents will use what the teachers have taught them on how to interact with their students using phonic manipulatives, flashcard, visual math representations as well as use whiteboards to have students practice writing, reading and math at home to support their academic success.

- Date of Training

October 1st, 2024 @ 8:30am and 5:30pm

- Responsible Person(s)

Sarah Larralde, Luz Williams

- Resources and Materials

Whiteboard, phonic kits, letter and math flashcards, expo pens and flash cards

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

How to use Parent Portal to help you keep with your students academics

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

Showing parents how to register for the parent portal. How to find report cards and progress reports. Explain our grading system ND, AP, PR, EX. Show them how to read the USAs and FSQs scores

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

Parents will have computers to practice with Parent Portal.

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

Parents will understand their students progress in all academic areas. They will work with the teacher in areas of concern to support their student.

- Date of Training

Thursday November 7th @ 8:30am and 5:30pm

- Responsible Person(s)

Sarah Larralde, Natalie Drahos, Luz Williams

- Resources and Materials

paper, computer ink, pencils,

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

How Parents can support their student's learning

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

This training will go hand in hand with the Cox Science Center Science night. We will discuss different ways to help your student with reading, math and science at home through encouragement and modeling. We will also give parents strategies to create routines at home to help their student be successful at school.

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

We will model how to read a book to your students and monitor for comprehension. We will present math manipulatives for K-5th grade that will help students with learning math concepts and finally how to bring science into the home and various other locations by introducing science vocabulary in day to day conversations.

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

Parents will help their students to become successful students with established routines and learned strategies established at home.

- Date of Training

November 14th 2024 @ 8:30am and 5:30pm

- Responsible Person(s)

Sarah Larralde, Natalie Drahos, Luz Williams

- Resources and Materials

whiteboards, story books, math manipulatives, science manipulatives and experiments, paper, pencil.

- Amount (e.g. \$10.00)

N/A

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

PBCSD Multicultural Department

- Describe how agency/organization supports families.

We work with this department in order to reach our parents who speak Spanish, Creole, Kanjobal, Popti and Mum population. They help us with translating parent-teacher conferences. They assist us with translating home visits for truancy.

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

Conference Notes, Emails, Pictures

- Frequency

Twice a month

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

- Name of Agency

Food Bank of Palm Beach County

- Describe how agency/organization supports families.

Partner with this agency in providing low income families with food for the week and weekend.

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

Pictures, invoices, and emails

- Frequency

Once a Semester

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

- Name of Agency

Guatemalan Mayan Center

- Describe how agency/organization supports families.

They help us in find resources for our families in healthcare, immigration, and afterschool tutoring (Escuelita Maya).

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

Enrollment of North Grade's families that go to Escuelita Maya to monitor academic achievement, emails, pictures

- Frequency

M-F during school year

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

North Grade K8 will provide parents and families invitations about the Title 1 program, meetings, tutorials, parent/family trainings and other activities via class dojo, then send a parentlink via text to the parents that will have a link to the invitation. We will also put flyers at the aftercare desk, and Title 1 activity information on the school's marquee. We will then send phone calls the weekend before the training as a reminder of our Title 1 events, meetings and other activities. We have a Title 1 tab on North Grade's website which will have a copy of the School Compact, Title 1 event invitation, SAC Meeting dates, Parent's training dates and the Annual meeting. All information will be translated in Spanish and Creole for our Spanish speaking and Creole parents/guardians. We will use our community partners and multicultural to assist with translating phone calls to invite our Kanjobal, Mum and Popti parents. We will also have the same meeting in the morning and afternoon to be more flexible with parents who can't attend due to the time. This is also to remove barriers for attendance.

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

Copy of the email and invitation, snapshots of website. Copies of hand outs. Copies of Title 1 meeting agenda and slides. PFEP summaries, School-Parent Compact and PRTK letters

- Description

North Grade will inform parents about the curriculum and proficiency levels that student are expected to meet through parent trainings, teacher parent conferences, phone calls, open house, curriculum night, class dojo and their student emails .All information will be translated in Spanish and Creole for our Spanish speaking and Creole parents/guardians. We will use our community partners and multicultural to assist with translating phone calls to invite our Kanjobal, Mum and Popti parents. We will also have the same meeting in the morning and afternoon to be more flexible with parents who can't attend due to the time. This is also to remove barriers for attendance.

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

Copy of the email and invitation Parent conference log/notes screenshots. Handouts/Slides with information of curriculum and expectations of proficiency levels given by teachers

- **Description**

Parents will have student academic updates through progress reports, report cards, FLDOE Letters for PM1, PM2 and PM3 and parent teacher conferences and parent nights Teachers will meet, call, class dojo or email parents with academic results. Open labs for parents who need computer or online access.

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

Progress reports, report cards, assessment results, and parent conference notes/emails sent to parents about assessment results.

- **Description**

We will advertise to your parents and families about the School Advisory Committee meeting, where their voice will be heard and they will have an opportunity to decide on different initiatives at school. We will publish the SAC dates for the FY24 school year. We will also offer a google meets link for those parents and families that want to attend. We will have our Spanish and Creole CLFs to assist with translation. We also will invite parents to the Annual Title 1 parent meeting to discuss Title 1. We will dedicate a segment of our meeting to parent family participation. We will send reminders through class dojo, emails as well as reminder phone calls and texts. We will do a parent call out one week before the meeting. We will put it in the Monthly Newsletter.

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

Copy of Title 1 annual Meeting invitation and sign in sheets. SAC meeting invitations and sign-in sheets, parent-teacher conference notes, IEP meeting notes, LEP meeting notes.

- **Description**

We will have meeting in the morning and evenings on the same date to assist our parents in choosing a time that will work for them. We will also offer childcare during the meetings.

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

IEPS that were done at a flexible time for the convenience of families. Emails/Class dojo screen discussing flexible times for parent-teacher conferences Invitations and agendas showing flexible times for parent training

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

We will have translators for Spanish and Creole as well as translator headsets. CLF, translated letters, invitations, agendas are available. They will translate Title 1 events, IEP meetings, SAC meetings, parent trainings. If there is a language that we do not have a translator for we will request assistance through the Multicultural department.

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

PFEP, School-Parent Compact, Translated agendas, presentations in other languages, invitations in other languages.

- Description

We are an ADA compliant building, we have availability of disabled parking spaces, special seating during meetings, hearing or vision interpreters for meetings, scheduling of home visits.

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

Sample of email or written request to District/Region, photos of handicapped parking, ramps, seating, elevators, sign-in sheets showing interpreters present.

- Description

The school will request for the migrant list from migrant education department and work closely with the District migrant contact for appropriate services to target students. We will schedule some of the meetings in the morning and evening so they can come after or before work as well as if they speak another language get a CLF to translate in their native languages. (Spanish./Creole)

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

Home visit notes and/or referrals to the Migrant Dept. Sign in sheets to parent trainings and events showing language facilitator was present to translate

- Description

North Grade will provide a warm and nonjudgmental reception for homeless parents and address their questions and concerns at any and all meetings. Sending out information of shelters and food distribution places to all our parents. Our homeless liaison will work with individual families in trying to meet their basic needs. We also have a food bank for those families that lack food. Through community donations we supply uniforms and school supplies. We work with safe schools to provide transportation and other needs. We will also do a SBT referral to assist the students and keep track of them.

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

Emails with the the McKinney Vento Team/District Department - Vento Department Student Housing Questionnaire if a part of the registration packet, and the McKinney-Vento program flyer of services offered.

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

Activity #1

• Activity #1

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

• Activity #2

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

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

At North Grade K8 we have implemented SWPBS "Guidelines for Success". The premise of our guidelines for success is to Show Respect, Act Responsibly, Be Kind. We also have the P.A.W.S. system for different behavior in the hallways, cafeteria and bathroom for example. We have a positive behavior support matrix that provides examples of what the guidelines for success looks like in the hallways, cafeteria, bathrooms, playground, bus, and assemblies, for example P - Pay attention A - arms at your side W - Walk the blue line S - Silent voice. We also have a school wide attention signal that is used in all settings "Paws Up". These expectations are modeled and implemented all year round by the entire school staff. We also have tiger pack of the month in which classrooms earn tiger paw stickers in fine arts, cafeteria and general school good behavior. The tiger pack of the month wins ice cream for the class. We also go over our guidelines on the morning news and have teachers go over them in the morning meetings. Teachers also use the Classdojo app to reinforce positive behaviors skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and academic progress. Teachers are encouraged to use SLL Morning Meetings. Our school has school counselors who provide various models of counseling support, which include: individual, small group, and grade level rotations. Counselors focus on students' needs on topics including: anxiety, divorce, parent loss, self-esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. North Grade ways we will build non-academic skills are: * Meet with the School Based Team (SBT) weekly to discuss students with barriers to academic and social success and access the needs of the students and what the barriers are blocking their success. * SBT will identify and utilize research-based interventions to remove the barriers to success (Evidence Based Intervention) and evaluate the intervention. We will utilize a data-based decision making process to close academic, social-emotional and college-career readiness equity gaps by connecting all students with the services they need. * Provide instruction and various campus activities that aim to address the SLL needs of students. * Incorporate the guidance counselor on the fine arts rotation so that every class sees her twice consecutively every 12 days. During class, the counselor teaches character education, non-tolerance to bullying and daily hygiene. *Any teacher that has suspicion or knowledge of an emotional issue with a student refers that student to the guidance counselor for further evaluation. In extreme cases where there is knowledge of a life threatening situation, DCF is contacted by the teachers and then referred to the administration. Additionally, we will provide classroom guidance and small group counseling and partner with local law enforcement on anti-bullying workshops as well as mentorship. Guidance counselors work with various students and when there is a need for outside counseling the guidance counselor refer them to agencies. We also have an inhouse mental health counselor that works onsite to counsel up to 20 students in mental health. The agencies that are referred and work with us are: PBSA Safe Schools Multicultural Psychotherapy Center Multilingual Psychotherapy Center Legacy Behavioral Health Center Parent Child Center Henderson Behavioral Health Children's Home Society Boystown Chrysalis Health Center for Children Counseling These agencies provided individual counseling here at school. They also support parents with guidance on parenting skills. The counselors have a cooperative agreement with the agencies and work hand in hand with behavior strategies, behavior plans, coping skills, and various counseling based on our student's 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

Our Multi-Tiered System of Support (MTSS) framework allows teachers to provide academic and behavior support to all students at varying levels. Data-based problem solving is practiced at all levels of support beginning with Core (Tier 1) instruction where teachers analyze data to drive instruction. Our School Based Team (SBT) ensures students who are below grade level in Reading, are identified as outlined in the FY23 K-5 Reading Intervention Handbook. The School Base Team Leader works collaboratively with each grade level within Professional Learning Communities (PLCs) and one-on- one when needed, utilizing Grade Level Decision Trees to help identify students who demonstrate a need for Supplemental (Tier 2) and/or Intensive (Tier 3) support. The School Based Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data for students receiving academic interventions, Behavior Health Support, or Mental Health Counseling. The framework of support we provide remains intact and supportive of the School- Wide Positive Behavior Support System (SwPBS) within the MTSS framework. The School Based Team at NGK8 monitors the implementation and fidelity of the problem solving process under the lead of the SBT Leader who provides on-going professional development with interventionists and teachers. SBT Members also serve as Case Liaisons who share the roles and responsibilities as team members. The School Based Team best practices include: Goal Setting Serving as a point of contact for teachers as an additional layer of support throughout the RtI process Ensuring students are covered by a PMP, LEP plan or IEP Graphing RtI data used to analyze RtI progress at SBT Meetings Provide expertise in the problem solving and decision making process Maintaining a student caseload so that a timely review can be conducted every 8- 10 weeks to monitor students' progress Providing and maintaining an updated and aligned menu of services for Supplemental and Intensive interventions and probes available Providing and maintaining accessibility to Curriculum Based Measures used in progress monitoring Leading vertical alignment standards-based planning in the third trimester with each grade level through PLCs to prepare students' for the upcoming grade level One of the most successful practices at North Grade K8 (NGK8) involves collaborative team planning within grade level PLCs. During this designated time, the SBT Leader has worked closely with each grade level to build capacity in identifying students who demonstrate a reading deficiency as well as ensuring research based interventions and progress monitoring probes align with students' targeted deficiency. With an established system of check and balances established by the SBT Leader, teams are able to analyze criteria from various assessment data to help support the problem solving and decision making needed to provide students with support aimed at closing the achievement gap. NGK8 has also developed a school- wide behavior expectations matrix setting the culture for positive behavior support. Our SwPBS team members, led by our Behavior Health Professional (BHP), meet to review these universal guidelines with teachers and ensure preventative strategies and support are in place for all students beginning with Core instruction and if needed, teachers are further supported by SBT members for students demonstrating difficulty responding to Core behavioral expectation. Progress Monitoring Training is provided to individual teachers on a case-by case basis as needed.. All students who receive Supplemental (Tier 2) and/or Intensive (Tier 3) academic/behavior support as tracked by SBT make up a school- wide caseload. The caseload is captured on a spreadsheet which the SBT Leader updates after each SBT meeting to ensure review dates occur every 8-10 weeks. Included in the data resources collected are student graphs displaying the rate of improvement on the progress monitoring tool being used to track intervention progress as well as other universal data such as: iReady diagnostic scores, FSQ/USA data, Benchmark Assessment data, and attendance data. This helps the team compare how the student is performing within the core level of instruction as well as within the intervention. This also allows the team to determine if there is a problem at the Core level of instruction within a particular grade level or teacher that might need to be addressed through PLCs.

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

North Grade will ensure all students are provided with a well-rounded education by doing the following: Our students are exposed to fine arts courses such as music and art through the fine arts wheel. We offer after school clubs in the arts such as book club, art, chorus, band, chess, basketball, soccer and SECME. In supporting our Dual Language students we have a Spanish club that exposes students to the Spanish Language and culture. We will also teach students to be environmentally responsible through science lessons about recycling, gardening and reducing carbon footprints. We are creating outside classroom and hydroponic gardens as well as vegetable gardens to appreciate nature. (1) Ensuring students receive rigorous academics by: The B.E.S.T. standards instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating 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 of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be on grade level in the effort to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community. Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

(2) Ensuring that students have a global perspective by:

- * Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- * Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- * Have teachers attend District provided Professional Development on multicultural offerings;
- * Schedule and plan school wide multicultural projects;
- * Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

(3) Ensure that students to be kind and respect one another by:

- * Demonstrate and teach the specific practices that reflect the application of the schools SWPBS "Guidelines for Success". The premise of our guidelines for success is to Show Respect, Act Responsibly, Be Kind. We also have the P.A.W.S. system for different behavior in the hallways, cafeteria and bathroom for example P - Pay attention A - arms at your side W - Walk the blue line S - Silent voice. We have a positive behavior support matrix that provides examples of what the guidelines for success looks like in the hallways, cafeteria, bathrooms, playground, bus, and assemblies. P - Pay attention A - arms at your side W - Walk the blue line S - Silent voice. We also have a school wide attention signal that is used in all settings "Paws Up". These expectations are modeled and implemented all year round by the entire school staff. We also have tiger pack of the month in which classrooms earn tiger paw stickers in fine arts, cafeteria and general school good behavior. The tiger pack of the month wins ice cream for the class. We also go over our guidelines on the morning news and have teachers go over them in the morning meetings.
- * Provide a before and after school program K-8 the fully implements the School-Wide Positive Behavior Program to mirror the school expectations.
- * Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying and harassment.

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

We have a career awareness day in April where we ask parents and members of the community to discuss different career paths from air conditioning mechanics to lawyers. We have University days (3 a year) where the staff wears their t-shirts and takes time from their science/PE blocks to discuss their career path and how college/university impacted their careers. Our ESOL guidance counselor is on the wheel. She provides lessons on different careers paths and brings in different community members to speak to students about their careers. (Mayor, Policeman, Fireman, Nurses, Doctors, Engineers). Our guidance counselor facilitates middle school choice program presentations during the months between October and January, to discuss different choice and their path into careers.

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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

Kindergartners' parents

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- 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

North Grade Elementary invites parents with pre-school students to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten to be used over the summer. The packet will include suggestions for reading and math. Student and parents will be invited back to attend Kindergarten round-up. At Kindergarten Round-up parents are given reading strategies and math strategies to work with their pre-kindergarten students. Supplies/Materials that given are whiteboards, markers, crayons, pencils, paper, sight word flash cards, and various books to read to them. Within the first 45 days of kindergarten, all students will be assessed using FLKRS (Florida Kindergarten Readiness Screener). Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academics and behavioral instruction will be included through guided and independent practice and modeling. At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited to these following trainings: - Gearing up for Kindergarten (Literacy) Night - Curriculum Night, - How to use SIS for Student data - Kindergarten Round-up

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
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

1. Professional Development

At North Grade we will provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction by: * PLC Facilitator, Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial meetings to disseminate data and help guide instructional decisions based on data, modeling best practices by implementing the coaching cycle for teachers one on one and providing needs based on professional development. *Teacher will analyze data and develop research based instructional plans that align with the B.E.S.T Standards during collegial meetings with PLC Facilitator, Instructional Coaches, and SSCC. * We will strongly encourage that our teachers take the 6 course training in Culturally Responsive teaching of the PBSO Professional Development. Teachers can request to go to conferences to assist in developing their instruction and get support from Multicultural Dept with fees or can request a grant from PTO. Classroom teachers will go to smartboard training throughout the year. A plan has been developed to support beginning teachers. The plan includes; Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development. In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has extensive experience in the field the new teacher is assigned too. We also have faculty meeting where we have mini professional development where we discuss parent communication strategies, implementation of small groups, how to spot hunger in children, how to support students with dyslexia as well as other subjects in assisting with instruction or social-emotional needs.

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

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders

Own)

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

North Grade will recruit and retain effective teachers by 1. Meeting with new teachers to North Grade prior to the start of the academic school year. Enroll teachers in the District ESP. Teachers will meet other staff members and get introduced and acquainted to the school culture and its policies. 2. Administration goes to HR Job fairs and works with the district HR department in recruiting teachers. 3. We also recruit teachers from our academic tutor staff as well as our aftercare staff. 4. New teachers will be partnered with veteran staff members, who will serve as mentors or buddies 5. To recruit highly qualified teachers we participate in job fairs and work with school district recruiters to expedite the identification of the most talented instructional applicants. 6.. Master and novice teachers participate in the "collaborative coaching model", with the PLC Facilitator for readers/writers workshop to scaffold small groups of teachers around strategies for increasing rigor and relevance in daily instruction. 7. District based instructional specialist assigned to the school and instructional coaches will participate in PLCs and common planning, modeling strategies for instructional improvement in grades K-5. 8. Teachers have various opportunities through PLCs and formal training to gain expertise in their field. 9. Teacher are given opportunities to earn extra pay through tutorials, and club sponsorship.