
Title I Comprehensive Schoolwide Plan
G-STAR SCHOOL OF THE ARTS (3396)

ELA

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

1. List prioritized needs statements.

Our main priority is increasing our overall ELA Proficiency. Our ninth grade fell 30% last quarter 2024 and would like to improve our score to 82%. Our second priority is to continue ELA Learning gains with for all students, as well as ESE and ESOL students. Our 3rd priority is to increase learning gains from our lowest 25%.

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

1. Because we decided to remove honors courses and offer AICE courses to all students, we have experienced an unintended consequence of not having enough supplemental instructional materials (such as novels, coursebooks, online programs, consumables) to meet the needs of all students.
2. Varying student prior knowledge and levels of achievement call for increased differentiated instructional strategies.
3. Struggling students' needs more frequent formative assessment to help their teacher individualize instruction.
4. Student attendance is inconsistent in core-level classes.

3. Share possible solutions that address the root causes.

1. Title 1 funds can be used to buy novels and supportive instructional materials to support standard curriculum students being enrolled in AICE courses, IB, Applied Communications, and English regular courses
2. Provide teachers with support in utilizing differentiated strategies (i.e., providing online learning opportunities for students, coach support, collaborative planning, PD workshop attendance; PLC's monthly for adjustments, data analysis and next steps).
3. Provide teachers with support implementing reading recovery strategies (collaborative planning, and PD workshop attendance).
4. Provide Extended learning (Night Study/tutoring/ Saturday Reading and Writing Workshops) for students to support learning gains with monthly assessments (Progress Learning/Acheive3000).
5. Provide robust differentiated instructional opportunities (to include online tools and professional development in this area, among others).
6. Provide increased opportunities for small-group and one-on-one instruction.
7. Provide increased parental engagement tools and resources in the content area to support at-home learning.

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

- Communication

1. Consistently provide parents information on community ELA tutorial events that could help their children. 2. Parents will receive weekly voice calls and emails regarding Title I programs/ Tutorials and events.

- Parent Training

We will offer consistent parent trainings that teach parents how to work with their children on ELA skills at home. (Data Chat, College/Career Nights, PowerSchool/Schoology Tutorials).

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

- School

1. Offer consistent parent trainings that teach parents how to work with their children on ELA skills at home. 2. Provide students with consistent performance data and coach them on improvement strategies(NWEA, CommonLit. 3. ELA teachers will provide weekly communication and updates to all parents of students performing below grade level in ELA. 4. Provide extended learning opportunities in ELA for students needing additional support.

- Students

1. Share information regarding ELA parent trainings with their parents in a timely manner. 2. Students will use ELA data, including grades to create goals and measure their academic progress (NWEA). They will advocate for themselves when they need assistance in ELA, share their progress and improvement plan with their parents. 2.Attend extended learning opportunities in ELA if falling below a passing grade, or if underperforming.

- Parents

Parents 1.Attend ELA-based parent trainings as necessary to help their child succeed. 2.Parents will discuss with their child(ren) the child(ren)'s academic data and progress at least weekly, as well as a plan for improvement. The Parent will communicate with the ELA teacher regarding questions he or she may have. 3. Ensure their children's' participation in extended learning opportunities in ELA if falling below a passing grade, or if underperforming.

- **Staff Training**

Provide staff training to aid teachers in helping parents work with struggling high school readers at home. (PLC, PDD)

- **Accessibility**

Articulate availabilities of a community partnerships to parents to help students in ELA, especially to parents whose home language is other than English.

Math

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

1. **List prioritized needs statements.**

Mathematics performance for Algebra I and Geometry should need for improvement per the NWEA, as follows: Geometry showed 62% performing at or above standards expectations (growth goal is to 65%), and Algebra I showed 56% of students performing at standards expectations (growth goal of 58%)

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

1. Time away during the pandemic 2. Students frequently wind up missing time due to illness 3. Math isn't always easy and students often need extra help outside of just class time

3. **Share possible solutions that address the root causes.**

1. After school tutoring help where a math teacher is available to help work on both basic skills and current work that was either missed or students were just having a difficult time understanding. 2. Saturday school clinics to help students review and practice for state and national testing. 3. Online programs to both help students get extra practice and help teachers monitor progress. 4. Provide robust differentiated instructional opportunities (to include online tools and professional development in this area, among others). 5. Provide increased opportunities for small-group and one-on-one instruction. 6. Provide increased parental engagement tools and resources in the content area to support at-home learning.

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

- Communication

4a. Communication Mass phone calls and emails go home notifying parents of after school tutoring and when the Saturday clinics are available

- Parent Training

4b. Parent Training Parents are invited to an open house in the fall to meet math teachers and discuss possible options for help during the day and after school.

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

- School

5a. School Math teachers will be available during lunch and after school to facilitate tutoring. Other teachers will encourage students to seek out help and not give up on math.

- Students

5b. Students Students will attend tutoring when they are struggling or want to remediate foundational skills. They will also make sure to attend if they have been absent, especially for a long period of time.

- Parents

5c. Parents Parents will encourage students to complete assignments, attend tutoring, and utilize technology resources for practice. They will try to arrange ways to let students stay late for after school tutoring.

- Staff Training

4c. Staff Training The math department goes to several trainings a year, often over the summer, to get more comfortable with new standards and evolving technologies.

- Accessibility

4d. Accessibility Parents can attend open house virtually. We have several Spanish and Haitian Creole speakers available to help with translation during phone calls with teachers.

Science

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

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

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Social Studies

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

• How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

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

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Graduation Rate

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

1. List prioritized needs statements.

G-Star has a graduation rate of 92% or above. The focus will be to achieve a 100% graduation rate.

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

The root cause is absenteeism and parent engagement.

3. Share possible solutions that address the root causes.

The parent engagement portion will help us define and carry out new ways for parent involvement. Parent involvement will positively impact student absenteeism.

4. How will school strengthen the PFEP to support Graduation Rate?

- Communication

The parent engagement portion will help us define and carry out new ways for parent involvement. Parent involvement will positively impact student absenteeism.

- Parent Training

Parent training will be focused on programs, like PowerSchool and Schoology, that will help them to monitor their student progress at home. Mental Health training will help parents engage their students in positive conversations.

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

- School

Guidance will host a graduation progression, college application, and college finance training.

- Students

Students will have lunch tutoring, after school tutoring, and a Saturday Clinic in all core areas.

- Parents

Encourage parents to attend trainings and school events to stay engaged.

• Staff Training

Professional Development and PLC's will include parent engagement strategies and ways to enhance ongoing monitoring of PowerSchool and Schoology.

• Accessibility

All parent training will be available in English, Spanish, Haitian Creole, and Portuguese. In addition, accommodations are available for guests with physical disabilities.

Action Step: Classroom Instruction

Deliver standards-aligned instruction in a student-centered learning environment.

Budget Total: \$93,954.00

Acct Description	Description								
Resource Teacher	Resource Teacher to provide push-in and/or pull-out small-group and individual instructional support in all core content areas for students in sixth (6th) through twelfth (12) grades not mastering grade level or specific subject standards.								
Classroom Teacher	Intensive Reading teacher to provide differentiated instruction and reduce class size. Will provide support to lowest 30% of students in grades 6-12								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers to provide after-school science tutorial for students in sixth (6th) through	2	\$25.00	3	3	20	Certified	Original	\$9,000.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	twelfth (12) grades.not mastering grade level or specific subject standards.								
	Certified teachers to provide after-school mathematics tutorial for students in sixth (6th) through twelfth (12) grades.not mastering grade level or specific subject standards.	2	\$25.00	3	3	20	Certified	Original	\$9,000.00
	Certified teachers to provide after-school social sciences tutorial for students in sixth (6th) through twelfth (12) grades.not mastering grade level or specific subject standards.	2	\$25.00	3	3	20	Certified	Original	\$9,000.00
	Certified teachers to provide after-school science tutorial for students in sixth (6th) through twelfth (12) grades.not mastering grade level or specific subject standards.	2	\$25.00	3	3	20	Certified	Original	\$9,000.00
	Amendment 86 / BT #1 Reducing tutorial by 1200 hours *Review notes for information	1	-\$30,000.00	1	1	1	Certified	Amendment	-\$30,000.00

Acct Description	Description					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	General Supplies (Paper, Folders, Pens, Pencils, Chart Paper, Dry Erase Markers, Dry Erase erasers)	1	\$1,936.50	General Supplies	Original	\$1,936.50
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$514.50	General Supplies	Original	\$514.50
Extra Periods	SIX - 6th period supplements (daily extra periods) at \$5000 per teacher.					

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: **\$2,772.00**

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Staff to conduct parent training sessions during parent nights and events to continue to build capacity fo at-home continuation of learning.	4	\$25.00	3	4	1	Certified	Original	\$1,200.00	
Online subscription	Item					Quantity	Rate	Type	Total	
	My Homework Digital Planner to support parent engagement and to build capacity for at-home continuation of learning					800	\$1.85	Original	\$1,480.00	

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

G-Star strives to empower parents and families to support their children's cognitive and social-emotional development by strengthening district, school, family and community partnerships through communication, resource support, and training. We will enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance. We will provide training and support in the languages represented at our school utilizing our Title 1 team.

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
Kim Collins	Principal
Anita Guilherme	Dean
Enrique Dequesada	Parent
Spring Canada	English Department Chair/Teacher
Debra August	Teacher/ Testing Coordinator
David Beckman	Teacher/ AICE Coordinator
Kelly Amatucci	ESL/504 Coordinator

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

All members were invited through emails and announcements on our website. Members of the faculty and staff were asked to volunteer and become part of the team. Parents were actively participating in the development meeting on April 27, 2023. A Google Form was provided for parents to write any additional comments.

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

A stakeholder meeting was held on April 27, 2023 to discuss needs of students. A follow up survey was provided for questions and suggestions. We will be hosting board meetings throughout the year monthly beginning August 15, 2024. We will also be hosting another CNA/ Stakeholders meeting this February 2025.

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

During the Stakeholder meeting we recommended placement of \$4,400 into parent training to increase parent engagement at home, interpreters and staff assistants for Parent Engagement evenings along with general supplies. Parent input was recorded in the follow-up survey. The results of the survey showed the parents supported the initiative.

Name	Title
Kim Collins	Principal
Anita Guilherme	Dean
Enrique Dequesada	SOA

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 17, 2024, 6:00 pm, 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.).

Parents will be notified by email, phone message, and school website for the March 28, 2024 Annual Meeting.

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

PowerPoint, computers, agenda, and translator.

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**

Improving/Maximizing Parent Contact

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

Teachers will learn to be able to communicate their student's current levels using specific data on a frequent basis with parents through a data tracker for each class.

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

We will be able to communicate data with families and they will know where to access it whenever they want so that they can have more accurate and current information about their student's achievement levels.

- **What will teachers submit as evidence of implementation?**

Samples of data trackers. Sample phone logs for parent contact.

- **Month of Training**

August

- **Responsible Person(s)**

Kelly Amatucci/ Anita Guilherme

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

To be determined.

- Number of Participants

To be determined.

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

To be determined.

- How do you know?

To be determined.

- What went well with the training

To be determined.

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

To be determined.

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Clever

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

Teachers will become more proficient in the use of resources such as PowerSchool and Schoology to better assist parents in monitoring progress, supporting challenges, and celebrating successes. Teachers will learn how to define curriculum, upload lesson plans, assign homework, and provide feedback on assignments for parent viewing on these platforms. In addition, teachers will learn to communicate with parents, notify them of student successes and challenges, and share overall class/school announcements using internal messaging. The training(s) will provide staff with the skills necessary to effectively utilize these resources and enhance parental engagement.

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

To help teachers know how to assist parents in effectively utilizing the monitoring tools available to them.

- What will teachers submit as evidence of implementation?

Teachers will submit lesson plans and grades in Powerschool and Schoology.

- Month of Training

August

- Responsible Person(s)

Travis Hagler/Anita Guilherme

4. Reflection/Evaluation of Training #2

- Name and Brief Description

To be determined.

- Number of Participants

To be determined.

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

To be determined.

- How do you know?

To be determined.

- What went well with the training

To be determined.

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

To be determined.

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

App Night (PowerSchool and Schoology)

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

Parents will be able to effectively utilize the monitoring tools available to them. These tools will allow parents to familiarize themselves with student progress and provide support at home for areas of need.

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

Parents will practice all applicable aspects of PowerSchool and Schoology. Parents are provided a workbook. How to apply for FAFSA, grants, loans, scholarships. For testing, how to login to the family portal.

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

Parents will be able to effectively utilize the above tools available to them. These tools will be familiar to support and gain knowledge of student's grades, testing, and scholarship opportunities.

- Date of Training

September

- Responsible Person(s)

Travis Hagler

- Resources and Materials

Handouts with step-by-step instructions.

- Amount (e.g. \$10.00)

not applicable

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Financial Aid Night

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

Parents and Students will be introduced to college application and financial aid process. Under the support of the facilitator, families will learn how to complete one college application online and create a FAFSA account. Follow-up includes a financial aid planner to use at home and resources available on the school website under the guidance tab.

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

How to login to the portal and provide a handout.

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

Parents will be able to effectively utilize the above tools available to them. These tools will be familiar to support and gain knowledge of student's grades, testing, and scholarship opportunities.

- **Date of Training**

October

- **Responsible Person(s)**

Kimberly Collins Amanada Sammarco

- **Resources and Materials**

College application examples, FAFSA portal instructions

- Amount (e.g. \$10.00)

not applicable

5. Parent and Family Capacity Building Training #3

- Name of Training

Testing Information Session

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

How to create a student account and register for National Testing. How to prepare for state testing and access results. Graduation requirements and concordant scores.

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

How to login into portal and provide Handouts

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

Parents will be able to effectively utilize the above tools available to them. These tools will be familiar to support and gain knowledge of student's grades, testing, and scholarship opportunities.

- Date of Training

Feb. 2025

- Responsible Person(s)

Debra August

- Resources and Materials

Handouts

- Amount (e.g. \$10.00)

Not Applicable

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

Provides basic needs (school supplies) for any homeless G-Star students. It will provide case management for families that qualify.

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

Student residency questionnaires, flyers, and emails correspondence to MVP contact.

- Frequency

as needed

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

- Name of Agency

Palm Beach State College

- Describe how agency/organization supports families.

They conduct a financial aid workshop for parents (getting contact info from guidance).

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

Sign-in sheets, invitation and agenda.

- Frequency

once

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

- Name of Agency

School District K-12 Holocaust Studies Program

- Describe how agency/organization supports families.

They will conduct a survivors' presentation & daffodil project dedication for students and families.

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

Evidence may include flyer/brochure, agenda, and sign-in.

- Frequency

Yearly

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

Parents will be notified through the Title I Annual meeting, email, phone message, and school website in English, Spanish, Portuguese, and Haitian Creole. Translators are available to assist in meetings and with individual conversations.

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

Evidence may include a copy of the Annual Meeting invitations, a screenshot of the Title I resources on our website, and a copy of the PFEP summary in multiple languages.

- **Description**

Parents will be notified through the Title I Annual meeting, parent training, email, phone message, and school website in English, Spanish, Portuguese, and Haitian Creole. In addition, Parent Night, parent conferences, and individual conferences with Guidance Counselors provide students with curriculum proficiency levels and expectations. Translators are available to assist in meetings and with individual conversations.

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

Sign-in sheets, agendas, photographs, printed copies of written material in translated languages.

- **Description**

Parents will be notified through the Title I Annual meeting, parent trainings, emails, phone messages, and school website in English, Spanish, Portuguese, and Haitian Creole. Translators are available to assist in meetings and with individual conversations. Parents have access to a parent portal for State testing results.

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

Sign-in sheets and agendas, photographs, printed copies of written material in translated languages.

- **Description**

Parents will be given meeting surveys to provide individualized input during Title I Annual meeting, and satisfaction surveys are sent to parents biannually. Answers to the surveys guide decisions in policy and future planning. Parents are able to meet with administration and faculty on a weekly basis. Translators are available to assist in meetings and with individual conversations. Parents/the public are invited to attend quarterly Board meetings.

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

Samples of the surveys, Screenshots of the website with meeting dates and times listed, sign-in sheets or minutes.

- Description

Parent meetings will be held in-person and hybrid at different times and dates to ensure meetings accommodate parent schedules. We vary meeting times to accommodate parent schedules.

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

Invitations with staggered meeting times, Sign-in sheets, and 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

Parent meetings will include translators for represented languages such as Haitian Creole, Ukrainian, Portuguese, and Spanish. All written materials are translated into Haitian Creole and Spanish.

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

Evidence may include parent meeting agendas in multiple languages, copies of parent notifications in multiple languages, and copies of parent engagement night activities in multiple languages.

- Description

We collaborate with our ESE Contact to provide necessary supports such as a sign-language interpreter. As we are an ADA compliant school, there is appropriate parking, easily accessible meeting rooms, and visual and audio enhancement available. Invitations that offer accommodations are also provided.

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

Wellness survey to assess needs, photographs of ADA accessibility, printed copies of written material listing "Accommodations available for guests with physical disabilities. Please call our front office at 561-967-2023 to help us prepare an accessible and enjoyable experience for you!"

- Description

The district MLL Department provides flyers, such as testing and summer school information, in the appropriate language for home distribution. All communications concerning school activities, meetings, and trainings are translated into multiple languages. Referrals to migrant department as needed.

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

Evidence may include copy of district flyer(s), copies of translated parent communication, and copies of parent conference notes with date and time included. Screenshot of SIS

- Description

Students identified as experiencing homelessness on the Student Residency Questionnaire or by students directly are referred to our McKinney-Vento representative and our guidance counselors. Our representative contacts the family/student to assist with needed resources. Resources can include food, cell phone, backpack, and clothes. We also have a clothing closet that students have access to on a weekly basis. Our guidance counselor provides a folder with information on how to receive additional support.

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

Student Residency Questionnaire and SIS documentation, resource folder, McKinney-Vento email, and clothing closet flyer.

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

Not Applicable

- Brief Description

Not Applicable

2. Activity #2

- Name of Activity

Not Applicable

- Brief Description

Not Applicable

3. Activity #3

- Name of Activity

Not Applicable

- Brief Description

Not Applicable

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

G-Star utilizes a mental health specialist and a program called Attitude is Altitude (AIA) to address our students' coping skills and social emotional needs. Our staff is also trained in Youth Mental Health First Aid. G-Star offers a strategies class and school wide lunch tutoring to assist our students with developing student organizational skills and to build strong study habits. The Advanced International Certificate of Education (AICE) Global Perspectives, individualized service projects, and The Theory of Knowledge (TOK) by International Baccalaureate (IB) helps our students to see globally and act locally. The overall culture of the campus is tolerance and acceptance, which is demonstrated through unique clubs and artistic opportunities such as D&D, NASA, GSA, Crochet, film society, etc. for students to share positive ideas and culture.

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

Students are referred to the School Base Team. The team includes administration, guidance counselors, school nurse, and the ESE team. Students are reviewed to determine if they need mental health, health, or academic support. After reviewing student data (NWEA, Common Assessments, EOC, FSA, BEST) students are identified for tiered support, described below, and what supports are needed. Students with level 1 and 2 standardized testing scores have a specialized 4 year math and English program that provides additional differentiated support to ensure basic skills are reviewed and grade level achievements can be reached. Students are tracked by tracking all of their data on the school wide calculator and then the calculator is shared with all teachers and staff to review. Credit recovery students are assigned to administration by guidance for support and encouragement for the student and family. Lunch tutoring is offered by all teachers during lunch and after school tutoring is offered every day in designated classrooms. Student progress is tracked through individual tracking forms.

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

**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

All departments have common planning multiple times during the week where student data (NWEA, Common Assessments, EOC, FSA, BEST) is reviewed and curriculum is changed accordingly. In addition to the District and State data, a school wide calculator is kept up to date and shared with all personnel. During PLCs with team members standards are reviewed and written in the lesson plans and shared with students on a daily basis. G-Star is an art school with classes in film, 3D animation, acting, and gaming. AICE Global Perspectives and IB Theory of Knowledge classes are offered for students to learn how to conduct, analyze, and present research on various topics and provide students with a real world perspective on global issues. The film and 3D animation classes also offer industry certifications that will help students get jobs when they leave high school. The after school tutoring program is offered daily. Math, Science, English, and Social Studies is available on a rotating schedule. The art programs offer additional time for practice, filming, and editing. The school has the unique opportunity to use our sound stage for working professionals to come in and train our students on real world projects. Giving them the opportunity to use these experiences on their resume. Besides the art programs the campus has a wide variety of clubs that also include Student Government and National Honor Society.

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

G-Star is an art school with classes in film, 3D animation, acting, and gaming. AICE Global Perspectives and IB Theory of Knowledge classes are offered. The film and 3D animation classes offer industry certifications that provide an advantage for students when pursuing a career in these fields once they graduate from high school. Colleges are invited to the school to speak to our students, G-Star hosts a college information night for applications and financial aid information, and the guidance department meets with every grade level to review their grade level check sheet for graduation readiness. The school has the unique opportunity to use our sound stage for working professionals to come in and train our students on real world projects. Giving them the opportunity to use these experiences on their resume. G-Star offers Honors, AICE, and IB programs.

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

Not Applicable.

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

G-Star has built PLC (Professional Learning Communities) into the master schedule and all departments have common planning two to three times per week. A particular PLC may include whole department or subject specific subgroups. Agendas and data reviewed are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration and data driven decision making. AICE and IB teachers attend conferences related to the subject area being taught.

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

Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

G-Star has been successful in recruiting our graduates to teach at the school. Substitutes are encouraged to finish their education and are offered positions. Traditional forms of recruitment are utilized for teacher recruitment. Some examples include, Indeed, word of mouth, and job fairs. New teachers have time before the other teachers return to work in their classrooms and attend trainings. If a teacher is hired in the middle of a year, teachers are provided time for training and shadowing other teachers before they start in their classroom. New teachers are also part of 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. The school also offers a casual meeting twice a month for all teachers to meet and offer assistance to new teachers in the school. To increase retention, we provided merit increases for returning teachers.