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

ELA

1. List prioritized needs statements.

Data Summary (Current Status): Current overall ELA learning gains: 53% Current overall ELA proficiency: 59% SMART Goal: By the end of the 2025–2026 school year, the school will increase: Overall ELA learning gains from 53% to 60% ELA proficiency for all students from 59% to 65% as measured by the state ELA assessment. Identified Needs: To improve both learning gains and proficiency in ELA, students require: Evidence-based, small-group, and individualized instruction to close specific literacy gaps. Increased instructional time dedicated to literacy, especially for students performing below grade level. Additional opportunities for intervention and enrichment outside of core class time.

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

Root Cause Analysis: Many students lack strong foundational reading skills (e.g., vocabulary, comprehension, fluency). Differentiated instruction during Tier I is not consistent across all classrooms. There is insufficient time in the school day for targeted reading interventions. Students performing below grade level are not receiving enough individualized support.

3. Share possible solutions that address the root causes.

Action Plan / Solution Aligned to Needs: To address these needs and improve student outcomes, the school will implement the following: Tutoring Program: Provide targeted ELA tutoring during the school day, in extended learning time (before/after school), and on Saturday, using evidence-based materials and trained staff. Additional ELA Support Classes: Schedule extra reading/literacy classes for students identified as below grade level to provide intensive skill-building opportunities. Data-Driven Instruction: Utilize ongoing progress monitoring and PLC collaboration to adjust instruction and interventions based on student needs.

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

• Communication

Written: Consistently provide parents information in the weekly newsletter on community ELA tutorial events that could help their children. Verbal: Parents will receive weekly voice calls and emails regarding Title I programs/ Tutorials and events.

- **Parent Training**

Parents will be offered consistent parent trainings that teach parents how to work with their children on ELA skills at home and offer enrichment to work towards graduation. Activities: Data Chat, College/Career Nights, PowerSchool/Schoology Tutorials Activities: Data Chats College & Career Nights PowerSchool/Schoology Tutorials Edgenuity Training Sessions Mental Health and Wellness Workshops

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, Common Lit., Progress Learning) 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/handouts regarding ELA parent trainings with their parents in a timely. 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. 3. Attend extended learning opportunities in ELA if falling below a passing grade, or if underperforming.

- **Parents**

1. Attend ELA-based parent trainings as necessary to help their child succeed. 2. Parents will discuss with their student 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 student participation in extended learning opportunities in ELA if falling below a passing grade, or if underperforming and won't meet graduation requirements.

- **Staff Training**

Provide staff training to aid teachers in helping parents work with struggling readers at home, and provide additional tutoring opportunities for students. Activities: PDD, PLC, Parent Meetings

- Accessibility

Availability: Parents can attend open house virtually and meetings times are varied. We offer Portuguese, Spanish and Haitian Creole speakers available for translations during phone calls, meetings, and workshops. If support measures for persons with disabilities is required during any activities at G-Star, please email info@gstarschool.org.

Math

1. List prioritized needs statements.

Data Summary (Current Status): Geometry: 51% of students are performing at or above standards expectations (NWEA); Growth Goal: 65% Algebra I: 58% of students are performing at standards expectations; Growth Goal: 60% Middle School Math (6–8): 47% of students are performing at or above standards expectations SMART Goal: By the end of the 2025–2026 school year: Geometry student performance will increase from 51% to 65% Algebra I student performance will increase from 58% to 60% Middle school math performance will improve from 47% to 55%, based on NWEA and state math assessment results. Identified Needs: Students need consistent, standards-based instruction with built-in supports for struggling learners. Extra instructional time and small-group interventions are needed to reinforce key math concepts. Frequent progress monitoring is necessary to inform instruction and identify students in need of support. Teachers need time and resources to collaborate and align instruction across grade levels.

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

Root Cause Analysis: Students lack strong foundational math skills, including problem-solving and conceptual understanding. There are gaps in vertical alignment and instructional continuity between middle and high school math content. Limited opportunities for reteaching and enrichment, especially for students not meeting grade-level benchmarks. Students need more individualized support and guided practice with real-time feedback.

3. Share possible solutions that address the root causes.

Action Plan / Solution Aligned to Needs: To address these challenges and improve math achievement, the school will: Provide Targeted Math Tutoring: Offer tutoring sessions during the school day, after school, and on Saturdays for students who are below grade level in Algebra I, Geometry, and middle school math. Use standards-aligned, scaffolded materials to provide targeted instruction and support. Implement Additional Math Support Classes: Schedule math lab or support classes for identified students to provide more time and practice with essential math skills and problem-solving strategies. Use Data to Drive Instruction: Teachers will meet in PLCs to review math data from NWEA, class assessments, and benchmarks. Instruction will be adjusted based on this data, with interventions provided as needed.

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

- Communication

Written: Consistently provide parents information in the weekly newsletter on community Math tutorial events that could help their children. Verbal: Parents will receive weekly voice calls and emails regarding Title I programs/ Tutorials and events.

- Parent Training

Parent Parents will be offered consistent parent trainings that teach parents how to work with their children on Math skills at home and offer enrichment to work towards graduation. 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. Activities: Data Chat, College/Career Nights, PowerSchool/Schoology Tutorials

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

- School

1.Math teachers will be available during lunch and after school to facilitate tutoring. 2. All teachers will encourage students to seek out help and not give up on math. 3. Offer consistent parent trainings that teach parents how to work with their children on math skills at home. 4. Provide students with consistent performance data and coach them on improvement strategies (NWEA, Common Lit., Progress Learning) 5. Math teachers will provide weekly communication and updates to all parents of students performing below grade level in ELA. 4. Provide extended learning opportunities in math for students needing additional support to meet graduation requirements.

- **Students**

1. Students will attend tutoring when they are struggling or want to remediate foundational skills. 2. Students will also make sure to attend if they have been absent, especially for a long period of time. 3. Offer consistent parent trainings that teach parents how to work with their children on math skills at home. 4. Provide students with consistent performance data and coach them on improvement strategies (NWEA, Common Lit., Progress Learning) 5. Math teachers will provide weekly communication and updates to all parents of students performing below grade level in ELA. 6. Provide extended learning opportunities in math for students needing additional support to meet graduation requirements.

- **Parents**

1. Attend math-based parent trainings as necessary to help their child succeed and meet graduation requirements. 2. Parents will discuss with their student academic data and progress at least weekly, as well as a plan for improvement. The Parent will communicate with the math teacher regarding questions he or she may have. 3. Ensure their student participation in extended learning opportunities in math if falling below a passing grade, or if underperforming and won't meet graduation requirements. 4. Parents will encourage students to complete assignments, attend tutoring, and utilize technology resources for practice. 5. Parents will try to arrange ways to let students stay late for after school tutoring.

- **Staff Training**

Provide staff training to help teachers support parents in working with struggling math students at home, and offer additional tutoring opportunities for students. The math department goes to several trainings a year, often over the summer, to get more comfortable with new standards and evolving technologies. Activities: PDD, PLC, Parent Meetings

- **Accessibility**

Availability: Parents can attend open house virtually and meetings times are varied. We offer Portuguese, Spanish and Haitian Creole speakers available for translations during phone calls, meetings, and workshops. If support measures for persons with disabilities is required during any activities at G-Star, please email info@gstarschool.org.

Science

1. List prioritized needs statements.

Data Summary (Current Status): Overall Science Proficiency: 59%, which is a decline from the previous year's 75%. Newly Included Grade Levels: Middle school science grades (6–8) have been added to science reporting this year, which contributed to the overall drop in proficiency. SMART Goal: By the end of the 2025–2026 school year, overall science proficiency for grades 6–12 will increase from 59% to 68%, as measured by state science assessments and internal benchmarks. Identified Needs: Students need stronger foundational instruction in science practices and content, particularly in middle school. Increased opportunities for engagement through labs, experiments, and cross-curricular STEM activities. Additional support and instruction for students who did not demonstrate proficiency, especially in newly assessed grades. Time for teachers to align curriculum vertically and develop common instructional strategies.

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

Root Cause Analysis: The addition of middle school science scores has revealed gaps in foundational science knowledge at earlier grade levels. Limited access to resources including hands-on, inquiry-based science instruction and real-world application of scientific concepts. Insufficient time for remediation or enrichment in core science classes.

3. Share possible solutions that address the root causes.

Action Plan / Solution Aligned to Needs: To support improved student performance in science: Science Tutoring & Intervention: Provide targeted tutoring during school, after school, and on Saturdays focused on key science standards and test-taking strategies, especially for grades 6–8. Additional Science Support Classes or Lab Time: Integrate support periods or science labs into the schedule to reinforce learning through hands-on, inquiry-based activities. Professional Learning & Collaboration Time for Teachers: Facilitate PLCs focused on vertical alignment, instructional best practices, and analysis of science data to identify students needing support.

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

- Communication

Written: Consistently provide parents information in the weekly newsletter on community science tutorial events that could help their children. Verbal: Parents will receive weekly voice calls and emails regarding Title I programs/ Tutorials and events.

- **Parent Training**

Parents will be offered consistent parent trainings that teach parents how to work with their children on science skills at home and offer enrichment to work towards graduation. Activities: Data Chat, College/Career Nights, PowerSchool/Schoology Tutorials

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

- **School**

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

- **Students**

1. Attend science-based parent trainings as necessary to help their child succeed and meet graduation requirements. 2. Parents will discuss with their student academic data and progress at least weekly, as well as a plan for improvement. The Parent will communicate with the science teacher regarding questions he or she may have. 3. Ensure their student participation in extended learning opportunities in science if falling below a passing grade, or if underperforming and won't meet graduation requirements.

- **Parents**

1. Share information/handouts regarding science parent trainings with their parents in a timely manner. 2. Students will use science data, including grades, to create goals and measure their academic progress (NWEA). They will advocate for themselves when they need assistance in science, share their progress and improvement plan with their parents. 3. Attend extended learning opportunities in science if falling below a passing grade, or if underperforming.

- **Staff Training**

Provide staff training to aid teachers in helping parents work with struggling middle and high school readers at home and provide additional tutoring opportunities for students. Activities: PDD, PLC, Parent Meetings

- Accessibility

Availability: Parents can attend open house virtually and meetings times are varied. Parents are offered Portuguese, Spanish and Haitian Creole speakers available for translations during phone calls, meetings, and workshops. If support measures for persons with disabilities is required during any activities at G-Star, please email info@gstarschool.org.

Social Studies

1. List prioritized needs statements.

Data Summary (Current Status): Current Social Studies Proficiency: 36%, down from 75% the previous year. Contextual Note: The decline in proficiency is largely due to the addition of grades 6–8 to the assessment data this year, whereas only high school students were included in previous years. SMART Goal: By the end of the 2025–2026 school year, Social Studies proficiency for grades 6–12 will increase from 36% to 50%, as measured by state and district-level assessments. Identified Needs: Continued support with academic vocabulary and reading comprehension specific to social studies content. Practice with analyzing primary/secondary sources, interpreting maps and graphs, and writing constructed responses. Increased opportunities to reinforce key standards and prepare for social studies assessments, especially in grades newly added to testing.

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

Root Cause Analysis: The inclusion of middle school grades in the tested group revealed skill gaps in academic vocabulary, reading comprehension, and analysis of historical documents. Students need more support with the type of higher-order thinking and critical analysis required on assessments. Some students are still developing the literacy and writing skills needed to explain concepts and analyze sources in a social studies context.

3. Share possible solutions that address the root causes.

Action Plan / Solution Aligned to Needs: To support growth in social studies proficiency: Social Studies Tutoring: Provide targeted tutoring and small-group instruction during school, after school, and on Saturdays focused on assessment-aligned skills such as source analysis, historical writing, and vocabulary development. Additional Instructional Support Time: Schedule intervention or enrichment blocks for students needing additional time to master content and apply skills in preparation for social studies assessments. Teacher Collaboration for Assessment Readiness: Support PLC time for teachers in grades 6–12 to align on content focus, practice strategies, and scaffolded instruction that builds on what students are learning each year.

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

- Communication

Written: Consistently provide parents information in the weekly newsletter on community social studies tutorial events that could help their children.
Verbal: Parents will receive weekly voice calls and emails regarding Title I programs/ Tutorials and events.

- Parent Training

Parents will be offered consistent parent trainings that teach parents how to work with their children on Social studies skills at home and offer enrichment to work towards graduation. Activities: Data Chat, College/Career Nights, PowerSchool/Schoology Tutorials

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

- School

1. Offer consistent parent trainings that teach parents how to work with their children on math skills at home. 2. Provide students with consistent performance data and coach them on improvement strategies (NWEA, Common Lit., Progress Learning) 3. Math teachers will provide weekly communication and updates to all parents of students performing below grade level in social studies . 4. Provide extended learning opportunities in math for students needing additional support to meet graduation requirements.

- Students

1. Attend social studies-based parent trainings as necessary to help their child succeed and meet graduation requirements. 2. Parents will discuss with their student academic data and progress at least weekly, as well as a plan for improvement. The Parent will communicate with the social studies teacher regarding questions he or she may have. 3. Ensure their student participation in extended learning opportunities in social studies if falling below a passing grade, or if underperforming and won't meet graduation requirements.

- **Parents**

1. Share information/handouts regarding social studies parent trainings with their parents in a timely. 2. Students will use social studies data, including grades, to create goals and measure their academic progress (NWEA). They will advocate for themselves when they need assistance in social studies, share their progress and improvement plan with their parents. 3. Attend extended learning opportunities in social studies 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 and provide additional tutoring opportunities for students. Activities: PDD, PLC, Parent Meetings

- **Accessibility**

Parents can attend open house virtually and meetings times are varied. We offer Portuguese, Spanish and Haitian Creole speakers available for translations during phone calls, meetings, and workshops. If support measures for persons with disabilities is required during any activities at G-Star, please email info@gstarschool.org.

Acceleration Success

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?

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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?

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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

1. List prioritized needs statements.

Data Summary (Current Status): G-Star currently maintains a graduation rate of 95% or above. SMART Goal: By the end of the 2025–2026 school year, G-Star will increase its graduation rate from 95% to 100%, ensuring that all eligible seniors graduate on time through strategic interventions, ongoing progress monitoring, and individualized student support. Identified Needs: Systems for early identification of students at risk of not graduating. Increased access to credit recovery, academic support, and test prep. Improved communication between staff, students, and families about graduation progress. Additional mentoring and counseling to address academic, social, or emotional needs.

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

Root Cause Analysis: A small percentage of students face barriers to graduation such as credit deficiencies, state assessment requirements, or inconsistent attendance. Some students may not access available academic and counseling supports early enough to recover or stay on track. Communication gaps between students, families, and staff can delay interventions until late in the school year.

3. Share possible solutions that address the root causes.

Action Plan / Solution Aligned to Needs: To help ensure every student graduates on time, G-Star will: Track Student Progress Monthly: Implement ongoing reviews of seniors' academic status, testing requirements, and graduation readiness through counselor and administrative monitoring. Offer Targeted Tutoring & Credit Recovery: Provide tutoring before school, after school, during the school day, and on Saturdays for students needing help with graduation-required courses or assessments. Implement Structured Student Support Meetings: Struggling students will meet with guidance counselors at least four times throughout the year to review progress and address concerns. Students enrolled in credit recovery will be assigned to a member of the administration for one-on-one attention and mentoring to ensure they stay on track. Strengthen Family Communication: After each student meeting, guidance will send updated graduation status reports home to parents, requiring signatures to ensure families are informed and engaged. Administration will contact parents monthly to update them on their student's academic progress, remaining graduation requirements, and available supports. Engage Families Through Training & Communication: Train staff to help families understand graduation requirements and how to support students at home, especially in key areas like credit completion and test readiness. Create Personalized Graduation Plans: Develop individualized support plans for all at-risk seniors, including academic interventions, goal setting, and mentorship.

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

- Communication

Written: Consistently provide parents information in the weekly newsletter on community ELA tutorial events that could help their children. Verbal: Parents will receive weekly voice calls and emails regarding Title I programs/ Tutorials and events.

- Parent Training

Parents will be offered parent trainings that teach them how to work with their student on academic skills at home, provide enrichment opportunities to support graduation goals, and strengthen the home-school connection. Parent training will also focus on programs such as PowerSchool, Schoology, and Edgenuity, equipping families with tools to monitor student progress from home. Additionally, mental health training will help parents engage their students in positive conversations, promoting emotional well-being and motivation. Activities: Data Chats College & Career Nights PowerSchool/Schoology Tutorials Edgenuity Training Sessions Mental Health and Wellness Workshops

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: \$187,150.00

Acct Description	Description																																							
Extra Periods	5 6th period supplements will be given for the following subjects and grades: 1 for Math grades 6-8, 1 for ELA grades 6-8, 1 science grades 9-12, 1 HS Math grades 9-12, 1 HS ELA grades 9-12. These will be built into the Masterboard and will assist in differentiating instruction and lowering class size to achieve proficiency in core subject areas for the lowest 40% of students.																																							
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="426 440 1377 513">Item</th> <th data-bbox="1377 440 1526 513">Quantity</th> <th data-bbox="1526 440 1705 513">Rate</th> <th data-bbox="1705 440 1892 513">Type</th> <th data-bbox="1892 440 2026 513">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 513 1377 626">Nearpod will be used for grades 6-12 for exposure in ELA through vocabulary and videos that will be supplemental resources.</td> <td data-bbox="1377 513 1526 626">1</td> <td data-bbox="1526 513 1705 626">\$10,165.00</td> <td data-bbox="1705 513 1892 626">Original</td> <td data-bbox="1892 513 2026 626">\$10,165.00</td> </tr> <tr> <td data-bbox="426 626 1377 740">Reading Plus will be used for grades 6-8 as a supplemental instructional resource for classroom instruction. It will assist with remediation.</td> <td data-bbox="1377 626 1526 740">1</td> <td data-bbox="1526 626 1705 740">\$5,425.00</td> <td data-bbox="1705 626 1892 740">Original</td> <td data-bbox="1892 626 2026 740">\$5,425.00</td> </tr> <tr> <td data-bbox="426 740 1377 854">Lexia will be used for grades 6-12 for extra practice for math and reading. It will be used in class and for homework.</td> <td data-bbox="1377 740 1526 854">1</td> <td data-bbox="1526 740 1705 854">\$21,300.00</td> <td data-bbox="1705 740 1892 854">Original</td> <td data-bbox="1892 740 2026 854">\$21,300.00</td> </tr> <tr> <td data-bbox="426 854 1377 967">IXL will be used for grades 6-12 will be used for remediation in Math classes.</td> <td data-bbox="1377 854 1526 967">1</td> <td data-bbox="1526 854 1705 967">\$3,312.50</td> <td data-bbox="1705 854 1892 967">Original</td> <td data-bbox="1892 854 2026 967">\$3,312.50</td> </tr> <tr> <td data-bbox="426 967 1377 1040">Achieve A55</td> <td data-bbox="1377 967 1526 1040">1</td> <td data-bbox="1526 967 1705 1040">\$8,000.00</td> <td data-bbox="1705 967 1892 1040">Amendment</td> <td data-bbox="1892 967 2026 1040">\$8,000.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	Nearpod will be used for grades 6-12 for exposure in ELA through vocabulary and videos that will be supplemental resources.	1	\$10,165.00	Original	\$10,165.00	Reading Plus will be used for grades 6-8 as a supplemental instructional resource for classroom instruction. It will assist with remediation.	1	\$5,425.00	Original	\$5,425.00	Lexia will be used for grades 6-12 for extra practice for math and reading. It will be used in class and for homework.	1	\$21,300.00	Original	\$21,300.00	IXL will be used for grades 6-12 will be used for remediation in Math classes.	1	\$3,312.50	Original	\$3,312.50	Achieve A55	1	\$8,000.00	Amendment	\$8,000.00
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Tutorial	<table border="1"> <thead> <tr> <th data-bbox="426 1323 949 1396">Item</th> <th data-bbox="949 1323 1098 1396">Quantity</th> <th data-bbox="1098 1323 1226 1396">Rate</th> <th data-bbox="1226 1323 1320 1396">Days</th> <th data-bbox="1320 1323 1428 1396">Hours</th> <th data-bbox="1428 1323 1556 1396">Weeks</th> <th data-bbox="1556 1323 1705 1396">Certified</th> <th data-bbox="1705 1323 1892 1396">Type</th> <th data-bbox="1892 1323 2026 1396">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="426 1396 949 1542">Certified teachers will tutor small groups to remediate students in grades 6-12 for all tested areas (Math,</td> <td data-bbox="949 1396 1098 1542">2</td> <td data-bbox="1098 1396 1226 1542">\$25.00</td> <td data-bbox="1226 1396 1320 1542">5</td> <td data-bbox="1320 1396 1428 1542">3</td> <td data-bbox="1428 1396 1556 1542">10</td> <td data-bbox="1556 1396 1705 1542">Certified</td> <td data-bbox="1705 1396 1892 1542">Original</td> <td data-bbox="1892 1396 2026 1542">\$7,500.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will tutor small groups to remediate students in grades 6-12 for all tested areas (Math,	2	\$25.00	5	3	10	Certified	Original	\$7,500.00												
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	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA, Reading, Foreign language, Civics, SS, Science). This will be after school and should begin in September, prior to the PSAT.								
	lead teacher communicates with parents, creates schedules using data, logs attendance, creates math lesson plans and also has tutorial groups	1	\$30.00	3	3	29	Certified	Amendment	\$7,830.00
	Certified teachers will tutor small groups to remediate students in grades 6-12 for all tested areas (Math, ELA, Reading, Foreign language, Civics, SS, Science). This will be after school and should begin in September, prior to the PSAT.	2	\$25.00	5	3	20	Certified	Amendment	\$15,000.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper, Dry Erase markers, Poster boards, Pens, Chart Paper, Post-its, Note Pads	1	\$2,695.50	General Supplies	Original	\$2,695.50
	general tutorial supplies (paper, pens, glue, pencils) A55	1	\$233.50	General Supplies	Amendment	\$233.50
	graphing calculators (3 class sets) A55	60	\$50.00	Manipulatives	Amendment	\$3,000.00
	SAT test prep workbooks A55	40	\$25.00	Instructional Materials	Amendment	\$1,000.00

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: \$2,856.50

Acct Description	Description					
Online subscription	Item	Quantity	Rate	Type	Total	
	My Homework Planner will be used for home school communication to assist parents with up to date information on their child's grades and allow them to actively participate in their student's educational achievement.	1	\$2,000.00	Original	\$2,000.00	

Acct Description	Description																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="472 181 1318 282">Item</th> <th data-bbox="1329 181 1465 282">Quantity</th> <th data-bbox="1476 181 1604 282">Rate</th> <th data-bbox="1614 181 1795 282">Supply Type</th> <th data-bbox="1806 181 1927 282">Type</th> <th data-bbox="1938 181 2022 282">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 297 1318 410">General supplies including paper, cardstock, index cards, pens, folders and highlighters) These will be used for parent trainings</td> <td data-bbox="1329 297 1465 410">1</td> <td data-bbox="1476 297 1604 410">\$856.50</td> <td data-bbox="1614 297 1795 410">General Supplies</td> <td data-bbox="1806 297 1927 410">Original</td> <td data-bbox="1938 297 2022 410">\$856.50</td> </tr> </tbody> </table>						Item	Quantity	Rate	Supply Type	Type	Total	General supplies including paper, cardstock, index cards, pens, folders and highlighters) These will be used for parent trainings	1	\$856.50	General Supplies	Original	\$856.50
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Mission Statement

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

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 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 to participate in the development of the needs assessment in the spring of 2025.

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 March 21, 2025, to discuss needs of students. A follow up survey was provided for questions and suggestions. We will be hosting monthly board meetings throughout FY26.

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 input was given and possible parent training opportunities were provided. 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
Kelly Amatucci	ESL Contact

Annual Parent Meeting

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

The annual meeting will be held September 30, 2025, at 6:00 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.).

Parents will be notified by email, phone message, and school website for the 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

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 further develop the skills needed to effectively use the data tracker, enhancing their ability to clearly communicate each student's current performance and regularly share specific progress data with parents for every class.

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

Teachers will learn how to communicate each student's current performance level by using specific data and will share this information regularly with parents through a data tracker for each class.

- What will teachers submit as evidence of implementation?

Samples of data trackers and phone logs for parent communication.

- Month of Training

August

- Responsible Person(s)

Kelly Amatucci/Anita Guilherme

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 continue to develop proficiency in the use of resources such as PowerSchool and Schoology to better assist parents in monitoring progress, supporting challenges, and celebrating successes. Teachers will enhance skills in defining curriculum, uploading lesson plans, assigning homework, and providing feedback on assignments for parent viewing on these platforms. In addition, teachers will become more adept with communicating with parents, notifying them of student successes and challenges, and sharing overall class/school announcements using internal messaging. The training(s) will provide staff with more advanced skills necessary to effectively utilize these resources and enhance parental engagement.

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

To equip teachers with the skills to guide parents in effectively using the available monitoring tools.

- 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/Kelly Amatucci/Anita Guilherme

Parent Trainings

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.

- **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 used to build familiarity and support understanding of students' grades, testing, and overall performance.

- **Date of Training**

September 4, 2025, at 5:00 p.m. in the media center.

- **Responsible Person(s)**

Kelly Amatucci/Anita Guilherme

- **Resources and Materials**

Computers and 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.

Provide instructions and a step-by-step handout for parents to log into the portal.

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

Parents will receive a workbook with guidance on applying for FAFSA, grants, loans, and scholarships.

- Date of Training

October 2025

- Responsible Person(s)

Kimberly Collins/Amanda 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.**

Parents will be provided directions for logging into the portal, along with handouts to use for reference.

- **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 used to deepen understanding of national testing information and provide valuable support for tracking progress, meeting milestones, and ensuring students stay on the path to graduation.

- **Date of Training**

February 2026

- Responsible Person(s)

Debra August

- Resources and Materials

Handouts

- Amount (e.g. \$10.00)

not applicable

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 families. It will provide case management for families that qualify and link them to agencies as needed.

- 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, handouts outs 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 families. This will help them develop an understanding of the agencies available.

- 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

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, and newsletters 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

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

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

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 skills for lifelong learning. 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

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

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

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

1. Transition to Elementary School

Not Applicable.

Professional Learning

1. Professional Learning

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

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.