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

ELA

1. List prioritized needs statements.

1.The F.A.S.T. ELA Proficiency for 5th grade has shown a decrease, with scores at PM 2 dropping from 37% in FY 25 to 21% in FY26, marking a 16% decline in proficiency 2. According to the iReady ELA Diagnostic data, there has been a reduction in proficiency levels: Kindergarten proficiency decreased from 44% in FY24 to 40% in FY25, and 1st grade proficiency fell from 25% to 21%, both reflecting a 4% decrease.

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

1. Parents need resources and strategies at home to help them support their student's learning 2.Some new teachers new to the profession require more support with pedagogy. They require more coaching and support with pedagogy. Veteran teachers need coaching and support for planning to meet the needs of ELL students. They need support in incorporating strategies to meet the need of ELL students. 3.We have identified a need for more professional development among our new teachers, particularly in Kindergarten, 1st grade and 1st grade. Many of our kindergarten students are entering school without the foundational reading skills necessary to master the curriculum. 4. These students would greatly benefit from differentiated support to help them improve their reading skills. 5. There is a pressing need to provide our parents with better resources and guidance to understand the critical role of attendance and engagement in their children's educational journey. 6. Students have not meet their foundational language skills due to limited practice opportunities. (limited practice due to language barriers and limited practice opportunities). A significant number of our students are struggling to comprehend texts at their grade level.We have a large amount of student who get ELA intervention due to the language barriers and limited practice opportunities. 7. Teachers need to check for understanding during whole group and small group lesson before releasing work to the students and consistently monitor.

3. Share possible solutions that address the root causes.

1. Teachers will be supported during PLC for lesson planning, intervention lesson planning, analyzing data and classroom management. Our teachers will participate in collaborate planning sessions to share best practices and resources. Hire additional personnel to assist support with learning. 2. Enhance support for new teachers by transitioning from monthly to biweekly check-ins through our Educator Support Program. This increased frequency will provide more consistent guidance and foster a supportive environment for our new educators. 3. Offer more support to teachers in the classroom. Revitalize our volunteer program. 4. By attracting more volunteers, we can offer teachers additional support within the classroom. 5. Provide support to resource teachers to work with small groups, ensuring personalized attention and tailored instruction that meets the diverse needs of our students. 6. Provide training and resources for parents to get student data and assist with solutions in supporting their students. 7. We will give opportunities to students to practice to reinforce learning through practice (Online subscription, tutorials, and resources for mediation).

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

- **Communication**

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

- **Parent Training**

We will have the following trainings/presentations: Reading and Math strategies to help your students at home. The importance of coming to school everyday. Micro volunteering presentation for our parents. Class Dojo/SIS Parent Gateway trainings.

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

- **School**

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

- **Students**

To commit to attendance and focus on their learning.

- **Parents**

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

- **Staff Training**

Classroom Management Training Parent Engagement Training SLL Training

- **Accessibility**

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

Math

1. List prioritized needs statements.

1.. A Math Coach will be engaged to support and guide teachers in implementing best practices in Math instruction, with the goal of elevating 4th and 5th grade proficiency rates to 50%. 2. Enhancing teacher capacity to effectively instruct math is a key priority for the school 3. FY26 Iready Winter Diagnostic data shows math proficiency levels at Kindergarten 10%, 1st grade 14%, 2nd Grade 15%

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

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

3. Share possible solutions that address the root causes.

The possible solution can be: 1. A SSCC to assist with the implementation and monitoring of various programs such as tutorial, SBT, coaching classroom teachers to assist with the educational growth of all our students in ELA, Math and Science. Specifically with the State Assessments, District Assessment and Technology assessments in reaching grade level proficiency. 2. A math coach to model, collaborate with building teacher efficacy as well as coaching classroom teachers to assist with the educational growth of all our students in ELA, Math. 3. Academic tutors to assure that all students can practice skills in Math curriculum. 4. Assist our K-2 parents in helping their children learn the math skills necessary to be on grade level with trainings offered at different days and times. 5. Productive PLC planning and professional development for all our teachers in all subjects. 6. See a growth of math fluency in students by monitoring Iready, FSQs and USAs from first quarter to third quarter. 7. Teacher collaboration in planning for Math. 8. Professional Development for Math K-8 teachers and administration with best practice teaching strategies. 9. Partnering with parents in finding learning/testing resources to assist their students at home. 10. Parent Trainings in understanding the importance of attendance and engagement in school. 11. Assist our parents in understanding how to access their student's grades.

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

- Communication

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

- Parent Training

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

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

- School

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

- Students

To commit to attendance and engagement.

- Parents

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

- Staff Training

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

- Accessibility

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

Science

1. List prioritized needs statements.

1. 2025-26 SSA Science Diagnostic Proficiency 5th= FY25 Winter 8%, FY26 Winter 17% versus last year score of FY25 Winter of 47% which is a difference of 30 percentage points. 2. 2025-26 SSA Science Diagnostic Proficiency 8th grade=FY25 PM 3 87% FY25 Winter 10%, FY26 Winter 5% versus last year score of FY25 Winter of 10% which is a difference of 5 percentage points. 3. A priority for the school is to strengthen both 5th and 8th grade teacher capacity in teaching differentiated groups in science.

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

The root causes for the needs assessment is: 1. Lack of foundational and oral skills due to 60% of our students do not speak English at home and need additional time to develop language skills and academic vocabulary. 3. 5th grade - A large number of students do not comprehend text on grade level and require differentiated support 4. 5th grade has 3 new teachers to the grade level. 5. Lack of access to science resources for students and parents to help their students at home with Science. 6. Lack of support for our parents to understand the importance of attendance and engagement in school. 7. Teachers need to infuse science in different subjects to support student learning.

3. Share possible solutions that address the root causes.

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

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

- Communication

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

- Parent Training

Gearing up for kindergarten training Attendance matters parent training Fun with STEAM night Class Dojo/SIS Parent Gateway training and open labs

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

- School

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

- Students

To commit to attendance and engagement.

- Parents

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

- Staff Training

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

- Accessibility

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

Social Studies

1. List prioritized needs statements.

1. 7th grade Civics Proficiency has been at 100% for the last three years (2023,2024,and 2025). 2. According to the iReady ELA Diagnostic data, there has been a reduction in proficiency levels: Kindergarten proficiency decreased from 44% in FY24 to 40% in FY25, and 1st grade proficiency fell from 25% to 21%, both reflecting a 4% decrease.

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

1. There is a pressing need to provide our parents with better resources and guidance to understand the critical role of attendance and engagement in their children's educational journey. 2. There are time constraints for teaching social studies K-5.

3. Share possible solutions that address the root causes.

1. Provide training and resources for parents to get student data and assist with solutions in supporting their students. 2. Providing teachers support in ELA planning to include social studies through PLCs.

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

• Communication

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

• Parent Training

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

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

• School

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

• Students

To commit to attendance and focus on their learning.

- Parents

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

- Staff Training

Parent Engagement Training

- Accessibility

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

Acceleration Success

1. List prioritized needs statements.

We need to give our Middle Math Teacher support with trainings and resources so the students can stay at 95% - 100% proficiency. 5% of the students in acceleration classes are on a level 2.

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

We have been successful with our Match Acceleration in our Middle school. The challenge we have is to stay at 100% proficiency with all our middle school students. 5% of the students need more time and/or afterschool tutoring.

3. Share possible solutions that address the root causes.

1. Depth of Knowledge (DOK): Move assignments from DOK Level 2 (Skill/Concept) to DOK Level 3 and 4 (Strategic and Extended Thinking). This ensures their understanding is deep enough to withstand more difficult or uniquely phrased test questions. 2. Math Summer Tutoring to Guard Against "Summer Slide" The biggest threat to 100% proficiency is the three-month gap between grades 3. Give them a "low-stakes, high-interest" project over the break that requires them to apply the skills they just mastered. 4. Meet with the our Middle School Math teacher. Ensure that the first few weeks of the new year reinforce your curriculum rather than assuming students remember every detail. 5. Implement Peer Mentoring, one of the best ways to solidify knowledge is to teach it. 6. Focus on "Soft" Academic Skills Sometimes proficiency drops not because the material gets harder, but because the cognitive load increases. Focus on: PLCs/collaboration around teaching advanced note-taking, time management, and test-anxiety strategies.

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

- Communication

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

- Parent Training

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

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

- School

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

• Students

To commit to attendance and focus on their learning.

• Parents

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

• Staff Training

Classroom Management Training Parent Engagement Training SLL Training

• Accessibility

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

Action Step: Classroom Instruction

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

Budget Total: \$132,460.00

Acct Description	Description
Resource Teacher	This Resource Teacher will provide push-in support during small-group instruction for students in grades 3–5 who are performing below grade level in reading.

Acct Description	Description					
Resource Teacher	The Resource Teacher will provide push-in support during the math block, delivering small-group instruction K-5 students performing below grade level in mathematics.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	95	\$35.00	General Supplies	Original	\$3,325.00
	Shipping for iReady	1	\$475.00	Instructional Materials	Original	\$475.00
	Pre Sharpened Pencils (pack of 144)	30	\$11.00	General Supplies	Original	\$330.00
	iReady Magnetic Math 3-5	15	\$100.00	Manipulatives	Original	\$1,500.00
	Multiplication Flash Cards	300	\$7.00	General Supplies	Original	\$2,100.00
	Rise Kit	1	\$4,500.00	Instructional Materials	Original	\$4,500.00
	Texas Instrument TI-30XA-scientific Calculator	25	\$8.00	Manipulatives	Original	\$200.00
	Magnetic Dry Erase Activity Trays	56	\$20.00	Manipulatives	Original	\$1,120.00
	Jumbo Magnetic Letters & Number Bundle	10	\$11.00	Manipulatives	Original	\$110.00
	Texas Instrument TI-503Sv Calculator	10	\$25.00	Manipulatives	Original	\$250.00
	Classroom Magnetic Numbers and Operations Kit	18	\$38.00	Manipulatives	Original	\$684.00
	iReady Magnetic ELA 3-5	15	\$250.00	Instructional Materials	Original	\$3,750.00
	Flip Chart Markers	20	\$6.50	General Supplies	Original	\$130.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type		Total	
	Classroom Magnetic Letters Kit	18	\$57.00	Manipulatives			Original		\$1,026.00	
	Whisper Phones	30	\$38.00	General Supplies			Original		\$1,140.00	
	Blue Copy Paper	20	\$10.50	General Supplies			Original		\$210.00	
	(BT 542028) Increasing qty of supplies already listed in SWP	1	\$67.00	General Supplies			Budget Transfer		\$67.00	
	(BT 542873) Increasing qty of supplies already listed in the SWP	1	\$11.00	General Supplies			Budget Transfer		\$11.00	
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will tutor 3rd-8th grade students afterschool in reading and math to remediate standards. (January - April)	10	\$37.00	2	1.5	14	Certified	Original	\$15,540.00	
	(BT 542028) Reduce tutorial by 50 hrs	1	\$37.00	1	-50	1	Certified	Budget Transfer	-\$1,850.00	
	(BT 542873) Adding 43.5 hrs to tutorial	1	\$37.00	1	43.5	1	Certified	Budget Transfer	\$1,610.00	
Online subscription	Item					Quantity	Rate	Type	Total	
	(BT 542873) IXL will be used during the instructional block to provide standards-aligned practice and targeted intervention in mathematics for all third-grade students.					150	\$14.00	Budget Transfer	\$2,100.00	

Acct Description	Description					
Computer HW; non-cap	Item	Quantity	Rate	Type	Total	
	Headphones	200	\$16.00	Original	\$3,200.00	
Educational consultants	Item		Quantity	Rate	Type	Total
	Latinos in Action -To empower youth in grades 6-8 around self-efficacy, self-esteem, and self-identity, and literacy.		1	\$4,250.00	Original	\$4,250.00
	BT 542873 - COLLAPSED Latinos In Action		-1	\$4,250.00	Budget Transfer	-\$4,250.00

Action Step: Professional Learning

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

Budget Total: **\$219,905.00**

Acct Description	Description
Coach	This Math Coach will provide math support to teachers through modeling, coaching, and facilitating Professional Learning Communities (PLCs), as well as assisting teachers in disaggregating data to guide instructional decisions.

Acct Description	Description								
Single School Culture Coordinator	This Single School Culture Coordinator (260 DD) will provide ELA support to teachers through modeling, coaching, and facilitating Professional Learning Communities (PLCs). She will assist teachers in the disaggregation of data, use data to create action plans, guide instructional decisions based on data, and model best practices using the Florida Standards.								
Coach	This ELA Coach will provide support to teachers through modeling, coaching, and facilitating Professional Learning Communities (PLCs), as well as assisting teachers in disaggregating data to guide instructional decisions.								
Teacher Collaboration									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	BT 542028 ELA Department Chairs will meet during the pre-school planning period to redesign the literacy block with a focus on small-group instruction and develop small-group lesson plans aligned to the PBELI framework.	6	\$25.00	2	6	1	Certified	Budget Transfer	\$1,800.00

Action Step: Parent Engagement

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

Budget Total: \$7,689.00

Acct Description	Description								
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified staff will facilitate 3 parent engagement trainings to support student achievement in all content areas K-8. (Sept., Dec. & Feb/Mar)	1	\$25.00	1	8	3	Certified	Original	\$600.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Shipping	1	\$250.00	General Supplies		Original	\$250.00		
	Student Planners/Folders Middle 6-8	75	\$3.15	General Supplies		Original	\$236.25		
	Alphabet Magnet Jumbo (pack of 42)	5	\$17.62	Program Supplies		Original	\$88.10		
	Writing Alphabet/Number Dry Erase Flash Cards	26	\$50.00	Program Supplies		Original	\$1,300.00		
	Ink - Magenta	1	\$211.90	Technology		Original	\$211.90		
	Flashcards Color/Shapes	51	\$5.00	Program Supplies		Original	\$255.00		
	Ink - Cyan	1	\$210.00	Technology		Original	\$210.00		
	Kleen Slate Rectangular Dry Erase Board w/markers (pk of 24)	5	\$220.00	General Supplies		Original	\$1,100.00		
	Student Planners/Agendas/Folders Elementary K-5	725	\$3.15	General Supplies		Original	\$2,283.75		
	Alphabet Flash Cards	51	\$7.00	Program Supplies		\$357.00			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Ink - Yellow	1	\$210.00	Technology	Original	\$210.00
	Ink - Black	3	\$130.00	Technology	Original	\$390.00

Mission Statement

1. Mission Statement

At North Grade K-8, we are dedicated to fostering a strong, continuous partnership between home and school. We strive to empower our families by providing consistent, relevant updates and culturally responsive resources that support both academic success and essential life skills. Through specialized parent training, educational workshops, and comprehensive referral services, we ensure our families have the tools and assistance they need to be active leaders in their child’s educational journey.

Involvement of Stakeholders

Name	Title
Nicole Patterson	Principal
Sarah Larralde	Assistant Principal
Janelle Giebus	SSCC
Luz Williams	Guidance Counselor
Sonia McGowan	TOSA/SAC Chair
Dawn Davis	Parent/ SAC Member
Leslie McClure	5th Grade Chair
Bethany McGinley	4th Grade Chair
Lori Neal	3rd Grade Chair
Sophia Salas	2nd Grade Chair
Dawn Harrison	1st Grade Chair
Jacqueline Galloway	KG Grade Chair
ELL Grade Chair	Rosanne Fuentes
ESE Grade Chair	Nancy Howard
Behavior Health Professional	Marisol Persaud

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

"Our teachers serve as primary stakeholders in the Comprehensive Needs Assessment (CNA) process, collaborating to evaluate previous outcomes against the evolving needs of our staff, parents, and students. This evaluative process is further enriched by our Parent-Teacher Organization (PTO) and School Advisory Council (SAC). To ensure equitable representation, our SAC is composed of a diverse group of teachers, parents, and community members. This intentional diversity guarantees that our strategic decisions reflect our entire student body, giving every stakeholder a meaningful voice and a vote."

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

To ensure our community is well-informed and heard, we have established several collaborative touchpoints for our Title 1 programming. Our educators will receive monthly Title 1 updates during faculty meetings, where we will actively engage in Q&A sessions and document their valuable insights. Similarly, we will share progress and gather feedback during our School Advisory Council (SAC) meetings and provide regular highlights to all families via Class Dojo. This collective feedback is the cornerstone of our Schoolwide Plan, guiding the development of our CNA, SWP, and PFEP. To ensure every voice is represented in this year's planning: *Faculty Collaboration: Teachers are invited to share their expertise during our CNA meeting in early February at 2:30 p.m. *Parent Engagement: Our families will review the CNA process in mid-February. *Community Stakeholders: We welcome final input and discussion during our SAC meeting in March at 8:30 a.m. By working together, we ensure that our school's vision remains a true reflection of the families and educators we serve.

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

During our Welcome Back Meeting on Monday August 3rd we will discuss what worked and what did not work from the year before. We will focus on look at our FY26 data. What worked with our ELA, Math and Science curriculums. We will look at our wins and improvements needed from the 2026 school year in looking at the 2026 school year. We also discussed that we need to emphasize that every classroom should be doing small groups in Reading and Math. We will also discuss the math interventions as well as the pbelli rollout from FY25. We will also discuss our School PBIS and how we can do better and what we have learned from previous years. I will ask the staff for input on parent trainings and what the teacher needs to help them establish that relationship with parents. Title 1 funds will support with supplies in creating anchor charts, post-its, and paper. We will have our first SAC meeting on Sept 7th where we will discuss the Parent and Family engagement with our SAC members and ask for Feedback. During Parent Engagement meetings Title 1 funds will help support our parents with supplies such as small whiteboards, flashcards and expo marker. We also funded for certified staff to conduct meetings throughout the year for parent engagement trainings. Our Title 1 Annual parent Meeting will be held on Thursday September 24th at 8:30a.m and at 5:30p.m.

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

Annual Parent Meeting

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

Thursday September 10th @ 8:30 in the school cafeteria and 5:30 p.m. in the Media Center.

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

To ensure all our families stay informed and invited, we are launching a multi-channel outreach effort. Here is how we will be spreading the word: For our Parents: We will be sending out invitations and reminders directly to their phones via ParentLink and ClassDojo to ensure you don't miss a beat. For the Community: Details regarding the meeting will be prominently featured on our school website and marquee for easy access. For our Partners: I am collaborating closely with our Volunteer and Business Partner Coordinators to engage our local supporters. We'll be reaching out to them through personalized emails, phone calls, and announcements on our school marquee. We want to make sure our entire school family feels welcome and included

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

We will carefully review the Parent and Family Engagement Plan (PFEP) and the School-Parent Compact to ensure our goals are aligned for the upcoming year. To ensure you have all the information you need, we're making the presentation materials accessible in several ways: Physical Resources: Printed copies of the PowerPoint slides will be available at the meeting. We'll also provide plenty of pens and pencils for those who wish to take notes. Digital Access: For your convenience, a digital version of the slides will be posted directly on the North Grade website. Feedback & Evaluation: We will have dedicated computers set up at the meeting so you can complete our Google Form survey on the spot. For those who prefer to reflect later, we will also email the survey link to all participants.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

The Key to Academic Growth

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

Teachers will learn how analyze the iready/IXL data to personalize next steps for each student. That way there's a clear goal to have the teacher parent and student work together in meeting their goals. Teachers will model how to locate the data and how to identify a need for their student. Parents will work in partnerships at collaborative tables to interpret data for the mock student. Educators will rotate and help with assisting parents to navigate the data. Next they will select a suggested goal from the (Iready) parent portal or (IXL) Arena standard list. Parents will click on the lesson and role play their discussion with there student. Parents will try out the lesson with their child at home.

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

Educators, parents and students will work together to identify a need for the student and have a school-home partnership addressing and area of need.

- What will teachers submit as evidence of implementation?

Pictures of parent collaboration during the training. Based on identified area such as math or reading (example Phonics,Vocabulary, Math score has increased towards proficiency.

- Month of Training

September 2026

- Responsible Person(s)

Sarah Larralde, Janelle Giebus, Luz Williams, Christopher Tapper

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Conference Confidence - Having conferences with parents/families

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

Teachers are able to follow a framework for having a parent conference this will allow the teacher to communicate effectively with the parent. Administration and reading coach will model a conference framework. Then the teachers will break into tripods to role play a parent conference. One teacher will be the parent and the other will be the teacher and lastly one teacher will be the observer. We will repeat this three times for everyone to take turns playing a different role. Training will end with group sharing out experiences, what they learned and what they did well.

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

Parents are able to have a partnership with the teacher and able to identify strengths and areas of concern. Parents and students take ownership of their data.

- What will teachers submit as evidence of implementation?

Conference notes/checkoff list for framework, Class dojo screenshots, SIS screenshots of parents comments on SIS gateway, and messaging screenshots.

- Month of Training

October 19th 2026

- Responsible Person(s)

Sarah Larralde, Luz William, Cindy Jimenez, and Janelle Giebus

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Partnering for Literacy

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

Parents will follow the read aloud template when reading out loud to a child.

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

1. Staff will discuss Building a Home Library: How to create a "reading nook" that makes picking up a physical book more inviting than picking up a tablet. 2. Teacher will model the importance of physical books and how to read aloud using a framework to a child based on their grade level and areas needed for growth. 3. Parents will practice by selecting a book from the table and using the framework while reading to a child.

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

The impact will be literacy scores will increase.

- Date of Training

September 24th 2025

- Responsible Person(s)

Sarah Larralde and Luz Williams

- Resources and Materials

Whiteboard, phonic kits, letter and math flashcards, expo pens. paper to photocopies of handouts.

- Amount (e.g. \$10.00)

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

The parent Portal: Your Key to Student Success

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

Parents will learn technical proficiency to navigate SIS and digital communication platforms, and to identify missing assignments or low test scores before they become larger problems. This empowers families to provide targeted academic intervention at home and foster a transparent, collaborative relationship with the instructional staff. SIS also tracks attendance and families will recognize the direct correlation between "seat time" and academic success. Families will also learn how to send emails to teachers to ask for clarification on assignments or extra support.

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

1. The "Scavenger Hunt" Live Guided Session Instead of just watching you click through a PowerPoint, parents will actively navigate their own child's account on their smartphones or school-provided Chromebooks. The Setup: Provide parents with a physical or digital "Scavenger Hunt Checklist." The Action: You lead from the front projector step-by-step, and they follow along on their devices to find specific pieces of data. The Checklist Items: [] Find your child's current overall grade in Math. [] Locate the Attendance tab and find how many absences they have this quarter. [] Click on Science and find one specific assignment that has a green checkmark, a red "missing" flag, or a zero. [] Locate the teacher's email address within the portal. The Incentive: As soon as a parent completes their checklist, they raise their hand, a staff volunteer checks it, and they get a raffle ticket for a prize (e.g., a \$25 grocery gift card).

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

When parents know how to navigate the SIS, the feedback loop between school and home shrinks from 9 weeks (waiting for a report card) to 24 hours (checking a gradebook). Students can no longer hide missing assignments or low quiz scores until the end of the quarter when it is too late to fix them. Parents can intervene when a grade drops from a B to a C, rather than trying to rescue an F with Credit Recovery: By identifying missing assignments within days of the deadline, students can submit late work for partial credit or retake failed assessments immediately. Targeted Home Intervention: Instead of asking a vague question like "Do you have homework?" (which usually gets a "No"), parents can ask targeted, data-driven questions: "I see you got a 60% on your fractions quiz yesterday. Let's look at that together tonight.

- Date of Training

October 8th, 2026

- Responsible Person(s)

Sarah Larralde and Sonia McGowan

- Resources and Materials

Paper, computer ink and pencils.

- Amount (e.g. \$10.00)

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

Gearing up for Kindergarten

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

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

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

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

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

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

- Date of Training

9/22/2026

- Responsible Person(s)

Luz Williams, Sarah Larralde

- Resources and Materials

White boards, students books, markers

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

PBCSD Multicultural Department

- Describe how agency/organization supports families.

We collaborate closely with this department to bridge language barriers and engage our diverse multilingual community, including families who speak Spanish, Creole, Q'anjob'al, Popti', and Mam. Their team provides vital translation and interpretation support during parent-teacher conferences, as well as critical communication assistance during home visits focused on truancy and attendance intervention

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

Conference Notes, Emails, Pictures

- Frequency

Twice a month

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

- Name of Agency

Food Bank of Palm Beach County

- Describe how agency/organization supports families.

We collaborate with this agency to combat food insecurity within our community, ensuring our low-income families have reliable access to essential nutrition throughout both the school week and the weekend.

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

Pictures, invoices, and emails

- Frequency

Once a Semester

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

- Name of Agency

Guatemalan Mayan Center

- Describe how agency/organization supports families.

We partner with this agency to provide wrap-around support for our families, connecting them to critical external networks for healthcare and immigration services, while also facilitating access to targeted academic interventions like the Escuelita Maya after-school tutoring program.

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

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

- Frequency

M-F during school year

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

North Grade K-8 ensures robust and inclusive family engagement for all Title 1 programs, trainings, and SAC meetings through a comprehensive, multilingual communication plan. Outreach is executed via digital platforms (ClassDojo, ParentLink texts, and a dedicated website tab) alongside on-campus visibility (school marquee and aftercare informational flyers). To boost participation, weekend reminder calls are placed before every event, and sessions are duplicated in both morning and afternoon slots to accommodate working families. All communications are translated into Spanish and Creole, with targeted verbal outreach conducted in Q'anjob'al, Mam, and Popti' through strategic partnerships with our multicultural department and community allies.

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

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

- Description

North Grade K-8 systematically informs families about curriculum standards and expected student proficiency levels through a combination of high-impact events and continuous digital outreach. Academic expectations are articulated during Open House, Curriculum Nights, Parent-Teacher Conferences, and targeted SIS parent portal trainings, while daily updates are maintained via ClassDojo, phone calls, and student emails. To eliminate participation barriers for our diverse community, all sessions are duplicated in morning and afternoon slots to accommodate working families. Furthermore, all communications are translated into Spanish and Creole, with targeted verbal outreach conducted in Q'anjob'al, Mam, and Popti' through strategic collaborations with our multicultural department and community partners.

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

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

- Description

North Grade K-8 ensures comprehensive student data transparency by providing families with consistent academic updates through quarterly report cards, mid-term progress reports, and official FLDOE data notification letters for PM1, PM2, and PM3. Faculty communicate localized academic results through structured parent-teacher conferences, Parent Nights, phone calls, emails, and ClassDojo updates. Additionally, to promote equitable digital access, the school provides open computer lab sessions, ensuring all parents have the necessary technology and internet access to actively monitor their child's scholastic progress.

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

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

- Description

North Grade K-8 drives robust family participation publicizing the FY27 School Advisory Committee (SAC) and Annual Title 1 Meeting schedules through a multi-channel outreach campaign. Meeting details are promoted via the monthly newsletter, ClassDojo, emails, texts, and a dedicated parent phone call-out or email one week in advance. To eliminate barriers to attendance, meetings feature a dedicated segment for parent input, a hybrid format via Google Meet, and translation support provided by Spanish and Creole Community Language Facilitators (CLFs). This structured approach ensures all families can actively collaborate on school initiatives and Title 1 programs.

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

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

- Description

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

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

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

Accessibility

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

North Grade K-8 guarantees complete linguistic accessibility by utilizing Spanish and Creole Community Language Facilitators (CLFs) alongside specialized translator headsets during Title 1 events, IEP meetings, SAC sessions, and parent workshops. All core communication materials—including letters, invitations, and meeting agendas—are systematically translated. To ensure inclusivity for all demographics, the school collaborates directly with the District's Multicultural Department to secure certified translation assistance for any additional languages or dialects spoken by our families.

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

PFEP, School-Parent Compact, Translated agendas, presentations in other languages, invitations in other languages. pictures of meetings where North Grade is using the translator headsets

- Description

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

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

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

- Description

North Grade K-8 coordinates directly with the Migrant Education Department and the District Migrant Contact to secure updated student rosters and implement targeted support services. To maximize engagement with migrant families, school meetings are strategically scheduled in both morning and evening blocks to accommodate challenging work hours. Furthermore, the school removes language barriers by utilizing Community Language Facilitators (CLFs) to provide comprehensive translation and interpretation services in Spanish and Creole.

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

Home visit notes and/or referrals to the Migrant Dept. Informational emails to migrant families including invites to presentations, migrant program services. Sign in sheets to parent trainings and events showing language facilitator was present to translate

- Description

North Grade K-8 provides a supportive, non-judgmental environment for McKinney-Vento eligible families, ensuring their immediate needs are addressed compassionately across all school platforms. Our on-site Homeless Liaison manages individualized family intake to secure basic necessities, collaborating with Safe Schools to arrange specialized student transportation. To combat community-wide resource gaps, the school distributes localized food and shelter directories, operates an on-campus food bank, and utilizes community donations to distribute free school uniforms and school supplies. Furthermore, vulnerable students are routed through the School-Based Team (SBT) framework to receive targeted academic and socio-emotional interventions while ensuring consistent tracking of their educational outcomes.

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

Emails with the the Mckinney Vento Team/District Department - Vento Department Student Housing Questionnaire if a part of the registration packet, and the Mckinney-Vento program flyer of services offered. Emails to families following up on Mckinney Vento. Emails on services rendered through Mckinney Vento to families.

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

North Grade K8 has introduced a full year of using The Ron Clark Academy (RCA) positive reward system centering on its House System designed to build character, academic engagement, and community. The system gamifies positive behavior and shared responsibility across the entire school.

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Our Multi-Tiered System of Support (MTSS) framework allows teachers to provide academic and behavior support to all students at varying levels. Data-based problem solving is practiced at all levels of support beginning with Core (Tier 1) instruction where teachers analyze data to drive instruction. Our School Based Team (SBT) ensures students who are below grade level in Reading, are identified as outlined in the FY27 K-5 Reading Intervention Handbook. The School Base Team Leader works collaboratively with each grade level within Professional Learning Communities (PLCs) and one-on- one when needed, utilizing Grade Level Decision Trees to help identify students who demonstrate a need for Supplemental (Tier 2) and/or Intensive (Tier 3) support. The School Based Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data for students receiving academic interventions, Behavior Health Support, or Mental Health Counseling. The framework of support we provide remains intact and supportive of the School- Wide Positive Behavior Support System (SwPBS) within the MTSS framework. The School Based Team at NGK8 monitors the implementation and fidelity of the problem solving process under the lead of the SBT Leader who provides on-going professional development with interventionists and teachers. SBT Members also serve as Case Liaisons who share the roles and responsibilities as team members. The School Based Team best practices include: Goal Setting Serving as a point of contact for teachers as an additional layer of support throughout the RtI process Ensuring students are covered by a PMP, LEP plan or IEP Graphing RtI data used to analyze RtI progress at SBT Meetings Provide expertise in the problem solving and decision making process Maintaining a student caseload so that a timely review can be conducted every 8- 10 weeks to monitor students' progress Providing and maintaining an updated and aligned menu of services for Supplemental and Intensive interventions and probes available Providing and maintaining accessibility to Curriculum Based Measures used in progress monitoring Leading vertical alignment standards-based planning in the third trimester with each grade level through PLCs to prepare students' for the upcoming grade level One of the most successful practices at North Grade K8 (NGK8) involves collaborative team planning within grade level PLCs. During this designated time, the SBT Leader has worked closely with each grade level to build capacity in identifying students who demonstrate a reading deficiency as well as ensuring research based interventions and progress monitoring probes align with students' targeted deficiency. With an established system of check and balances established by the SBT Leader, teams are able to analyze criteria from various assessment data to help support the problem solving and decision making needed to provide students with support aimed at closing the achievement gap. NGK8 has also developed a school- wide behavior expectations matrix setting the culture for positive behavior support. Our SwPBS team members, led by our Behavior Health Professional (BHP), meet to review these universal guidelines with teachers and ensure preventative strategies and support are in place for all students beginning with Core instruction and if needed, teachers are further supported by SBT members for students demonstrating difficulty responding to Core behavioral expectation. Progress Monitoring Training is provided to individual teachers on a case-by case basis as needed.. All students who receive Supplemental (Tier 2) and/or Intensive (Tier 3) academic/behavior support as tracked by SBT make up a school- wide caseload. The caseload is captured on a spreadsheet which the SBT Leader updates after each SBT meeting to ensure review dates occur every 8-10 weeks. Included in the data resources collected are student graphs displaying the rate of improvement on the progress monitoring tool being used to track intervention progress as well as other universal data such as: iReady diagnostic scores, FSQ/USA data, Benchmark Assessment data,and attendance data. This helps the team compare how the student is performing within the core level of instruction as well as within the intervention. This also allows the team to determine if there is a problem at the Core level of instruction within a particular grade level or teacher that might need to be addressed through PLCs.

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

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

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

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

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

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

North Grade K8 invites parents with preschool students to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten to be used over the summer. The packet will include suggestions for reading and math. Student and parents will be invited back to attend Kindergarten round-up. At Kindergarten Round-up parents are given reading strategies and math strategies to work with their pre-kindergarten students. Supplies/Materials that given are whiteboards, markers, crayons, pencils. paper, sight word flash cards, and various books to read to them. Within the first 45 days of kindergarten, all students will be assessed using STAR assessments .Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academics and behavioral instruction will be included through guided and independent practice and modeling. At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited to these following trainings: - Gearing up for Kindergarten (Literacy) Night - Curriculum Night, - How to use SIS for Student data - Kindergarten Round-up

Professional Learning

1. Professional Learning

At North Grade K8 we will provide Professional Learning for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction by: * PLC Facilitator, Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial meetings to disseminate data and help guide instructional decisions based on data, modeling best practices by implementing the coaching cycle for teachers one on one and providing needs based on professional learning. *Teacher will analyze data and develop research based instructional plans that align with the B.E.S.T Standards during collegial meetings with PLC Facilitator, Instructional Coaches, and SSCC. * We will strongly encourage that our teachers take the 6 course training in Culturally Responsive teaching of the PBS Professional Learning. Teachers can request to go to conferences to assist in developing their instruction and get support from Multicultural Dept with fees or can request a grant from PTO. Classroom teachers will go to smartboard training throughout the year. A plan has been developed to support beginning teachers. The plan includes; Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development. In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has extensive experience in the field the new teacher is assigned too. We also have faculty meeting where we have mini professional development where we discuss parent communication strategies, implementation of small groups, how to spot hunger in children, how to support students with dyslexia as well as other subjects in assisting with instruction or SLL needs.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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