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

ELA

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

1. List prioritized needs statements.

1. F.A.S.T ELA Proficiency at 50% 2. 50% of Tier 2 teachers will transition to Tier 1 while an additional 10% of our Tier 3 teacher will transition to Tier 2 support services. North Grade's top priorities are to: - See a growth of ELA foundational skills in K-2 from P.M. 1 to P.M. 3 - Assist our parents in helping their children learn the reading skills necessary to be on grade level. - See a growth of Math performance in K-8th grade using the P.M. 1 to P.M. 3 proficiency levels - Productive PLC planning and professional development for all our teachers in all subjects. - See a growth of oral fluency in students by monitoring the Oral Benchmarks records from first quarter to third quarter. - Teacher collaboration in planning for ELA, Math and Science. - Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies. - Assist our parents in finding learning/testing resources to assist their students at home. - Assist our parents in understanding the importance of attendance and engagement in school

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

The root causes for the needs assessment is: 1. Lack of foundational and oral skills due to 60% of our students do not speak English at home 2. Lack of kindergarten readiness due to our parents not knowing the process of prekindergarten registrations and limited locations surrounding the school. 3. The teachers need support in teaching, implementing and planning ELA and Math instruction to achieve best practices in learning. 4. Lack of access to literary resources for students and parents to help their students at home with ELA, Math and Science. 5. Kindergarten and 1st grade classrooms are averaging 25 students per classroom which impedes the teachers ability to make connections with the student and work in small groups due to the large classroom size. 6. Lack of support for our parents to understand the importance of attendance and engagement in school.

3. Share possible solutions that address the root causes.

The possible solution can be: 1. A SSCC to assist with the implementation and monitoring of various programs such as tutorial, SBT, coaching classroom teachers to assist with the educational growth of all our students in ELA, Math and Science. Specifically with the State Assessments, District Assessment and Technology assessments in reaching grade level proficiency. . 2. Academic tutors to assure that all students are seen in a small group during ELA, to practice skills in ELA curriculum 4. Academic tutors to be assigned to our Lowest 25%, to work in small group and monitor success 5. K-5 tutorial before, during or after school so that our students can learn and practice skills to be successful readers. 6. Kindergarten round up for incoming Kindergarten parents to assist students in preparing to enter Kindergarten. 7. Teacher collaboration with planning for ELA, Math and Science 8. Professional Development for Administrators and teachers in the Dual Language program in keeping with the newest Dual Language teaching strategies. 9. A Kindergarten or 1st grade classroom teacher to assist with the large classroom size and assist with the grade level working in small groups within their classrooms 10. Parent Liaison position to assist parents with support in understanding the importance of pre-K, attendance and engagement in school. 11. Supplementing our educational initiative with vetted educational subscriptions such as flocabulary, Dreambox resources, I Ready workbooks, Coach performance workbooks, etc...

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

We implement a school wide class dojo for better communication and an insight to the classroom environment. We will also email, and text and use paper communication to communicate Title 1, training, school compact, etc.

• Parent Training

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

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 parent engagement good and bad.

- **Students**

To commit to attendance and engagement.

- **Parents**

Both parents and teachers to commit to download clasdojo app and come to 2 conference a year.

- **Staff Training**

SEL Training

- **Accessibility**

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

Math

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

1. List prioritized needs statements.

1. F.A.S.T Math Proficiency at 50% 2. 50% of Tier 2 teachers will transition to Tier 1 while an addition 10% of our Tier 3 teacher will transition to Tier 2 support services. Top Priorities: - Assist our parents in helping their children learn the math skills necessary to be on grade level. - See a growth of Math performance in K-8th grade using the P.M. 1 to P.M. 3 proficiency levels - Assistance to our teachers with productive PLC planning and professional development in Math curriculum. - Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies. - Assist our parents in finding learning resources to assist their students at home. - Assist our parents in understanding the importance of attendance and engagement in school.

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

The root causes for the needs assessment is: - Lack of foundational and oral skills due to 60% of our students not speaking English at home. - Lack of kindergarten readiness due to our parents not knowing the process of prekindergarten registrations or locations - The teachers need support in teaching, implementing and planning Math instruction to achieve best practices in learning. - Lack of access to literary resources for students and parents to help their students at home with math. - Kindergarten and 1st grade classrooms are averaging 25 students per classroom which impedes the teachers ability to make connections with the student and work in small groups due to the large classroom size. - 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.

- 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. - A Math teacher that can assist our teachers with math curriculum and share best practice knowledge with teachers and work with students in small groups - Academic tutors to assure that all students are seen in a small group during ELA, to practice skills in ELA curriculum - Academic tutors to be assigned to our Lowest 25% in math, to work in small group and monitor success - K-5 tutorial before, during or after school so that our students can learn and practice on grade level math skills. - Kindergarten round up for incoming Kindergarten parents to assist students in preparing to enter Kindergarten - Teacher collaboration with planning for Math. - Professional Development for Administrators and teachers in the Dual Language program in keeping with the newest Dual Language teaching strategies. - A teacher to assist with the large classroom size and assist with the grade level working in small groups within their classrooms. - Parent Liaison position to assist parents with support in understanding the importance of pre-K, attendance and engagement in school. - Supplementing our educational initiative with vetted educational subscriptions such as flocabulary, Dreambox resources, I Ready workbooks, Coach performance workbooks, IXL ,etc...

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

- Communication

We implemented a school wide class dojo for better communication and an insight to the classroom environment. We will also email, and text and use paper communication to communicate Title 1,training, school compact, etc.

- **Parent Training**

We will have the following trainings/presentations: Gearing up for Kindergarten Gearing up for Middle School Math Strategies to help your student at home Class Dojo/SIS Parent Gateway open labs 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 download clasdojo app and come to 2 conferences a year.

- **Staff Training**

The effects of truancy on students Creating a HEART (Healthy Environment and response to trauma) classroom Teachers will learn various strategies to support the lowest 25 by using games and they can show parents the math games to support their students

- **Accessibility**

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

Science

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

1. List prioritized needs statements.

North Grades Top Priorities: - To raise FSA proficiency in both 5th and 8th grade Science: 5th grade science from 27% to 40% & 8th grade science from 35% to 45% - 50% of Tier 2 teachers will transition to Tier 1 while an additional 10% of our Tier 3 teacher will transition to Tier 2 support services. - Assist our parents in helping their children learn the reading skill necessary to be on grade level. - See a growth of Science performance in 5th and 8th grade using the state assessment proficiency levels. - Assistance to our teachers with productive PLC planning and professional development in all subjects. - See a growth of oral fluency in students by monitoring the Oral Benchmarks records from first quarter to third quarter. - Teacher collaboration in planning for Science. - Professional development for Dual Language K-8 teachers and administration with Dual Language teaching strategies - Assist our parents in finding learning/testing resources to assist their students at home. - Assist our parents in understanding the importance of attendance and engagement in school

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

The root causes for these needs are: - Lack of foundational and oral skills due to 60% of our students do not speak English at home - Lack of kindergarten readiness due to our parents not knowing the process of prekindergarten registrations or locations - The teachers need support in teaching, implementing and planning Science instruction to achieve best practices in learning. - Lack of access to literary resources for students and parents to help their students at home with Science - Kindergarten and 1st grade classroom are averaging 25 students per classroom which impedes the teachers ability to make connections with the student and work in small groups due to the large classroom size - 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.

- 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. - A Math teacher that can assist our teachers with math curriculum and share best practice knowledge with teachers and work with students in small groups - Academic tutors to assure that all students are seen in a small group during ELA, to practice skills in ELA curriculum - Academic tutors to be assigned to our Lowest 25%, to work in small group and monitor success - K-5 tutorial before, during or after school so that our students can learn and practice skills to be successful in reading and science. - Kindergarten round up for incoming Kindergarten parents to assist students in preparing to enter Kindergarten - Teacher collaboration with planning for Science - Professional Development for Administrators and teachers in the Dual Language program in keeping with the newest Dual Language teaching strategies. - A classroom teacher to assist with the large classroom size and assist with the grade level working in small groups within their classrooms - Parent Liaison position to assist parents with support in understanding the importance of pre-K, attendance and engagement in school. - Supplementing our educational initiative with vetted educational subscriptions such as flocabulary, Dreambox resources, I Ready workbooks, Coach performance workbooks, IXL etc...

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

- Communication

We implement a school wide class dojo for better communication and an insight to the classroom environment. We will also email, and text and use paper communication to communicate Title 1, training, school compact, etc.

- Parent Training

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

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

- School

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

- Students

To commit to attendance and engagement.

- Parents

Both parents and teachers to commit to download clasdojo app and come to 2 conferences a year.

- Staff Training

Clasdojo - benefits and resources for engaging parent communication. The effects of truancy on students Creating a HEART (Healthy Environment and response to trauma) classroom. How to infuse science in other content areas. How to assist parents in supporting student in science K-5.

- Accessibility

We will use 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: **\$221,585.97**

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Flocabulary will be used by students in grades 3-8 to reinforce core knowledge and skills in Science. (3 licenses)	3	\$150.00	Original	\$450.00
	Heggerty Phonics will be used by ELA students in grades K-1 for remediation.	13	\$89.00	Original	\$1,157.00
	Reading Plus for 3rd-5th student below grade level during tiered instruction/FA site for 150 students	1	\$7,920.00	Amendment	\$7,920.00
Resource Teacher	Reading and Math Resource Teacher will provide small group support to at-risk students in K-5.				

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 219 934 292">Item</th> <th data-bbox="955 219 1092 292">Quantity</th> <th data-bbox="1102 219 1207 292">Rate</th> <th data-bbox="1218 219 1312 292">Days</th> <th data-bbox="1323 219 1417 292">Hours</th> <th data-bbox="1428 219 1543 292">Weeks</th> <th data-bbox="1554 219 1690 292">Certified</th> <th data-bbox="1701 219 1879 292">Type</th> <th data-bbox="1890 219 2016 292">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Certified staff will provide after school tutorial for all students' grades 3-8 in ELA, Math and Science November 2023 - April 2024..	12	\$37.00	2	2.25	18	Certified	Original	\$35,964.00									
Adding Lead Teacher for Tutorial (Nov-April)	1	\$37.00	2	2	18	Certified	Amendment	\$2,664.00										
Resource Teacher	Resource teacher will provide push-in small group support for Math students in grades K-5.																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 763 1144 828">Item</th> <th data-bbox="1165 763 1291 828">Quantity</th> <th data-bbox="1302 763 1438 828">Rate</th> <th data-bbox="1449 763 1701 828">Supply Type</th> <th data-bbox="1711 763 1879 828">Type</th> <th data-bbox="1890 763 2016 828">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total											
	Item	Quantity	Rate	Supply Type	Type	Total												
	Shipping for Civics	1	\$75.00	Instructional Materials	Original	\$75.00												
	Paper	100	\$33.00	General Supplies	Original	\$3,300.00												
	Index Cards of 3×5 Ruled Rainbow	11	\$2.40	General Supplies	Original	\$26.40												
	Worldly Wise 3000 Class 4th Edition Grade 3	50	\$14.00	Instructional Materials	Original	\$700.00												
	Sticky Chart paper (4 in apack)	4	\$135.00	General Supplies	Original	\$540.00												
	Heggrety Phonics - Spanish/English ABC Letter Cards	80	\$25.00	Instructional Materials	Original	\$2,000.00												
Flash Cards for 3rd-5th Math	300	\$3.50	Instructional Materials	Original	\$1,050.00													

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Bic Blue pens (pk of12)	6	\$2.25	General Supplies	Original	\$13.50
	Index Cards 5×8 Ruled pk of 100	13	\$1.05	General Supplies	Original	\$13.65
	Shipping/ handling for iReady	1	\$250.50	Instructional Materials	Original	\$250.50
	Poster maker paper rolls - anchor charts for classroom instruction	2	\$115.00	General Supplies	Original	\$230.00
	Headphones	200	\$11.00	Technology	Original	\$2,200.00
	Composition Books - (5pk of 100 sheets)	100	\$10.12	General Supplies	Original	\$1,012.00
	Pre-sharpened pencils (144)	15	\$11.00	General Supplies	Original	\$165.00
	Heggerty -Bridge to Reading classroom kit	6	\$1,699.00	Instructional Materials	Original	\$10,194.00
	iReady Magnetic Reading FL B.E.S.T 3rd-5th	200	\$15.00	Instructional Materials	Original	\$3,000.00
	Rolls of Laminating Film - for classroom anchor charts that are visual aids in classroom learning	3	\$50.00	General Supplies	Original	\$150.00
	Assorted Dry Erase Markers	47	\$3.50	General Supplies	Original	\$164.50
	Civics (10.00 per pack of 10) Gateway to American Government - FI Transformation Educ.	30	\$20.95	Instructional Materials	Original	\$628.50
	Florida Coach Science - Gold Edition 5th Grade	100	\$12.00	Instructional Materials	Original	\$1,200.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Heggrety Birdge shipping/handling	1	\$400.00	Instructional Materials	Original	\$400.00
	iReady BEST Math 3rd-5th	150	\$15.00	Instructional Materials	Original	\$2,250.00
	Blue Copy Paper (per ream)	8	\$39.72	General Supplies	Original	\$317.76
	Florida Coach Science shipping	1	\$100.00	Instructional Materials	Original	\$100.00
	Black Expo markers 36 pk	1	\$27.38	General Supplies	Original	\$27.38
	Chart paper (pack of 12)	10	\$65.99	General Supplies	Original	\$659.90
	Spiral Notebooks (140 pg. /70 Sheets) Wide Rule	100	\$2.25	General Supplies	Original	\$225.00
	File Folders (100pack)	11	\$5.08	General Supplies	Original	\$55.88
	Wordly Wise Shipping for 3rd Grade	1	\$100.00	Instructional Materials	Original	\$100.00
	Shipping for Top Score Writing Materials	1	\$805.00	Instructional Materials	Amendment	\$805.00
	Top Score 4th Grade Student w/b of Passages	6	\$35.00	Instructional Materials	Amendment	\$210.00
	Top Score 3rd Grade FL Ed Student Workbook Activities	8	\$45.00	Instructional Materials	Amendment	\$360.00
	Top Score 4th Grade TE of Curriculum Set	6	\$450.00	Instructional	Amendment	\$2,700.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
				Materials						
	Top Score 5th Grade FL Ed Student Workbook Activities	5	\$45.00	Instructional Materials	Amendment	\$225.00				
	Case of Paper	1	\$40.00	General Supplies	Amendment	\$40.00				
	Top Score 4th Grade FL Ed Student Workbook Activities	6	\$45.00	Instructional Materials	Amendment	\$270.00				
	Top Score 5th Grade Student w/b of Passages	5	\$35.00	Instructional Materials	Amendment	\$175.00				
	Top Score 3rd Grade TE of Curriculum Set	8	\$450.00	Instructional Materials	Amendment	\$3,600.00				
	Top Score 3rd Grade Student w/b of Passages	8	\$35.00	Instructional Materials	Amendment	\$280.00				
	Top Score 5th Grade TE of Curriculum Set	5	\$450.00	Instructional Materials	Amendment	\$2,250.00				
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Academic tutor will provide push-in small group in ELA and Math to support students in Grades K-3 from August 2023-May 2024.	1	\$17.00	5	6	37	Non-Certified w/ Degree	Original	\$18,870.00	

Action Step: Parent Engagement

Provide robust parent engagement support to bridge the communication gap between home and school and build the capacity of parents to support their child academically.

Budget Total: **\$6,981.03**

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Outside of contracted hours - 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	3	4	1	Certified	Original	\$300.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Mini White Boards (pack of 10)	10	\$10.19	General Supplies		Original	\$101.90			
	Expo markers - (pack of 36)	2	\$26.22	General Supplies		Original	\$52.44			
	Mi Libro d ABECE Spanish alphabet Journal (pack of 10)	7	\$38.99	Instructional Materials		Original	\$272.93			
	My Learning Journals (pack of 12)	13	\$104.99	Instructional Materials		Original	\$1,364.87			
	Writing Alphabet/Number Dry Erase Flash cards	50	\$19.66	Instructional Materials		Original	\$983.00			
	EZ Read sight word Dolce Prep (pack of 6)	25	\$17.99	Instructional		Original	\$449.75			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Materials		
	Magnets Jumbo uppercase Color (set of 42)	5	\$17.62	Instructional Materials	Original	\$88.10
	Flashcards Color/Shapes	50	\$9.04	Instructional Materials	Original	\$452.00
	Student planners/agendas/ folders K-5	700	\$2.50	General Supplies	Original	\$1,750.00
	Dry Erase Board Magnetic 9×12 (pk of 48)	2	\$176.02	General Supplies	Original	\$352.04
	Shipping and handling for planners	1	\$175.00	General Supplies	Original	\$175.00
	Student planners/folders middle school 6-8	100	\$2.25	General Supplies	Original	\$225.00
	Ink for color printer - lexmark black	1	\$90.00	Technology	Original	\$90.00
	Ink for color printer - cyan	1	\$75.00	Technology	Original	\$75.00
	Ink for color printer - yellow	1	\$75.00	Technology	Original	\$75.00
	Ink for color printer - magenta	1	\$75.00	Technology	Original	\$75.00

Action Step: Professional Development

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

Budget Total: \$115,661.00

Acct Description	Description									
Computer HW; non-cap	Item			Quantity	Rate	Type	Total			
	Lexmark Color Printer - Data for GL meetings/PLCs			2	\$525.00	Original	\$1,050.00			
Supplies	Item		Quantity	Rate	Supply Type	Type	Total			
	Ink for color printer - lexmark black		4	\$90.00	Technology	Original	\$360.00			
	Lexmark Cyan Printer ink		3	\$75.00	Technology	Original	\$225.00			
	Lexmark Magenta ink		3	\$75.00	Technology	Original	\$225.00			
	Lexmark Yellow ink		3	\$75.00	Technology	Original	\$225.00			
Travel out-of- state	Item			Quantity	Rate	Type	Total			
	NABE Conference - New Orleans 3/28/24-3/30/24 - Provide the opportunity to better understand acquisition of a second language and immersion programs, as well as the latest research and information on instructional best practices as it relates to emerging bilinguals and biliteracy programs. 2(Registration - \$600, Transportation - \$500, Lodging - \$700, Per Diem - \$250)			2	\$2,050.00	Original	\$4,100.00			
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	6 Teachers including Resource, Grade Chairs and the LTF will meet in late July early August to review the standards		6	\$25.00	1	5	1	Certified	Amendment	\$750.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
Single School Culture Coordinator	Single School Culture Coordinator will provide ELA support to teachers through modeling, coaching, and facilitating PLCs. She will assist teachers in the disaggregation of data, use data to create action plans, guide instructional decisions based on data, and model best practices using the Florida Standards.									
	and plan for the units and small group instruction.									

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

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

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

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

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

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

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

Our teacher will get monthly updates on the Title 1 at our faculty meetings and we will ask and document their input. We will also have Title 1 updates at SAC meetings and document their input. As well as put Title 1 updates on our School wide Class Dojo. This input will assist us with the Schoolwide Plan (CNA/SWP/PFEP) For the CNA, teachers will give their input in February 12th during the CNA meeting at 2:30p.m. Our parents will go over the CNA process on Thursday February 8th and Stakeholders will give their input on March SAC meeting on Monday March 4th at 8:30 a.m. We will discuss and go over the SWP and PFEP and have a Title 1 Q&A with teachers at all our staff meetings.

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

During our Welcome Back Meeting on Friday August 4th we discussed how that this will be year three for Benchmarks K-2 ELA curriculum and year 2 for 3-5th. We also discussed that it will be year 2 for the math curriculum. We also discussed that we need to emphasize that every classroom should be doing small groups in Reading and Math. The staff will need to take the year 2 or 3 trainings for the Benchmark curriculum and Year 2 trainings to support the Math curriculum. We would like on of our Profession Development days to teach/reteach small groups to all teachers. Title 1 funds will support with supplies in creating anchor charts, post-its, and paper. We will have our first SAC meeting on Sept 11th where we will discuss the Parent and Family engagement with our SAC members and ask for Feedback. During Parent Engagement meetings Title 1 funds will help support our parents with supplies such as small whiteboards, flashcards and expo markers. Our Title 1 Annual parent Meeting will be held on Thursday September 28th at 8:30a.m and at 5:30p.m.

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

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

Thursday September 28th @ 8:30 a.m. in the school cafeteria and 5:30 p.m. in the Media Center.

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

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

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

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

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Building Parent-Teacher Relationships

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

Strong partnership between teacher and parent support children's learning and ability to develop lifelong skills and strengthens parents capacity to be engaged in their children's academic experience. By having more contact with parents, teachers learn more about students' needs and home environment, which will help in meeting their students needs. We will also discuss that with the great diversity of among families means that it is not possible to rely on a single method of communication. We will discuss Clasdojo and the text component for parent communication. How to discuss the school compact with parents.

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

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

- What will teachers submit as evidence of implementation?

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

- Month of Training

September

- Responsible Person(s)

Sarah Larralde, Luz Williams. Nathalie Drahos

2. Reflection/Evaluation of Training #1

• Name and Brief Description

*

• Number of Participants

*

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

*

• Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

• How do you know?

*

• What went well with the training

*

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

*

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Sharing Data with Parents

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

In the past a parents would complain that they did not know what there students get on exams and/or grades. Last year we went digital with report cards and the issue of parents not knowing grades will be exacerbated. Teachers will learn how to let their parents know - How parents get access to SIS Approach Data Sharing as an on-going process Data sharing promotes Parent-Teacher connections

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

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

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

Conference notes, Class dojo screenshots, messaging screenshots.

- **Month of Training**

October

- **Responsible Person(s)**

Sarah Larralde, Luz Williams. Nathalie Drahos

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

*

- Number of Participants

*

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

*

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

*

- What went well with the training

*

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

*

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Gearing up for kindergarten

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

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

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

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

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

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

- **Date of Training**

October 5th, 2023

- **Responsible Person(s)**

Sarah Larralde, Luz Williams

- Resources and Materials

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

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

2. Reflection/Evaluation of Training #1

- Name of Training

*

- Number of Participants

*

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

*

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

*

- What went well with the training?

*

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

*

3. Parent and Family Capacity Building Training #2

- Name of Training

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

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

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

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

Parents will have computers to practice with Parent Portal

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

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

- Date of Training

January 18, 2024

- Responsible Person(s)

Sarah Larralde and Luz Williams

- Resources and Materials

Paper

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

4. Reflection/Evaluation of Training #2

- Name of Training

*

- Number of Participants

*

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

*

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

*

- What went well with the training?

*

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

*

5. Parent and Family Capacity Building Training #3

- Name of Training

3rd Grade Literacy night.

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

This training is to discuss the state exam and give examples of questions that their students will answer (I do, we do and you do) Teachers will role model how to question students for comprehension, and how to find online resources to assist students with homework and preparation for the FSA. The parent will learn how to ask their students questions about reading comprehension, Main Idea and key details when working with their students at home. We will also show the the Practice exam on the State Assessment website.

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

The parents will be doing the “you do” part of the training where they are asked to analyze a passage as to see what the students are asked. They will also practice how to pick a book for their students as well as ask comprehension questions to help their students practice analyzing a story.

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

Parent will be given an overview of the states tests and what it encompasses. We will be giving academic and social strategies as well as resources to assist their student academically and emotionally. The impact will be that our students will be more ready to take the State test and use testing strategies for academic success.

- Date of Training

March 7th 2024

- Responsible Person(s)

Sarah Larralde and Luz Williams

- Resources and Materials

Paper, markers, pen, flash cards, journals

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

*

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

*

- What went well with the training?

*

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

*

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

• Name of Agency

PBCSD Multicultural Department

• Describe how agency/organization supports families.

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

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

Conference Notes, Emails

• Frequency

Twice a month

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

• Name of Agency

Food Bank of Palm Beach County

• Describe how agency/organization supports families.

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

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

Pictures, invoices

- Frequency

Once a Semester

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

- Name of Agency

Guatemalan Mayan Center

- Describe how agency/organization supports families.

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

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

Enrollment of North Grade's families that go to Escuelita Maya to monitor academic achievement.

- Frequency

M-F during school year

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

- **Description**

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

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

Copy of the email and invitation, snapshots of website.

- **Description**

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

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

Copy of the email and invitation Parent conference log/notes screenshots of class dojo

- **Description**

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

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

Class Dojo Screen shots Email sent to parents

- **Description**

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

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

Copy of email, copy of monthly newsletter, class dojo screen schots

- 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.

Agendas, evaluations, sign in sheets/list of virtual attendees

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

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

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

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

- Description

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

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

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

- Description

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

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

Email with migrant contact, and agendas

- Description

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

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

Conference notes with families, pictures. SBT referral

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

• Activity #3

This school has chosen to be exempt from this area.

• Name of Activity

This school has chosen to be exempt from this area.

• Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

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

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

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

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

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

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

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

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

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

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

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your

Retention:

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

Own)

- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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