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Title I Comprehensive Schoolwide Plan  
South Grade Elementary (2431)

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## Title I Comprehensive Schoolwide Plan - South Grade Elementary (2431)

#ELA	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	54	42	51	55	1

1. According to data, what are your top priorities? Include needs assessment statements.

Overall ELA in grades 3, 4, and 5 increased from 27% to 40% proficiency as per the FY22 Winter Diagnostic. According to FY21 FSA there was a 15% increase from 25% proficiency to 40% proficiency. We need to continue working to increase proficiency to level 45% by focusing in the areas of phonics and vocabulary development to impact reading comprehension and increase student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

• lacks of background knowledge • Follow process for monitoring progress • Lack of academic readiness for grade entering. • Not holding on to knowledge from previous years • lack mastery of foundational skills • lack of vertical planning between grade levels • Student/teacher limited awareness of language roots (cognates) • Lack of teacher knowledge of BEST ELA standards • Limited strategies on how to attach text/figure out what to look for based on genre – analyzing reading deficits – not standards taught • The curriculum provided does not match the assessments • A lot of time has to be spent creating the lessons and exit tickets \* lack of parent knowledge on student readiness skills

3. Share possible solutions that address the root causes.

• Provide opportunities for students to experience Read alouds • Virtual field trips and Seasonal activities to improve on lack of prior knowledge • Additional VPK classrooms and partnerships with other stakeholders through Bridges, Escuelita Maya • Professional development opportunities regarding ESOL strategies (Bring area people in for WIDA assessment) • Provide opportunities to Implement Language lab – part of the fine arts wheel to build language, Writing lab – part of the fine arts wheel to develop writing skills, Language/grammar typing on the computer • Tutorial for lower grades – 1 day a week to support student learning after school and summer \* Continue Tutorial for 3-5 to support student learning after school • Students create flash cards • Spiral Curriculum; review expectations • Review in PLC, preload before lessons • PLC, expectations prior to instruction (reminders of “look fors”) • Vertical planning, same strategy across grades • More emphasis on Science across the grades. (Allocate time in PLCs for calendar and lesson plans). • Have more parent involvement offer evening trainings \* Provide additional support for students during ELA and supplement time to meet their needs (Resource teachers, tutors, \* Provide support for parents to continue working with communication and building skills to support learning at home • Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of instructional supplies and supplemental resources (Ready Florida workbooks, whiteboards, and more). • Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Razz Kids, Story Works, Imagine learning, IStation, etc.).

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>How will school strengthen the PFEP to support ELA?</p> <ul style="list-style-type: none"> <li>* Continue strategies to communicate with parents (Newsletter, Person to person phone calls, Robocalls )</li> </ul>	<ul style="list-style-type: none"> <li>• Having conversations with their child at hoe</li> <li>• Family Learning Nights</li> <li>• Conference day or set day or times for them</li> <li>• Teaching parents how to use translator on phones (for those with communication)</li> <li>• English numbers and content words, flash cards math games, make and take</li> <li>• Create a South Grade version of questions parents can ask about reading – include visuals</li> <li>• Newsletter with beginning of new semester letting parents know what is next (offer surfer punches for parent input)</li> <li>* Monthly parent trainings and address the academic (vocabulary and comprehension) , social, emotional needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish class after school</li> <li>• Cultural trainings</li> <li>• Grade level meetings after school with families to share what students are doing</li> <li>• Grade level curriculum night with translators, uniform expectation across grade levels</li> <li>• Provide information for parents English classes</li> <li>• Meetings later in the day</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information for parents English classes</li> <li>• Meetings later in the day</li> <li>* Continue to provide support for all our families as needed (ELL, disabilities, Homeless/Migrant Families)</li> </ul>

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

School	Students	Parents
<ul style="list-style-type: none"> <li>• Remind parents of the school agreement and its expectations</li> <li>• Offer times to gather with parents to share what is happening in the classroom</li> <li>• Survey parents on their needs provide homework assistance.</li> <li>• Increase questions/activity ideas sent home by semester</li> <li>* Provide parent workshop to support the reading components (vocabulary, comprehension) as well as information on BEST standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Come willing to learn</li> <li>• Bring their parents/teach their parents</li> <li>• Challenging parents to math games</li> <li>• Earn surfer punches by having academic conversations at home (sig. in agenda)</li> <li>* Provide opportunities for students to strengthen the reading components (vocabulary, comprehension) as well as apply BEST standards at home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Support school expectations and students willingness to learn.</li> <li>• Participate</li> <li>• Help identify their own needs. Monitor homework</li> <li>• Engage in academic conversations/games using school provided activity ideas</li> <li>* Provide opportunities for parents apply reading components (vocabulary, comprehension) as well as apply BEST standards. at home.</li> </ul>

#Math	2019	2020	2021	2022	2023 (Expected Outcomes)
Gains	52	44	55	66	1

1. According to data, what are your top priorities? Include needs assessment statements.

Overall math in grades 3, 4, and 5 increased from 35% to 49% proficiency as per the FY22 Winter Diagnostic. According to FY21 FSA there was a 3% increase from 49% proficiency from Winter Diagnostics to 46% proficiency in the FSA. We need to continue working to increase proficiency to level 54% proficiency by focusing in the areas of number sense to increase student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

Background knowledge Lack of academic readiness for grade entering Limited fact fluency Limited mastery of skills Limited strategy continuity between grade levels Lack of Foundational skills Lack of Number recognition readiness in K Lack of Unit organization order of units Lack of testing strategies Increase math proficiency across the grade levels • Lack of teacher knowledge of BEST math standards in grades K-2 • The curriculum provided does not match the assessments • A lot of time has to be spent creating the lessons and exit tickets \* lack of parent knowledge on student readiness skills

3. Share possible solutions that address the root causes.

Provide opportunities for Spiral review from previous year Math notebooks Tutorial for lower grades Continue implementation of Math games challenge Students create flash cards Implementation of vertical planning, Review in PLC, preload before lessons Increase math vocabulary Create math word wall Every grade should have math fluency daily for 5-10 minutes Homogeneous groupings K-2 Math coach Math Lab on fine arts rotation Increase math block to 75 minutes • Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of instructional supplies and supplemental resources (Ready Florida workbooks, whiteboards, math notebooks, and more). • Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, IXL, etc.). \* Provide additional support for students during ELA and supplement time to meet their needs (Resource teachers, tutors, Tutorial for lower grades – 1 day a week to support student learning after school and summer \* Continue Tutorial for 3-5 to support student learning after school

4. How will school strengthen the PFEF to support undefined?

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
<ul style="list-style-type: none"> <li>• Continue with the person to person and robo calls *</li> <li>Continue strategies to communicate with parents (Newsletter, Person to person phone calls, Robocalls )</li> </ul>	<ul style="list-style-type: none"> <li>• Having conversations with their child at home • Family Learning Nights • Conference day or set day or times for them • Teaching parents how to use translator on phones (for those with communication) • English numbers and content words, flash cards math games, make and take • Create a South Grade version of questions parents can ask about reading – include visuals • Newsletter with beginning of new semester letting parents know what is next (offer surfer punches for parent input) *</li> <li>Monthly parent trainings and address the academic (math fluency).</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish class after school • Cultural trainings • Grade level meetings after school with families to share what students are doing • Grade level curriculum night with translators, uniform expectation across grade levels • Beginning language Creole and Spanish • Cultures, language, pronunciation • Review compact during preschool</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information for parents English classes • Meetings later in the day * Continue to provide support for all our families as needed (ELL, disabilities, Homeless/Migrant Families)</li> </ul>

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

School	Students	Parents
<ul style="list-style-type: none"> <li>• Remind parents of the school agreement and its expectations • Offer times to gather with parents to share what is happening in the classroom • Survey parents on their needs provide homework assistance. • Increase questions/activity ideas sent home by semester * Provide parent workshop to support the reading components (math fluency) as well as information on BEST standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Come willing to learn • Bring their parents/teach their parents • Challenging parents to math games • Earn surfer punches by having academic conversations at home (sig. in agenda) * Provide opportunities for students to strengthen the reading components (math fluency) as well as apply BEST standards at home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Support school expectations and students willingness to learn. • Participate • Help identify their own needs. Monitor homework • Engage in academic conversations/games using school provided activity ideas * Provide opportunities for parents apply reading components ((math fluency) as well as apply BEST standards. at home.</li> </ul>

#Science	2019	2020	2021	2022	2023 (Expected Outcomes)
Achievement	36	21	30	27	1

1. According to data, what are your top priorities? Include needs assessment statements.

Overall science in 5th grade increased from 23% to 41% proficiency as per the FY22 Winter Diagnostic. According to FY21 FSA there was a 19% increase from 41% proficiency from Winter Diagnostics to 23% proficiency in the FSA. We need to continue working to increase proficiency to level 45% proficiency by focusing in the areas of science vocabulary and FAIR Game Benchmarks to increase student achievement.

2. List the root causes for the needs assessment statements for your top priorities.

- Lack of background knowledge
- Lack of academic readiness for grade entering.
- Not spiraling – need implicit instruction
- Not focusing on broad strategies only specific standards
- Prioritizing other subjects over Science.
- Shorter blocks compared to other subjects.
- The need for additional resources to supplement the curriculum.
- The curriculum provided does not match the assessments.
- A lot of time has to be spent creating the lessons and exit tickets
- Lack of foundational skills
- Student don't carry over information/strategy between units
- Lack of test taking strategies
- \* Lack of teacher knowledge of NGSSS standards

3. Share possible solutions that address the root causes.

Provide Virtual field trips

- Spiral review – including from previous grades
- Tutorial for 5th grade students
- Review in PLC, preload before lessons
- PLC, expectations prior to instruction (reminders of “look fors”)
- Vertical planning, same strategy across grades
- More emphasis on Science across the grades. (Allocate time in PLCs for calendar and lesson plans).
- Vertical planning and sharing. - Ensure Fair games benchmarks are taught in 3rd and 4th. - Continue to embed reading strategies with science content K-5
- \* Every grade level should teach Science daily.
- Have more parent involvement offer evening trainings
- Increase days spent grasping a concept. The math program is too choppy. Every day is a new or different strategy is taught. Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of instructional supplies and supplemental resources (whiteboards, math notebooks, materials for science experiments, and more).
- Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents .

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Continue with robo calls Event flyers Person to person phone calls * Continue strategies to communicate with parents (Newsletter, Person to person phone calls, Robocalls )</p>	<p>• Having conversations with their child at home • Family Learning Nights • Conference day or set day or times for them • Teaching parents how to use translator on phones (for those with communication) • English numbers and content words, flash cards math games, make and take • Create a South Grade version of questions parents can ask about reading – include visuals • Newsletter with beginning of new semester letting parents know what is next (offer surfer punches for parent input) * Monthly parent trainings and address the academic (science vocabulary and science process).</p>	<p>• Spanish class after school • Cultural trainings • Grade level meetings after school with families to share what students are doing • Grade level curriculum night with translators, uniform expectation across grade levels • Beginning language Creole and Spanish • Cultures, language, pronunciation • Review compact during preschool</p>	<p>• Provide information for parents English classes • Meetings later in the day * Continue to provide support for all our families as needed (ELL, disabilities, Homeless/Migrant Families)</p>

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

School	Students	Parents
<p>• Remind parents of the school agreement and its expectations • Offer times to gather with parents to share what is happening in the classroom • Survey parents on their needs provide homework assistance. • Increase questions/activity ideas sent home by semester * Provide parent workshop to support the reading components (science vocabulary) as well as information on NGSSS standards.</p>	<p>• Come willing to learn • Bring their parents/teach their parents • Challenging parents to math games • Earn surfer punches by having academic conversations at home (sig. in agenda) * Provide opportunities for students to strengthen the reading components (science vocabulary) as well as information on NGSSS standards at home and school.</p>	<p>• Support school expectations and students willingness to learn. • Participate • Help identify their own needs. Monitor homework • Engage in academic conversations/games using school provided activity ideas * Provide opportunities for parents apply reading components (science vocabulary) as well as information on NGSSS standards at home.</p>

Action Step	Professional Development	Budget Total: \$252,335.58
Acct Description	Description	

Single School Culture Coordinator	Single School Culture Coordinator will provide support for PLC's, track data, identify students in need of extra support/small group instruction, and develop the capacity of teachers.											
Coach	Reading Coach will provide support for all teachers in grades K-5 through the coaching cycle of observing providing feedback, planning for instruction and best practices, modeling lessons, and analyzing student Reading data.											
Coach	Math Coach will provide PD to all teachers in grades K-5 with a sharp focus on new teachers, model best practices, analyze data, and provide coaching designed to scaffold teacher improvement during PLC meetings and in classrooms.											
Teacher Collaboration	<b>Item</b>						<b>Teachers</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Rate</b>	<b>Total</b>
	K-5 Teachers - After school - Collaborative planning for the BEST standards.						35	1	1.5	15	\$25.00	\$20,125.00
Supplies	<b>Item</b>		<b>Quantity</b>		<b>Cost</b>		<b>Total</b>					
	Ink Cartridges		15		\$76.00		\$1,140.00					
	Cases of Paper		118		\$34.81		\$4,107.58					
	Chart Paper		30		\$35.00		\$1,050.00					

<b>Action Step</b>	Parent Engagement	<b>Budget Total: \$79,687.30</b>
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<b>Acct Description</b>		<b>Description</b>			
Teacher Parent Liaison	Teacher Parent Liaison will design and deliver parent trainings and workshops focused on Literacy, Math, and Science, coordinate with volunteers and business partners, and provide resources/trainings through the Parent Resource Center for families to support learning at home.				
Teacher Parent Liaison	.5 unmatched Teacher Parent Liaison - SGE will be best served to support parent enagement parent trainings, provide student support services and liaison between school and parents.				
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
	Kindergarten Parent Communication Folders		100	\$2.21	\$221.00
	Student Agendas		570	\$1.79	\$1,020.3

<b>Action Step</b>	Classroom Instruction	<b>Budget Total: \$111,412.37</b>
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<b>Acct Description</b>	<b>Description</b>
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Resource Teacher	Reading Resource Teacher for grades 3-5 will provide small group, differentiated instruction supportive of student skill development to students identified for supplemental support through a pull-out and push-in model.																
Supplies	<table border="1"> <thead> <tr> <th data-bbox="367 170 1270 227">Item</th> <th data-bbox="1270 170 1459 227">Quantity</th> <th data-bbox="1459 170 1669 227">Cost</th> <th data-bbox="1669 170 1869 227">Total</th> </tr> </thead> </table>				Item	Quantity	Cost	Total									
	Item	Quantity	Cost	Total													
	Ink Cartridges	10	\$76.00	\$760.00													
	AVID Binders	220	\$2.66	\$585.2													
	Workbooks for All Core Areas to Support Scaffolding	1	\$3,225.00	\$3,225.00													
	Story Works - Grades 3-5	1	\$3,455.43	\$3,455.43													
	Pencil Pouches	220	\$1.16	\$255.2													
	Lively Letters	5	\$176.00	\$880.00													
	Headphones	300	\$15.00	\$4,500.00													
Classroom Libraries	1	\$943.29	\$943.29														
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="367 698 976 755">Item</th> <th data-bbox="976 698 1281 755">Quantity</th> <th data-bbox="1281 698 1533 755">Cost</th> <th data-bbox="1533 698 1869 755">Total</th> </tr> </thead> </table>				Item	Quantity	Cost	Total									
	Item	Quantity	Cost	Total													
Computer Chargers	50	\$50.00	\$2,500.00														
Out-of-system Tutors (Long Term)	<table border="1"> <thead> <tr> <th data-bbox="367 852 1302 909">Item</th> <th data-bbox="1302 852 1396 909">Tutors</th> <th data-bbox="1396 852 1470 909">Days</th> <th data-bbox="1470 852 1554 909">Hours</th> <th data-bbox="1554 852 1648 909">Weeks</th> <th data-bbox="1648 852 1732 909">Rate</th> <th data-bbox="1732 852 1869 909">Total</th> </tr> </thead> </table>				Item	Tutors	Days	Hours	Weeks	Rate	Total						
	Item	Tutors	Days	Hours	Weeks	Rate	Total										
Out of system tutors - Small group push-in for math and ELA - Grades K-5. Starts August 10th.	3	5	6	36	\$15.00	\$48,600.00											

# Annual 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.

Brief Narrative
<b>1. What is the actual date, time and location of the Annual Meeting?</b>
Thursday October 13th, 9:30 am in the Cafeteria and offered virtually
<b>2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).</b>
Marquee, School newsletter, flyer, agenda, invitation robo call, texting
<b>3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.</b>
Powerpoint Title I overview, evaluations, sign-in sheets, invitations, copy of our FY22 Compact in three languages, and a summary of the Parent and Family Engagement Plan. Materials needed to host the meeting: Computer doc station, projector, projector screen, pens, markers, handouts, and snacks for parents.

## 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.

### Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
How to build a portfolio and include strategies for at home practice	Teacher will be able to deliver understanding of the student's progress using data sources collected through a student portfolio and identify strategies to implement at home to build foundational knowledge	Parents will be able to better understand their child's on going progress and be provided with the tools and strategies to assist with foundational practices	Sign in sheet Agenda Powerpoint slide/ visual resources	September 7th, 2022	Loris Barr Celia Clark

### Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
B.E.S.T Standards and application of strategies	Teachers will be able to identify a common barrier with foundational concepts and be able to deliver strategies to parents to build fluency with concepts at home.	Parents will be able to apply the strategies at home with their children.	Sign in sheet Agenda Powerpoint slide/ visual resources	October 5th, 2022	Loris Barr Celia Clark

## Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
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?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
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?	What went well with the training?	What improvements could be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

## 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.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
Understand your child's portfolio	To support student learning at home, parents will be to understand their child's progress by viewing data sources collected through a student portfolio by the teacher.	Sample of student portfolios, sample work of students, application of strategies to use at home	Parents will be able to better understand their child's ongoing progress and be provided with the tools and strategies to assist with foundational practices at home	October 19th, 2022	David Suarez	Portfolio handouts Reading resources	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
Using technology to access student academic portal	To support student learning at home, parents will be able to access the student's portal to stay connected with teachers and student academic progress	Parents will have laptops available and their child's sign on information to access the student portal.	Parents will be able to hold academic conversations with their children about their progress.	November 17th, 2022	David Suarez	Step by step directions for signing in to the portal will include visual snapshots of the steps. Laptops Handouts	

**Parent and Family Capacity Building Training #3 (PFEPStep6)**

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
Social Media and Student Exposure	To support student learning at home, parents will be able to identify the dangers with the use of social media and inappropriate adolescence behaviors	Video introductions, accessibility to the apps that are being discussed Carousal activity to include a parent discussion (what I learned)	The knowledge of the dangers with the social media will provide preventive strategies for parents to apply at home.	January 18th, 2023	David Suarez Officer Munoz	Powerpoint slides visual aides of social media apps	<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>

## 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.

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Palm Beach County School District Safe Schools McKinney Vento	They provide backpacks, school supplies, uniforms and transportation to students identified as homeless. Through school based team meetings counseling services may be offered upon need for each of the students and their families.	Rosters partnership agreement Uniform log SBT Meeting notes	yearly

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Pan Florida Challenge-Through the United Way	They provide weekend backpack meals for identified students. Meals go home every Friday. Meals include cereal, milk, fruit, juice, peanut butter crackers, and canned meals. The supplemental bagged mean can be shared with the whole family.	Partnership agreement Sample permission slips signed by parents	Yearly

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Back to Basics	They provide uniforms, socks, underwear to any student or family that expresses a need for the items. During the registration process parents are asked if they are in need of uniforms. They are provided with at least 2 uniforms before they leave the campus.	Partnership agreement Thank you letter Uniform log	Yearly

## Communication

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

<p><b>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.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>The school will provide parents with marquee display of meetings, use flyers to invite, robo calls out to parents , Flyers and letters sent home in student agendas, in multiple languages. Permission slips for tutoring will be sent out and individualized follow up calls to parents in the event that they are not returned with a parent signature</p>	<p>invitations sample permission slips for tutoring</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>The school will invite parents and families to school meetings on standards and expectations during SAC meetings, Curriculum nights, Open House, report card parent teacher conferences. Parents are also invited to discuss the progress of their children through IEP, LEP, school based team and teacher/parent meetings.</p>	<p>invitations parent conference notes SAC meeting minutes</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>The school will invite parents and families to school meetings on standards and expectations during SAC meetings, Curriculum nights, Open House, report card parent teacher conferences. Parents are also invited to discuss the progress of their children through IEP, LEP, school based team and teacher/parent meetings.</p>	<p>invitations parent conference notes SAC meeting minutes</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>School will inform parents about future meetings via newsletter, agenda, marquee, and robo call. Additional opportunities to participate decision making will be offered at SAC meetings, SBT meetings and parent conferences.</p>	<p>invitations</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>The needs of the parents are always considered. Meetings and events have been offered at varied times. Morning meetings/trainings have had the highest attendance overall. However meetings or trainings will not be held to just the morning. Calls to parents who do not attend will be surveyed to determine if an adjustment to meetings or trainings would need to take place.</p>	<p>Invitations Sign in sheets</p>





## 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	List evidence that you will upload based on your description.	File Attachments
<p>Parents are accommodated when needed. For example, translators are offered for all parents trainings or meetings when there is a known language barrier. Teachers, ESOL guidance counselor, administration and single school culture coordinator will do home visits at any time in order to ensure parents are supported. If needed, phone conferences are also an alternate to having parents come to meetings as sometimes their schedules conflict with school hours.</p>	<p>Language Facilitator request form</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Parents are accommodated when needed. For example, there are easily accessible ramps around campus to support parents in a wheelchair. For the buildings with multiple floors there are elevators the parents will have access to.</p>	<p>Picture of ramps &amp; elevators</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>Meetings, trainings and development will be led in parents native language. Meetings will occur in small group collaborative setting. Times of meeting will also be considered. A list of migrant students have been identified by the Migrant Department and work closely with our ESOL Coordinator to development additional support for these students. The representative from the Migrant Department is developing a schedule of support for these identified students. She will work alongside our ESOL team and Reading coach to develop small push in instructional support. Translators will be provided meetings in native language , meetings will be offered at various times to accommodate work schedules. CLF's will conduct home visits, and collaborate with the District Migrant dept to along resources for families.</p>	<p>Home Visit logs</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments

<b>4. Families experiencing homelessness</b>	<b>List evidence that you will upload based on your description.</b>	<b>File Attachments</b>
<p>South Grade has several points of contact to support homeless families. Once the family has been identified as in need the school ensures the family has applied for free or reduced lunch. The school also ensures the children have clothing for school and supplies. These items are available in our Surfer Closet provided to use by several private donations and community partners. The student is referred to the school based team and addressed immediately for academics, behavior and emotional support. The McKinney Vento representative from Safe Schools is contacted and invited to participate in the child's SBT meeting and meets with the parents. The representative works closely with our school's single school culture coordinator to find temporary housing and transportation to and from their current school. The ESOL guidance counselor works in conjunction with the team to provide additional support systems outside of school.</p>	<p>SBT meeting notes</p>	

## Other Activities

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.

### Activity #1

Name of Activity	Brief Description
N/A	N/A

### Activity #2

Name of Activity	Brief Description
N/A	N/A

### Activity #3

Name of Activity	Brief Description
N/A	N/A

## Building Students' Non-Academic Skills

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

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

Our school is committed to building students' non-academic skills which ultimately support their academic growth. The school wide expectation is to follow the 'SURFER WAY' as PEACEMAKERS. The Surfer Way includes accomplishing learning goals, expressing ideas and opinions, connecting learning to life, creating partnerships and celebrating learning. This pledge is shared daily as part of our morning messages, posted throughout the school and is referred to throughout the day as needed. School wide expectations follow the C.H.A.M.P.S guidelines for daily behavior management which include, voice levels at various locations, set expectations at various locations and logical consequences based on the level of action. This supports the character traits framework for helping students be responsible, motivated, and engaged in instructional and non-instructional tasks. School-wide positive behavior universal guidelines "BE A PEACEMAKER" are evident throughout the school. Positive praise and "Surfer Tickets" are used to reinforce behaviors for individuals, class and attendance. Students turn in their individual "Surfer Tickets" for a drawing that takes place "live" on the morning news. Teachers collect the class, "Surfer Ticket" to redeem for prizes such as, a read aloud by an administrator or visits from the school nurse. The attendance "Surfer Tickets" are collected and turned in to the office for treasure box type prizes. Our "Surfer Ticket" Program is enforced daily and is recognizing students daily, weekly and monthly. Some classrooms have also adopted "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion.

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. In addition, the students receive interactive guidance lessons on the fine arts wheel every six days.

Our students participate in the "Breaking The Cycle" program that is taught by officers from the Palm Beach County Sherriff's Department. The "Breaking The Cycle" officers provided a lessons to our students weekly where they learn social and emotional skills for daily life. The project includes interaction with Legos. The project pacifies these skills when they meet with the officers one on one and in small group settings. The completion of the program supports students in life skills that will help them avoid delinquency, youth violence, gang membership, and also help them deal with bullying. The relationships that are built during this time are priceless for our students.

The school participates in a monthly Character Counts program. Each month focuses on a different character pillar, such as trustworthiness, respect, caring, etc. The school counselors, teachers and administrators reinforce the character of the month during fine arts rotations and on the morning news. Each month one child is recognized in their classroom for their hard work and dedication showing that month's character trait through a certificate and by teachers posting a picture of the student outside their classroom for all to see. Peers also write compliments to that recognized student and those are also posted by the child's picture.

## 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.

The School Based Team (SBT) or Response to Intervention (RtI) Team meets on a weekly basis to review and discuss universal screening data and progress monitoring data. Based on their findings, the team collaborates on interventions and activities to set appropriate goals needed to create effective learning environments for each individual child. After determining that effective Core Instruction (Tier 1) is in place, the team discusses the students who are not meeting identified academic standards. Those identified students are given supplemental interventions by classroom teachers and reading specialists. Data is collected and monitored over time for those identified students and others. Those who continue to not make adequate progress are referred to the problem solving team or SBT. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of supplemental academic and/or behavioral support. These supports may include supplemental or intensive components. An intervention plan is developed (PBCSD Form 2284) which identifies a students' specific areas of need and appropriate research-based intervention to address these deficiencies. In addition to identifying the specific intervention the team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is personalized by the members of the (SBT) School Based Team. The plan supports the child on a daily basis by an interventionist (e.g., classroom teacher, reading specialist, or guidance counselor). Lessons or behavior support are personalized; data is collected based on the recommendations of their plan. The team revisits the data collection on the child in a 6 to 8 week cycle to make further recommendations.

## 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 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)].*

Students participate in core classes that are supplemented with a 30- minute period of fine arts instruction. Our fine arts rotation consists of 6 offerings: band, music, art, physical education/P.E., character education, and computer literacy. Students rotate through the fine arts each 6 days. Each of the fine arts class has a district approved curriculum and is taught by a teacher who is certified in the content. However, in the 4th and 5th grades some students make up a 90-member band, which includes percussion, brass and woodwind instruments. This occurs with the expertise of two music teachers, one leads the band members and the other instructs the remainder of the grade level during that period. In addition to a chorus being constructed of 15 4th graders and 5th graders. They meet 2 times a week in an after school setting with one of our two music professionals. This component includes group singing and opportunities for soloists. Students also incorporate movement and hand gestures to accompaniment their singing.

## 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.

As a school we are committed to building college ready students through our 3rd-5th Grade AVID Program. The AVID program offers skill and strategies to create an organized skill set that helps incorporate progressive study habits and promotes college readiness. Throughout campus we are working toward teaching to rigor of the Florida State Standards.

Through a relationship with the Lake Worth Library we have guest authors visiting virtually to share their books and culture. Students get to hear of their journey through childhood and the start of their career in the United States as a successful author. During our Media fine arts time our specialist has incorporated a coding project (Hour of Code). This opportunity gives students a chance to learn about this global movement. They get an introduction to computer science and computer programming as well as hearing about the opportunities they can have to go to college for this fun and exciting new career.



## Transition from Early Childhood Education Programs to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Our school offers a full-time 20 student VPK class. Our VPK students and parents participate in all the school events, performances, book fairs, SAC meetings and reading partnerships with other classes. We also offer an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten. We also offer our "Kindergarten Connection" program that provides strategies to help students over the summer be prepared for Kindergarten. Parents are encouraged to do a school site tour through classrooms prior to entering our kindergarten program.

Once students begin Pre-K, parents are invited to a meeting which outlines what their child will learn and able to do by the end of their VPK year. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness.

Our school does offer kindergarten students a staggered start, this allows for a smaller group and more personalized approach. Parents can come meet and greet their child's teacher at the "Meet the Teacher" before the start of school. This way it paves the way for an easy and independent start on Day 1 for all students.

## 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 delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Teachers participate in Professional Learning Communities (PLCs) on a 6-day rotation daily. They are dedicated for professional development to improve delivery of instruction and the use of data to support instruction. Teachers engage in collaborative planning, unpacking of standards, professional discussions to inform their teaching and the creating of action plans based on data. PLCs are supported by the principal, instructional coaches, and the Single School Culture Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their craft.

This year due to COVID many virtual online Professional development opportunities have been offered.

Faculty meetings are used for professional development around the Palm Beach Model of Instruction (PBMI), ELL strategies (GO TO Strategies). The Educator Support Program (ESP) is also implemented with new teachers and some others needing the extra support. The program has a face to face module and on line components.

We currently have 2 Community Language Facilitators (CLFs) supporting students, teachers and parents. They assist with parent conferences, student instruction among many other responsibilities around campus. They participate in mandatory district training through the multicultural department. We also have a total of 9 tutors who help with the "double down" classroom model in both reading and math classrooms. They are offered and trained in both effective math and reading strategies. This training is on-going.

## Recruitment and Retention of Effective Educators

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

### Retention:

### Recruitment:

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

Our school's leadership team including leader facilitators support all educators in all experience levels. We have reached out to: job fairs in other counties, collaboration with Human Resources, the central area office and word of mouth. Our commitment to prepare teachers include on-going Professional Development after school and during school lab site work. In addition to some of our academic tutors are currently studying education. We are able to support and train them which is vital to these future educators.

