
Title I Comprehensive Schoolwide Plan
SOUTH GRADE ELEMENTARY SCHOOL (2431)

ELA

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

1. List prioritized needs statements.

According to the data gathered from the FY24 PM2 assessments including USAs, iReady, ORRs, overall students showed a 7% to 14% increase in all grades except in 2nd grade had a 1% increase from iReady Fall to iReady Winter. Fourth grade had a 2% decrease on the iReady Fall to Winter. This is our list of priority needs to continue to increase proficiency levels and growth.

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

Lack of knowing how to embed test taking strategies and independent practice during whole group instruction Lack of reading coach in ELA block Lack of teacher training of word study skills grades K-5 Lack of strategy continuity among grade levels Lack of analyzing reading deficits not standards taught Lack of student background knowledge Progress monitoring of students during independent practice (this is where students make their mistakes) Teacher lack of understanding when results are due to language barrier or a true learning challenge Parent awareness around absences and connection to reading deficiencies Due to testing challenges (technology driven), students are unable to use their best supported reading strategies Mastery of foundational skills is low especially in grades K-3 as compared to district data Oral language development continues to be a struggle, especially in the lower grades Kindergarten readiness is substantially below district average creating a substantial gap prior to students starting K Students lack systematic word work/study (phonemic awareness, phonics) K-5 Gradual release instruction and allow for more independent practice (I, We, We Do It Together, You Do) Student absences for some students creates long term reading deficiencies

3. Share possible solutions that address the root causes.

Professional Development in all areas of needs: word study, strategy building across grade levels, Core Action 1,2,3, scaffolding lessons to support all learners Increase the number of teachers getting their Reading Endorsement Observation of assigned Mentor Teachers Independent reading: training students and holding them accountable, teacher monitoring independent practice, teacher modeling within the leveled books Setting a clear purpose for lessons – Today, we will learn... A better understanding of how teaching units are organized Continue to infuse AVID Collaborative structures in our lessons Continue to keep resource teachers in ELA/Supplement time Student incentive for attendance Prescribed small group lessons Summer tutorial for students who require more guided support

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

- **Communication**

Continue to support families with using robo-calls, agendas, fliers, marquee, newsletters, individual phone calls and home visits.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Provide engagement prompts to help students with reading. Provide more parent trainings on student expectations

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

- **School**

School will... Provide consistent communication Include more positive notes in the agenda Continue to support positive conferences with take home resources

- **Students**

Students will... Earn surfer punches by having academic conversations at home with parents (signature in the agenda) Read 20 minutes daily at home Complete daily homework assignments Practice fluency of letters and sight words

- **Parents**

Parents will... Attend conferences when scheduled Support students at home during homework time Make sure students attend school

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)

- Parent conferences include take home activities/recommendations
- Follow model of Kindergarten connection for all grades during the school year
- Review compact at the beginning of the school year and at every conference.
- Create a universal way on how to conduct and include in a parent conference

- Accessibility

Identifying parents who are experiencing housing, language and physical challenges to gain a better understanding of student needs

Math

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

1. List prioritized needs statements.

According to the data gathered from the FY24 Winter assessments including USAs, iReady, PM, students showed a 4%-22% increase in grade K-5. Fourth grade students remained stagnant. On the PM2, fourth grade did not show any growth as compared to PM1. This is our list of priority needs to continue to increase proficiency levels and growth.

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

Students need more time to process their thinking and infuse application Scope and sequence calendar doesn't allow proper time for all students to master skill Students need more practice with computation and orally justifying answers to allow for deeper thinking of concept and retention Lack of school-wide initiatives to support vertical math fluency alignment School-wide consistent use of ILPs where all students monitor their progress Review all assessments taken with students so that they understand their mistakes and are given an opportunity to practice un-mastered skills Lack of hands-on manipulatives for students Teacher lack of knowing how to include manipulatives within the lesson Lack of fact fluency Lack of number sense Mastery does not carry over from year to year Lack of teacher training with BEST Standards Lack Foundational Skills and Application

3. Share possible solutions that address the root causes.

Longer math blocks All students use a math notebook Tutorial for lower grades Summer math program Use of common language across grade levels (BEST Glossary) Fact flash cards (student made) Manipulatives used during lesson Prescribed small groups lessons to address area of concern Analyzing student data before reteach Continuously build scaffolding into new lesson Scaffold and differentiate whole group lesson School-wide math challenge Review lessons during PLC (look for's) Increase math vocabulary and word walls Fluency drills (before playground, lunch, etc.) Integration of math into other subject areas i.e., PE, Music, Art

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

- **Communication**

Continue to support families with using robo-calls, agendas, fliers, marquee, newsletters, individual phone calls and home visits.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Manipulatives for use at home – flash cards, graphic organizers Math Night to address ways parents can support at home Link parents with community resources

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

- **School**

School will... Provide consistent communication Include more positive notes in the agenda Continue to support positive conferences with take home resources

- **Students**

Students will... Earn surfer punches by having academic conversations at home with parents (signature in the agenda) Read 20 minutes daily at home Complete daily homework assignments Practice fluency of letters and sight words

- **Parents**

Parents will... Attend conferences when scheduled Support students at home during homework time Make sure students attend school

- **Staff Training**

- Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their children at home

- Accessibility

Identifying parents who are experiencing housing, language and physical challenges to gain a better understanding of student needs

Science

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

1. List prioritized needs statements.

According to the data gathered from the FY24 Winter assessments including USAs, Science Diagnostic students showed an 15% increase in Level 3's, 4's and 5's. However, 63% of our 5th grade students are still performing at a Level 1 or 2. This is our list of priority needs to continue to increase proficiency levels.

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

Textbooks aren't grade level friendly or engaging – All text no visuals Limited time for science instruction as compared to other subjects Lack of mastery of fair game benchmarks in grades 3-5 Lack of Science Vocabulary mastery Lack of retention of concepts throughout the years

3. Share possible solutions that address the root causes.

Using differentiated instruction to have science articles in reading and extended ELA. IXL lessons for enrichment for all grade levels. Extra time dedicated to PLC for science and planning to collaborate. Part time science coach like we used to have .5 position. Maybe a science teacher for fine arts. Ensure primary grades have 30 minutes daily for science. Expose students to science daily and as frequently as possible.

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

- Communication

Continue to support families with using robo-calls, agendas, fliers, marquee, newsletters, individual phone calls and home visits.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Provide materials for at home science experiments Provide materials to parents during meetings Curriculum Night for parents including labs and lessons to do at home

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

- **School**

School will... Provide consistent communication Include more positive notes in the agenda Continue to support positive conferences with take home resources

- **Students**

Students will... Earn surfer punches by having academic conversations at home with parents (signature in the agenda) Read 20 minutes daily at home Complete daily homework assignments Practice fluency of letters and sight words

- **Parents**

Parents will... Attend conferences when scheduled Support students at home during homework time Make sure students attend school

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their children at home

- **Accessibility**

Identifying parents who are experiencing housing, language and physical challenges to gain a better understanding of student needs

Action Step: Classroom Instruction

Provide systems of supports to ensure all needs of students are being met.

Budget Total: **\$88,192.95**

Acct Description	Description					
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 mode					
Online subscription	Item	Quantity	Rate	Type	Total	
	IXL for Math grades 3-5 and Science grade 5	1	\$2,144.00	Original	\$2,144.00	
	Amend 37- Added Write Score - Targeting standards based writing instruction Grades 4-5 (BT 492715)	1	\$3,316.30	Amendment	\$3,316.30	
	Amend 37- Additional funds to cover IXL price increase (BT 492715)	1	\$2,712.25	Amendment	\$2,712.25	
	Amend 37- Added iReady - K-5 ELA - Support differentiated ELA standards based instruction (BT 492715)	1	\$3,468.00	Amendment	\$3,468.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink Cartridges	10	\$76.00	Technology	Original	\$760.00
	JJ Science Boot Camp	4	\$250.00	Instructional Materials	Original	\$1,000.00
	Paper	100	\$44.61	General Supplies	Original	\$4,461.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Binders	206	\$4.50	General Supplies	Original	\$927.00
	Chart Paper	30	\$176.99	General Supplies	Original	\$5,309.70
	AVID Pencil Pouches	200	\$20.00	Program Supplies	Original	\$4,000.00
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$577.25	General Supplies	Original	\$577.25
	Reduced- Case of paper	-34	\$44.61	General Supplies	Other	-\$1,516.74
	Added- iReady Magentic Books for Grades 3-5 to support ELA	1	\$3,994.60	Instructional Materials	Other	\$3,994.60
	Reduced- Chart paper	-14	\$176.99	General Supplies	Other	-\$2,477.86
	Amend 37- Reduced Chart paper (BT 492715)	-6	\$176.99	General Supplies	Amendment	-\$1,061.94
	Amend 37- Removed AVID Pencil Pouches (BT 492715)	-200	\$20.00	General Supplies	Amendment	-\$4,000.00
	Amend 37- Reduced 9 boxes of Copy Paper (BT 492715)	-9	\$44.61	General Supplies	Amendment	-\$401.49

Acct Description	Description											
	Item				Quantity	Rate	Supply Type		Type	Total		
	Amend 37- Reallocated remaining balance which it will be used to purchase additional items already listed (BT 492715)				1	\$11.88	General Supplies		Amendment	\$11.88		
Tutorial	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will facilitate after school tutorial for students in grades 3-5 in Reading/Math starting January 20-April 24				15	\$37.00	2	1.25	13	Certified	Original	\$18,038.00
	Amend 37- Reduced 42 hours of tutorial (BT 492715)				1	\$37.00	1	-42	1	Certified	Amendment	-\$1,554.00
Trans Compound; field trips	Item						Quantity	Rate	Type	Total		
	College Tour Transportation - 5th grade students will visit two colleges Palm Beach State College and Palm Beach atlantic University - purpose: college programs, scholarship opportunities, international collee life, dual language jump start, financial aid, sports in the month of March						2	\$450.00	Original	\$900.00		

Action Step: Professional Development

Provide PD to all teachers with a sharp focus on new teachers, model best practices, analyze data, provide coaching designed to scaffold teacher improvement during PLC meetings, identify students in need of extra support/small group instruction, and develop the capacity of teachers.

Budget Total: **\$254,914.00**

Acct Description	Description																											
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 meeting and in classrooms.																											
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.																											
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.																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>K-5 teachers after school - Collaborative planning for the BEST standards throughout the year</td> <td>36</td> <td>\$25.00</td> <td>1</td> <td>1</td> <td>15</td> <td>Certified</td> <td>Original</td> <td>\$13,500.00</td> </tr> <tr> <td>Amend 37- Reduced 58 hours of tch collaboration (BT 492715)</td> <td>1</td> <td>\$25.00</td> <td>1</td> <td>-58</td> <td>1</td> <td>Certified</td> <td>Amendment</td> <td>-\$1,450.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	K-5 teachers after school - Collaborative planning for the BEST standards throughout the year	36	\$25.00	1	1	15	Certified	Original	\$13,500.00	Amend 37- Reduced 58 hours of tch collaboration (BT 492715)	1	\$25.00	1	-58	1	Certified	Amendment	-\$1,450.00
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Action Step: Parent Engagement

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

Budget Total: \$6,129.30

Acct Description	Description									
Overtime	Overtime for a CLF for Parent support for Parent Math Training (day, 2hrs, 1 wk)									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Teachers will facilitate Parent Math Training	3	\$25.00	1	2	1	Certified	Original	\$150.00	
Supplies	Item	Quantity	Rate	Supply Type		Type	Total			
	Family Engagement Language Pack Preschool - Kinder from Lake Shore to support Family Training	9	\$239.00	Program Supplies		Original	\$2,151.00			
	Student agendas 1st-5th	520	\$1.70	General Supplies		Original	\$884.00			
	Shipping	1	\$670.30	Program Supplies		Original	\$670.30			
	Family Engagement Math Pack Preschool - Kinder from Lake Shore to support family training	9	\$239.00	Program Supplies		Original	\$2,151.00			

Mission Statement

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

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

South Grade Elementary Title I Parent and Family Engagement mission is to ensure the educational success of all students by having high expectations by aligning our vision with the district strategic theme to build a positive and supportive school climate. Our commitment to the strategic theme is to secure parents and community partnerships to support the academic and social/emotional development of all students.

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
Celia Clark	Single School Culture Coordinator
Anna Garcia	ESOL Coordinator
Loris Barr	Assistant Principal
Karla De La Cruz	Principal
Margo NuBelo	Instructional Specialist Department of Early Childhood Education
PBSO Palm Beach County Sheriff's office	Various Officers

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

Emails and flyers will be sent to the staff and parents and community members for volunteers. Principal will appoint staff members according to their current role and responsibilities at the school. For example, the ESOL guidance counselor who works directly with parents on a regular basis will be selected as he is a direct link to the parents. The ESOL coordinator will also be appointed to support involvement with the Parent engagement plan as she consistently contacts parents to review the academic progress of their students based on their LEP plan. These two group members will work cohesively to obtain the main objective which would be to link the Parent training to the individual needs of the students to continue academic growth.

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

Stakeholders will be invited via text, robo call and flyers. Components of the family engagement plan will be reviewed and the parents and other attendees will be encouraged to provide feedback and recommendations on what to include or edit. Discussions and surveys will be recorded during each meeting or session and reviewed with group members to plan for improvements based on the discussions and feedback. Developing an additional component or revising current plan will be noted as improvement for following year. The Title I Annual meeting is September 18, 2024 at 9:30am in the cafeteria. Our parent liaison reviewed last years attendance and will make personal phone calls to invite and secure a spot for the meeting. SAC meetings will be 3rd Wednesday of each month at 8:30 am in the cafeteria.

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

Input from the meetings related to family engagement will be documented in the form of minutes attached to agendas, sign in sheets and any additional handouts/resources. Minutes to meetings are recorded on the school's recording forms. Parent conferences are held frequently. Minutes from parent conferences are recorded on the district's form 1051. Surveys are collected at the conclusion of each parent training. The results of the surveys are used to determine future trainings. As a result of parent inputs, our parent liaison continues to support families by providing them training and workshops focused on all core subjects.

Name	Title
Karla De La Cruz	Principal
Loris Barr	Assistant Principal
Anna Garcia	ESOL Coordinator
Carlos Rivas	School Counselor

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?

September 18, 2024 9:30am in the cafeteria

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

Marquee, School newsletter, flyer, agenda, invitation robo call, texting

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

Powerpoint Title I overview, evaluations, sign-in sheets, invitations, copy of our FY25 Compact in three languages, and a summary of the Parent and Family Engagement Plan Materials needed to host the meeting: Smartboard, 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.

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective Parent Communication

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

How to effectively promote parental communication and involvement. This training is where teachers will learn to better communicate with parents and the language barrier. Teachers will enhance their documentation of student progress to provide adequate visuals to represent the progress of the student.

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

Teachers will have the conferences completed prior to the meeting with the parents. The teachers will use the school district conferencing form to document the conversation with the parent which will include baseline data, a statement that indicates current proficiency for the grade level and goals specific for each student based on the appropriate growth model. Teachers will have resources and strategies to share with the parents to use at home to support their child's learning.

- What will teachers submit as evidence of implementation?

The completed form 1051 and visual charts (ILP).

- Month of Training

September 4th

- Responsible Person(s)

Loris Barr, Celia Clark

2. Reflection/Evaluation of Training #1

- Name and Brief Description

na

- Number of Participants

na

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

na

- How do you know?

na

- What went well with the training

na

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

na

3. Staff Training for Parent and Family Engagement #2

- Name of Training

#2- Conducting Data Chat with parents through the use of ILP, (Individual Learning Plans)

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

Teachers will know how to conduct a comprehensive data chat through the use of the ILP (Individual Learning Plans) with parents. Using this visual format will provide a better understanding of the child's current placement compared to grade level expectation.

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

ILP (Individual Learning Plans) will be a tool that provides parents with a visual of their progression. This visual assists teachers with the language barrier the school experiences with our families. Increasing the parents understanding of their child's progression will in turn offer the parents the confidence to ask questions and participate in other school related events.

- What will teachers submit as evidence of implementation?

Conference form 1051 and completed ILP samples.

- Month of Training

January 2025

- Responsible Person(s)

Loris Barr, Celia Clark

4. Reflection/Evaluation of Training #2

- Name and Brief Description

na

- Number of Participants

na

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

na

- How do you know?

na

- What went well with the training

na

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

na

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

Using technology to access student academic portal

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

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

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

Parents will have laptops available and their child's sign on information to access the student portal.

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

Parents will be able to hold academic conversations with their children about their progress.

- **Date of Training**

October 18, 2024

- **Responsible Person(s)**

Anna Garcia

- **Resources and Materials**

Step by step directions for signing in to the portal will include visual snapshots of the steps.

- **Amount (e.g. \$10.00)**

\$50.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Oral Language Development

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

Oral Language Development presentation: Parents will understand why some children have delayed Language Development. Parents will be taught how to use literacy resources to develop oral language.

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

Parents will learn how to identify key behaviors with their child's developmental progress with oral language and how to support the the child through the use of strategies to promote language growth and conversations.

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

Development of oral language at school and at home will support language acquisition and increase use of vocabulary.

- Date of Training

December 13, 2024

- Responsible Person(s)

Anna Garcia

- Resources and Materials

Sentence starters, conversation topics, powerpoint

- Amount (e.g. \$10.00)

\$50.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Strategies Training

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

Parents will learn how to use math manipulatives and other math resources to help them understand number sense and use the activities as a way to assist their children at home.

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

Math counters and base ten charts will be used to understand the value of tens. Hundreds chart will be used to count to 100 and used to understand skip counting by 2's, 5's and 10's.

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

With the understanding of number sense parents will be able to assist their children with the foundational math concepts and practice the activities at home that they will be taught to use during the training.

- Date of Training

February 21, 2025

- Responsible Person(s)

Anna Garcia

- Resources and Materials

Parents will receive handouts Numbers chart Powerpoint

- Amount (e.g. \$10.00)

\$50.00

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.**

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

• Name of Agency

Palm Beach County School District Safe Schools McKinney Vento

• Describe how agency/organization supports families.

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.

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

Rosters Partnership Agreements Uniform log SBT Meeting notes

• Frequency

yearly

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

• Name of Agency

Pan Florida Challenge-Through the United Way

• Describe how agency/organization supports families.

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 meal can be shared with the whole family.

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

Partnership agreement Sample permission slips signed by parents

- Frequency

Yearly

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

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

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.

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

Partnership agreement Thank you letter Uniform log

- Frequency

Yearly

Communication

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

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

- Description

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.

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

Parent invitation to meetings and events Sample permission slips for tutoring

- Description

The school will invite parents and families to school meetings and share information regarding standards and expectations during SAC meetings, Curriculum Nights, Open House, and report card parent teacher conferences. Parents are also invited to discuss the progress of their children through IEP, LEP, SBT and school based team and teacher/parent meetings.

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

Parent invitations Parent conference notes SAC meeting minutes

- Description

The school will invite parents and families to school meetings and share information regarding standards and expectations during SAC meetings, Curriculum Nights, Open House, and report card parent teacher conferences. Parents are also invited to discuss the progress of their children through IEP, LEP, SBT and school based team and teacher/parent meetings.

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

Parent invitations Parent conference notes SAC meeting minutes

- Description

The 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.

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

Parent invitations

- Description

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 mornings. Calls to parents who do not attend will be surveyed to determine if an adjustment to meetings or trainings would need to take place.

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

Parent invitations Sign-in sheets

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

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.

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

Language facilitator request form

- Description

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.

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

Picture of ramps & elevators

- Description

Meetings and trainings will be led in parents native language. Meetings will occur in small group collaborative settings, as needed. Times of meeting will also be considered. A list of migrant students have been identified by the Migrant Department and they work closely with our ESOL Coordinator to develop additional support for these students. The representative from the Migrant Department plans a schedule of support for these identified students. ESOL Coordinator will work alongside our ESOL team and Reading coach to develop small push in instructional support. Translators will provide 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 share resources with families.

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

Home Visit logs

- Description

South Grade has several points of contact to support homeless families. Once the family has been identified as having a need the school ensures the family applies for free or reduced lunch. The school also ensures that students have clothing for school and along with necessary supplies. These items are available in our Surfer Closet. Items are provided 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 South Grade is contacted and invited to participate in the student'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.

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

SBT meeting notes

Other Activities

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

1. Activity #1

- Name of Activity

n/a

- Brief Description

n/a

2. Activity #2

- Name of Activity

n/a

- Brief Description

n/a

3. Activity #3

- Name of Activity

n/a

- Brief Description

n/a

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

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 Sheriff'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.

1. SBT/MTSS Implementation

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 student's 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 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

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.

1. Post-Secondary Opportunities and Workforce Readiness

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 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 Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

1. Transition to Elementary School

Our school offers a full-time two units of 20 student VPK classes. 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 the delivery of instruction and the use of data to support instructional decisions? Consider:

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

1. Professional Development

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:

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

Retention:

- 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

1. Recruitment and Retention

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.