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

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# ELA

## 1. List prioritized needs statements.

According to FY25 PM2 data, only 11% of K-2 students are proficient in ELA including: Kinder-5% First Grade-18% Second Grade-8% According to FY25 PM2 data, only 21% of Grades 3-5 students are proficient in ELA including: Third Grade-17% Fourth Grade-20% Fifth Grade-26%

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

Students have not mastered foundational skills in grades K-2 Students have limited oral language due to being ELLs Lack of comprehension skills for ELA Teachers struggle planning for students who are at different levels or have different needs such as ESE, ELL, etc. There needs to be more differentiation and planning for it Students do not remember what was taught in previous years-Summer Slide Disconnect between grade levels-knowing what is expected at different grade levels to reach student mastery

## 3. Share possible solutions that address the root causes.

Focus on phonics and foundational skills Need to plan for differentiation to reach all learners including ELLs and ESE Standards based unit planning Vertical planning across grade levels Tutorial offered for all students K-5 and early on in the year Parent trainings so parents know how to support ELA at home AVID integration to help support all learners

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

### • Communication

Text messages in various languages Phone call/Robo call for meetings and announcements in backpacks School calendar sent home Sending messages through What'sApp Use of class Dojo messaging for teachers and parents for private communication

### • Parent Training

How to help struggling readers at home Parent trainings offered to support parents in ELA with foundational skills and how to support literacy even though English is not spoken at home Parents understanding the importance of reading How to use books What will be on the state test How to bridge the gap Expectations by grade levels

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

- School

Create an agreement for parents to help practice fact fluency Parent trainings with teaching input Family Literacy Night Ensure safety of students

- Students

Come to school prepared Practice reading at home Come ready to learn Be responsible

- Parents

Check backpacks Communicate with teachers

- Staff Training

How to plan for reaching the needs of all learners including ESE, ELL, etc. How to teach foundational skills in upper grade levels Aligning to standards based instruction How to interact with students diagnosed with ADHD, etc. How to work with students who have different temperaments

- Accessibility

Trainings at various times to support with science instruction Ensuring all 3 primary languages are facilitated Offer in person and virtual options

## Math

### 1. List prioritized needs statements.

According to FY25 PM2 data, only 13% of K-2 students are proficient in math including: Kinder-11% First Grade-13% Second Grade-15% According to FY25 PM2 data, only 24% of Grades 3-5 students are proficient in math including: Third Grade-22% Fourth Grade-14% Fifth Grade-27%

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

Lack of number sense and other foundational math skills Pacing of curriculum Textbook alignment to standards Need of time to reteach and reinforce math concepts Practice with computer based assessments Lack of manipulatives

3. Share possible solutions that address the root causes.

Ensuring we have online components to support math standards based instruction Access to manipulatives in math Remediation/support for students who are below grade level in math Additional tutorial opportunities Staff training for math instruction reaching all learners Integration of math into fine arts Math Lab on the wheel in grades 3-5 Interventions for math (small group) Longer time for math block Unit planning in math Tutorial offered in all grade levels early in the year Ideas for parents on how to reinforce math at home Parents understanding the test results and knowing what is required for students to be proficient Proactive communication from teachers to parents

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

• Communication

Text messages in various languages Phone call/Robo call for meetings and announcements in backpacks School calendar sent home Sending messages through What'sApp Use of class Dojo messaging for teachers and parents for private communication

• Parent Training

How to use books What will be on the state test How to bridge the gap Expectations by grade levels

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

• School

Teachers are prepared to teach all lessons Ensure safety of students Communicate with parents

- **Students**

Come Prepared Have good attendance Come ready to learn Be responsible

- **Parents**

Help with homework Help prepare for tests Communicate with the school

- **Staff Training**

How to interact with students diagnosed with ADHD, etc. How to work with students who have different temperaments

- **Accessibility**

Facilitators in all three languages Offer in person and virtual options

## **Science**

1. **List prioritized needs statements.**

According to FY25 Winter Diagnostic data, only 28% of 5th graders are proficient in science vs. 37% from PM3 Science state data in 2024

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

Science needs to be engaging with experiences Lack of resources to do hands on labs and other activities Lack of teacher knowledge in teaching science Need for more PD for standards based science instruction Focus on vocabulary for science and need for ELLs to learn academic vocabulary

3. **Share possible solutions that address the root causes.**

Planning for standards based hands on labs and activities Support for unit planning Field trips to zoos or other places for science Science lab or resource on the wheel in grade K-5 to help students have more experiences Tutorial for science Use of a science lab Extra time for Science PLCs

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

- **Communication**

Text messages in various languages Phone call/Robo call for meetings and announcements in backpacks School calendar sent home Sending messages through What'sApp Use of class Dojo messaging for teachers and parents for private communication

- **Parent Training**

Knowledge on how they can support science at home Simple experiments that can be done at home What will be on the state test How to bridge the gap Expectations by grade levels

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

- **School**

Communicate science expectations for parents Have a science night

- **Students**

Come prepared to school and practice their science vocabulary

- **Parents**

Bring students to school and check backpacks

- **Staff Training**

How to interact with students diagnosed with ADHD, etc. How to work with students who have different temperaments

- Accessibility

Facilitators in all three languages Offer in person and virtual options

## Action Step: Classroom Instruction

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

Budget Total: **\$138,525.39**

Acct Description	Description																		
Resource Teacher	Math resource teacher will support students in grades K-5 with standards based instruction through push-in & pull-out for remediation & enrichment.																		
Trans Compound; field trips	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>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 college life, dual language jump start, financial aid, sports in the month of March</td> <td>1</td> <td>\$1,000.00</td> <td>Original</td> <td>\$1,000.00</td> </tr> </tbody> </table>	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 college life, dual language jump start, financial aid, sports in the month of March	1	\$1,000.00	Original	\$1,000.00								
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Tutorial	<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>Certified teachers will provide afterschool tutorial to students in Grades K-5 in ELA, Math, and Science. Tutorial will start in January.</td> <td>15</td> <td>\$37.00</td> <td>2</td> <td>1</td> <td>15</td> <td>Certified</td> <td>Original</td> <td>\$16,650.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide afterschool tutorial to students in Grades K-5 in ELA, Math, and Science. Tutorial will start in January.	15	\$37.00	2	1	15	Certified	Original	\$16,650.00
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Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 172 1455 245">Item</th> <th data-bbox="1455 172 1602 245">Quantity</th> <th data-bbox="1602 172 1766 245">Rate</th> <th data-bbox="1766 172 1898 245">Type</th> <th data-bbox="1898 172 2022 245">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	iReady Toolbox - ELA will be used to support differentiated standards based instruction in grades K-5 ELA.	1	\$3,468.00	Original	\$3,468.00							
	Write Score - Grades 3-5 will be used to support Writing instruction to support whole group writing instruction.	1	\$3,805.28	Original	\$3,805.28							
IXL - Math ELA & Science - Grades 3-5 Will be used to support Math, ELA and science standards based, differentiated instruction and will be used in small group setting.	1	\$7,393.75	Original	\$7,393.75								
Resource Teacher	Science resource teacher will support students in grades K-5 with science based instruction through push-in pull-out for remediation & enrichment.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 792 1108 865">Item</th> <th data-bbox="1108 792 1262 865">Quantity</th> <th data-bbox="1262 792 1428 865">Rate</th> <th data-bbox="1428 792 1755 865">Supply Type</th> <th data-bbox="1755 792 1892 865">Type</th> <th data-bbox="1892 792 2022 865">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
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	Anchor Chart Paper	13	\$33.79	General Supplies	Original	\$439.27						
	iReady Magnetic Grades 3-5 ELA	1	\$4,137.38	Instructional Materials	Original	\$4,137.38						
	Paper	65	\$34.69	General Supplies	Original	\$2,254.80						
	2nd Grade iReady Books - ELA	1	\$739.20	Instructional Materials	Original	\$739.20						
	Pencil Pouches	344	\$1.15	General Supplies	Original	\$395.60						
	Binders	354	\$6.62	General Supplies	Original	\$2,343.48						
	Paperclips	1	\$2.58	General Supplies	Original	\$2.58						
Adjustment - benefits credit and final allocation.	1	\$4,261.00	General Supplies	Other	\$4,261.00							

## Action Step: Professional Learning

Provide professional learning 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: \$199,481.00**

Acct Description	Description																		
Coach	Science Coach will provide professional learning to all teachers in grades K-5 with a sharp focus on new teachers, model best practices, hands-on labs, analyze data, and provide coaching designed to scaffold teacher improvement during PLC meetings and in classrooms.																		
Single School Culture Coordinator	The Single School Culture Coordinator will support 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>Teachers in Grades K-5 - Plan for standards based instruction in ELA, Math, and Science - Ongoing</td> <td>20</td> <td>\$25.00</td> <td>1</td> <td>1</td> <td>5</td> <td>Certified</td> <td>Original</td> <td>\$2,500.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Teachers in Grades K-5 - Plan for standards based instruction in ELA, Math, and Science - Ongoing	20	\$25.00	1	1	5	Certified	Original	\$2,500.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total											
Teachers in Grades K-5 - Plan for standards based instruction in ELA, Math, and Science - Ongoing	20	\$25.00	1	1	5	Certified	Original	\$2,500.00											
Coach	Math Coach will provide professional learning 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.																		

## 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: \$4,302.86**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Color Paper	10	\$35.69	General Supplies	Original	\$356.90
	Student Agendas	550	\$1.75	General Supplies	Original	\$962.50
	Pens	2	\$36.31	General Supplies	Original	\$72.62
	Family Engagement Language Pack	10	\$239.00	Program Supplies	Original	\$2,390.00
	File Folders	14	\$7.71	General Supplies	Original	\$107.94
	Shipping for Agendas	1	\$66.00	General Supplies	Original	\$66.00
	Copy Paper	10	\$34.69	General Supplies	Original	\$346.90

## Mission Statement

### 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

Name	Title
Celia Clark	Single School Culture Coordinator
Anna Garcia	ESOL Coordinator
Loris Barr	Assistant Principal
Karla De La Cruz	Principal
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 17, 2025 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
Celia Clark	Single School Culture Coordinator

## Annual Parent Meeting

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

September 17, 2025 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.).

Invitations

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 FY26 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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

#1-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 2025

- **Responsible Person(s)**

Loris Barr, Celia Clark

### 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 2026

- Responsible Person(s)

Loris Barr, Celia Clark

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

5 Step Literacy Framework with a Focus on questioning and Conversation

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

They will learn how to ask appropriate guiding questions to have meaningful conversations about the texts found in the students Reading book baggies

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

Parent resource literacy kits Sample leveled text with bookmarks that include guiding questions

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

Student and parent dialogue improves oral language and literacy based outcomes in the classroom. Including parents in dialogue of the text their children read from encourages the students to discuss what they are reading about and improves the dialogue students have in the classroom.

- Date of Training

October 7, 2025

- **Responsible Person(s)**

Celia Clark

- **Resources and Materials**

Parent Resource Literacy kits- take home Cardstock Literacy question stem bookmarks Leveled Guided reading books Ziploc Bags

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

50

### 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 10, 2025

- **Responsible Person(s)**

Celia Clark

- **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 25, 2026

- Responsible Person(s)

Celia Clark

- Resources and Materials

Parents will receive handouts Parent take home math kits Numbers chart Powerpoint

- Amount (e.g. \$10.00)

50.00

## Coordination and Integration

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

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 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 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**

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

- **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 provid 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

### 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

## 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 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

## 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

### 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. and student resiliency training. 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 accompany their singing.

## Post-Secondary Opportunities and Workforce Readiness

## 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

### 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. 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

## 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 4 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

### 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.