

The School District of Palm Beach County

South Grade Elementary School



2018-19 Schoolwide Improvement Plan

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South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

<https://sges.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	D*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Grade Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

South Grade Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Arce Gonzalez, Ana	Principal
Barr, Loris	Assistant Principal
Marshall, Linda	Instructional Coach
Clark, Celia	Instructional Coach
Garcia, Anna	Teacher, K-12
Lopez, Xiomara	School Counselor
Burritt, Heather	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Leads and provides the common vision for the school to make data-driven decisions when implementing the Rtl process in the school. The principal makes sure that the School Based Rtl Leadership Team members have the staff development necessary to support of the Rtl implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding Rtl implementation activities at South Grade.

Assistant Principal: Mirrors the vision of the Principal by supporting the Rtl – School Based Team Process.

Guidance Counselor: Provides services and counseling expertise on home and school issues. Concerned with program design, assessment and intervention. The guidance counselor is a member of the School Based Rtl Leadership Team, and continues to link school resources, community resources and agencies to children and their families to support the child's academic, emotional, behavioral and social success.

ESOL School Guidance Counselor: Focused less on community agencies and resources, and more

on the family dynamics of our ELL students, their parents and siblings. Classroom guidance and other social supports are developed and implemented by the ESOL guidance counselor to support immigrant students and their families as they adjust to life in a new society.

Select General Education Teachers: Teachers in grades K-5 participate with the School Based RtI Leadership Team to provide information about core instruction in their classroom, collect data about students under consideration, deliver tier 1 instruction and intervention, collaborates with other staff to implement tier 2 interventions, and integrates tier 1 materials into tier 2 and 3 learning activities.
Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection and may support the classroom teachers through strategies like the “collaborative co-teaching model.”

The School Based RtI Leadership Team will support monitoring of tiered interventions in the classroom by providing tools for data collection, strategies for implementation and mentoring to the teachers involved.

Instructional Coach for Reading: The reading coach stays current on research and “best practices” to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student need utilizing district resources to develop effective evidence based intervention strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school’s Professional Development Team to create and implement quality staff development for specific instructional areas of weaknesses. Participates in school Professional Learning Communities by grade level K-4 and by grade level and department grade 5.

Instructional Coach for Math: The math coach stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student needs utilizing district resources to develop effective evidence based intervention strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weakness. Participates in school Professional Learning Communities by grade level K-5.

School Psychologist: Participates in collection, interpretation, and analysis of data collected. Facilitates intervention plan development including support for intervention fidelity, professional development and assistance in problem solving activities around data collection, data analysis, intervention planning and data based decision making.

School Nurse: Acts as a medical resource when there are academic or behavioral concerns around health issues. The nurse represents the Palm Beach County Health Care District, and offers medical expertise useful in understanding the effects of conditions like ADD, ADHD, diabetes and Asthma on student adjustment and achievement.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	15	8	16	11	9	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	69	89	90	92	53	40	0	0	0	0	0	0	0	433
Level 1 on statewide assessment	0	0	0	75	76	60	0	0	0	0	0	0	0	211

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	16	8	5	72	42	31	0	0	0	0	0	0	0	174

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	30	0	0	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	0	0	0	25	0	0	0	0	0	0	0	0	0	25

Date this data was collected

Friday 8/31/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	12	17	12	6	4	0	0	0	0	0	0	0	55
One or more suspensions	1	0	4	0	4	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	3	5	19	39	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	3	2	0	0	0	0	0	0	0	6

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	12	17	12	6	4	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	5	19	39	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	1	3	2	0	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was ESE Math for proficiency at 36%, ESE Math Learning gains at 47%. As well as ELL subgroup for Math Lowest 25% at 50% and Black students proficiency at 42% and Lowest 25% in Math at 43% .

ELA component that performed the lowest was the SWD subgroup at 29% and ELA overall performing at 29%. There is a trend with ELA being the lowest performing component; however, last year it did increase from 23% to 29%.

Which data component showed the greatest decline from prior year?

As compared to the FY17 Math data in grade 4 had the greatest decline from 54% to 38%.

Which data component had the biggest gap when compared to the state average?

The data component that had the greatest gap as compared to the state average was reading proficiency at a negative 27.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Math learning gains with an increase at 11%.

Describe the actions or changes that led to the improvement in this area.

Hands-on, planning/professional development and support from the math coach that led to the improvement in this area. The double down model which provided an additional instructional support.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	57%	56%	28%	52%	52%
ELA Learning Gains	51%	61%	55%	54%	56%	52%
ELA Lowest 25th Percentile	56%	56%	48%	59%	51%	46%
Math Achievement	53%	65%	62%	50%	61%	58%
Math Learning Gains	55%	63%	59%	52%	61%	58%
Math Lowest 25th Percentile	49%	53%	47%	45%	51%	46%
Science Achievement	30%	56%	55%	36%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 (4)	15 (12)	8 (17)	16 (12)	11 (6)	9 (4)	86 (55)
One or more suspensions	0 (1)	0 (0)	0 (4)	0 (0)	0 (4)	1 (4)	1 (13)
Course failure in ELA or Math	69 (3)	89 (5)	90 (19)	92 (39)	53 (0)	40 (0)	433 (66)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	75 (0)	76 (0)	60 (0)	211 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	56%	-26%	57%	-27%
	2017	22%	54%	-32%	58%	-36%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	24%	58%	-34%	56%	-32%
	2017	21%	57%	-36%	56%	-35%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2018	24%	59%	-35%	55%	-31%
	2017	19%	52%	-33%	53%	-34%
Same Grade Comparison		5%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	63%	-16%	62%	-15%
	2017	49%	62%	-13%	62%	-13%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	38%	63%	-25%	62%	-24%
	2017	54%	64%	-10%	64%	-10%
Same Grade Comparison		-16%				
Cohort Comparison		-11%				
05	2018	56%	66%	-10%	61%	-5%
	2017	18%	61%	-43%	57%	-39%
Same Grade Comparison		38%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	56%	-29%	55%	-28%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	55	61	36	47	56	29				
ELL	29	55	53	52	54	50	23				
AMI	26	39		50	59		33				
BLK	34	63	64	42	60	43	59				
HSP	29	52	54	56	55	59	21				
WHT	31	25		46	38						
FRL	29	51	57	53	56	51	29				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	32	38	39	54	61	16				
ELL	17	35	51	46	44	52	16				
AMI	11	29		34	53		11				
BLK	28	56	82	43	48	53	21				
HSP	23	40	44	49	39	45	24				
WHT	36			43							
FRL	23	41	52	46	44	54	22				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	If we provide effective and relevant instruction to meet the needs, then we will increase reading on grade level by 3rd grade.
Rationale	If we work collaboratively to identify student needs and increase our capacity in providing students with scaffolds to support their mastery of the Florida standards, we will see an increase overall ELA student achievement from 29% to 39%, Learning Gains from 51% to 61% and Lowest 25% from 56% to 66%.
Intended Outcome	The intended outcome is to increase 10% in third grade ELA from 29% to 39% to align with the district's 5 year strategic plan.
Point Person	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)
Action Step	
Description	The Reading Coach will provide professional development to all teachers of reading K-5 with a sharp focus on teachers new to the profession and school. Resources that support the pedagogy of teachers as well as the proficiency of students will be purchased. Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas. Students will use accountable talk to explain their thinking and writing with students in small, heterogeneous groups daily across all content areas. Teachers will utilize that engage ELLs and all students more actively in learning.
Person Responsible	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Ongoing monitoring by the leadership team to review Coaching support, Professional Development and data. Leadership will meet with the Reading Coach and Single School Culture Coordinator to analyze and review PD support and student data. We will monitor data ongoing iReady passing rate data, Winter iReady Diagnostic data, Winter Diagnostic results, LLI and RRR data, and ongoing ELA FSQ's and USA's.
Person Responsible	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)

Activity #2	
Title	Ensure students have access to personalized learning opportunities that support their learning.
Rationale	Student ELA proficiency achievement will improve from 29% to 39% by providing students with targeted interventions, support and personalized learning plans.
Intended Outcome	The intended outcome is to increase 10% from 30% to 40% in third grade ELA to align with the district's 5 year strategic plan.
Point Person	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)

Action Step	
Description	Tutors will provide data driven support to students during small group instructional rotations. Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statue 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas. Data driven tutorial opportunities will be provided to students after school to ensure students receive support in mastering pre-requisite concepts and current grade level standards. Students will participate in data-driven small group instruction designed to meet their specific needs. Students will have opportunities to participate in hands-on interaction science labs to increase their engagement in mastering the science standards. Students will keep journals or notebooks in which they write to explain, analyze and reflect daily to across ELA, math, science and social studies. Academic tutors will provide in classroom support for small group instruction for ELLs. Teacher will plan lessons that integrate ELL strategies, ESE strategies and appropriate scaffolds to ensure students are adequately supported throughout the lesson being delivered.
Person Responsible	Loris Barr (loris.barr@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Using student data will provide evidence regarding the effectiveness of the support provided to students around Math and ELA. Leadership will review and analyze student data to determine the impact on student learning. We will monitor data ongoing iReady passing rate data, Winter iReady Diagnostic data, Winter Diagnostic results, LLI and RRR data, and ongoing ELA FSQ's and USA's.
Person Responsible	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Expand "Parent Cafes" to include 100 or more parents including volunteering, parenting classes, becoming learning partners with their children and attending school. Implement school community garden to encourage parent and school collaboration and promote healthy living.

Continue the "uniform dress code" at the school providing school uniform shirts for sale to all students at cost and offer other donated uniform clothing and school supplies to students identified as in need and provided by Kids Community Closet (KCC) and Back to Basics, Inc.

Continue partnership with "Bridges at Lake Worth" as they collaborate with us to provide evening parenting classes that include a children's component.

Parents will receive letters and invitations in their native language, informing them of Title 1 Annual meeting.

Parents will contribute to the school wide Family Involvement Policy Plan and School-Parent Compact.

With the financial support of the Lake Worth Kiwanis Club and a secured grant from Healthy Kids, Healthy Communities, we will maintain a community garden. This will encourage parent and school collaboration, promote healthy living, and help students to make connections to their learning across all content areas.

During the School Advisory Committee meetings parents will participate in offering feedback on various school based issues through the use of multiple language facilitators.

Provide information to the faculty regarding all parent involvement activities in the school including "Bridges of Lake Worth", Parent Cafe and the uniform dress code guidelines. Train faculty in volunteer recruiting procedures and guidelines for utilizing volunteers in the school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Bridges at Lake Worth, Multilingual Counseling, Chrysalis, Family Central, and Guatemalan Maya Center);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to:
 - (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
 - (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and
 - (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop,

assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As an early intervention to increase student readiness to enter kindergarten, South Grade offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

1. Families of preschool children who have older siblings in the school will be identified in FY19 through school data and questionnaires and given information about Voluntary Pre-Kindergarten (VPK) at South Grade Elementary school throughout the school year to prepare their child for kindergarten.
2. South Grade has a large Guatemalan population. Families of preschool children will be given information, and encouraged by school staff to enroll in preschool programs at the Guatemalan Center.
3. Establish a 19 day Title I Kindergarten Connection program at South Grade for children preregistered to attend kindergarten at South Grade in FY19 to better prepare them and their families for the rigor of school.
4. Provide kindergarten academic and social screening for all enrolling kindergartners during the FY19 "Kindergarten Roundup" to identify children to enroll in South Grade's FY19 full-day VPK.
5. Display and make information available to parents ongoing in the main school office about medical, mental health and academic services available in the school and community for families of preschool 0-5 year old children.
6. Provide opportunities for area preschool children to visit South Grade for tours and orientation in anticipation of kindergarten entry in August FY19.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Based and Leadership Teams meet weekly to review the following areas.

- Academics – Funding includes a 0.5 reading coach, 0.5 math coach, a 0.5 reading resource teacher, and 0.5 math resource teacher. Funds are used to support initiatives with the purchase of supplemental classroom materials, and substitutes for teachers to attend professional development workshops. Additional funds are used for tutoring, a Kindergarten readiness program.
- Developing students' parents as "learning partners." Monthly parent cafe are held. A summer Kindergarten readiness program prepares parents as academic partners. Funds support the identified

migrant students and their families including education, nutrition, child care, housing and medical care.

- Social and emotional areas – Funds support Safe School Campuses, Character Education, behavioral management systems, Efficacy Training, Anti-bullying Programs, School-wide Positive Behavior and Single School Culture initiatives. Community services and resources are made available to homeless families.
- Clear expectations for instruction around rigor, relevance, and relationships- Funds support intensive programs for ELL students and their families with ELL teachers, Community Language Facilitators and specialized testing to monitor student progress in English language acquisition.
- Systematic approach to teaching including aligned processes and procedures including staff development to improve achievement. A full time Supplemental Academic Instruction teacher is funded by the school district as a reading intervention for students in third grade who are in danger of retention or were retained previously. Teachers meet weekly in PLC with coaches to study data and align instruction to student needs and standards.

Funds provide a Single School Culture Coordinator who is responsible for providing teachers with instructional leadership and support for the academic improvement of all students. She guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. Our fifth grade focuses on Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget	
Total:	\$0.00