

The School District of Palm Beach County

# South Grade Elementary School



## 2019-20 Schoolwide Improvement Plan

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## South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

<https://sges.palmbeachschools.org>

### Demographics

**Principal: Ana Arce Gonzalez**

Start Date for this Principal: 8/13/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: C (46%) 2014-15: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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<https://sges.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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<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	Job Duties and Responsibilities
Arce Gonzalez, Ana	Principal	Leads and provides the common vision for the school to make data driven decisions when implementing the RTI in the school.
Barr, Loris	Assistant Principal	Mirrors the vision of the principal by supporting the RTI-SBT process.
Marshall, Linda	Instructional Coach	The reading coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instruction. The coach identifies systematic patterns of student needs, utilizing district resources to develop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional development team to create and implement quality and staff development for specific instructional areas of weaknesses. The coach participates in school professional learning communities by grade level K--5.
Clark, Celia	Instructional Coach	Supports the operations of learning, culture and systemic communities.
Garcia, Anna	Teacher, K-12	The ESOL Coordinator manages all ELL data, resources, assessments and interventions that supports classroom teachers, students, and parents.
Burritt, Heather	Teacher, K-12	The SBT Leader manages all SBT cases and supports staff and teachers with delivering precise interventions in the classroom.
Arbesfeld, Francis	Instructional Coach	The DL coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instruction. The coach identifies systematic patterns of student needs, utilizing district resources to develop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional development team to create and implement quality and staff development for specific instructional areas of weaknesses. The coach participates in school professional learning communities by grade level K--5.
Fenn, Martina	Instructional Coach	The reading coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instruction. The coach identifies systematic patterns of student needs, utilizing district resources to develop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional development team to create and implement quality and staff development for specific instructional areas of weaknesses. The coach participates in school professional learning communities by grade level K--5.
Wilcock, Donna	Instructional Coach	The math coach stays current on research and "best practice" to analyze and support the quality and effectiveness of classroom instruction. The math



Name	Title	Job Duties and Responsibilities
		coach identifies systematic patterns of student needs utilizing district resources to develop effective evidence based intervention strategies. The coach uses students assessments and monitoring data to promote progress monitoring, data collection, and data analysis. The coach participates with the schools professional development team to create and implement quality staff development for specific instructional areas of weakness. The coach participates in school professional learning communities in grades K-5.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	115	108	132	108	134	0	0	0	0	0	0	0	597
Attendance below 90 percent	20	12	8	10	7	18	0	0	0	0	0	0	0	75
One or more suspensions	1	1	0	3	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	75	85	97	106	58	81	0	0	0	0	0	0	0	502
Level 1 on statewide assessment	0	0	0	80	56	83	0	0	0	0	0	0	0	219

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	13	6	6	77	44	59	0	0	0	0	0	0	0	205

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	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

66

Date this data was collected or last updated

Tuesday 8/13/2019

### Prior Year - 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	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 with two or more early warning indicators:

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

#### Prior Year - 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	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 with two or more early warning indicators:

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

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	58%	57%	23%	53%	55%
ELA Learning Gains	55%	63%	58%	42%	59%	57%
ELA Lowest 25th Percentile	56%	56%	53%	52%	55%	52%
Math Achievement	52%	68%	63%	46%	62%	61%
Math Learning Gains	66%	68%	62%	44%	62%	61%
Math Lowest 25th Percentile	59%	59%	51%	53%	53%	51%
Science Achievement	27%	51%	53%	21%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	115 (0)	108 (0)	132 (0)	108 (0)	134 (0)	597 (0)
Attendance below 90 percent	20 (27)	12 (15)	8 (8)	10 (16)	7 (11)	18 (9)	75 (86)
One or more suspensions	1 (0)	1 (0)	0 (0)	3 (0)	0 (0)	0 (1)	5 (1)
Course failure in ELA or Math	75 (69)	85 (89)	97 (90)	106 (92)	58 (53)	81 (40)	502 (433)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	80 (75)	56 (76)	83 (60)	219 (211)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	54%	-30%	58%	-34%
	2018	30%	56%	-26%	57%	-27%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	32%	62%	-30%	58%	-26%
	2018	24%	58%	-34%	56%	-32%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	27%	59%	-32%	56%	-29%
	2018	24%	59%	-35%	55%	-31%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	65%	-26%	62%	-23%
	2018	47%	63%	-16%	62%	-15%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	57%	67%	-10%	64%	-7%
	2018	38%	63%	-25%	62%	-24%
Same Grade Comparison		19%				
Cohort Comparison		10%				
05	2019	43%	65%	-22%	60%	-17%
	2018	56%	66%	-10%	61%	-5%
Same Grade Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	51%	-28%	53%	-30%
	2018	27%	56%	-29%	55%	-28%
Same Grade Comparison		-4%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	26	59	78	48	74	67	15				
ELL	29	56	55	51	67	60	26				
BLK	31	57	58	45	63	57	33				
HSP	33	54	53	54	67	60	27				
WHT	40			30							
FRL	32	56	56	52	66	59	27				
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				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

According to ESSA report the white subgroup performed below the 41% indicator and the remaining Hispanic male/female subgroup have declined significantly. The contributing factor is the need to support all learners through differentiation. We need to develop teacher capacity to utilize instructional differentiation in a strategic manner.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Our school had a 3% decline in the Black subgroup for ELA proficiency and 6% decline in learning gains and lowest 25%. The white subgroup also declined from 46% to 30% in math proficiency. The

contributing factor is the need to support all learners through differentiation. We need to develop our teachers to utilize instructional differentiation in a strategic manner.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The ELA proficiency had the largest gap compared to district and state average. Math learning gains and the lowest 25% out performed the state average. Science also continues to show the greatest gap as compared to district and state. The complexity of the text in ELA and Science continues to be a challenge. The factor that contributed to this gap is that both the reading and math coaches were utilized to support beginning teachers throughout the year which lessened the amount of support for other homeroom teachers.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Fourth grade math proficiency, learning gains and lowest 25% showed the most improvement. An action plan included a close progress monitoring of student groupings and intense analysis of data during PLC and grade level meetings.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Course failure in ELA/Math component is significantly a large amount of the grade level student population. Increasing teacher differentiated instruction among all teachers is a continuous area of concern. Another concern is the increase amount of Level 1's on State Assessment in 3rd and 5th grades.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Third grade proficiency
2. K-2 ELA proficiency
3. Differentiation of standard based instruction
4. Lowest 25% ELA/Math students
5. Science Mastery

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	If we provide effective and relevant instruction to White and Hispanic subgroups and all students to ensure an increase in reading on grade level by 3rd grade.
<b>Rationale</b>	<p>According to ESSA the white subgroup performed below the 41% indicator and the remaining Hispanic male/female subgroup have declined significantly. The contributing factor is the need to support all learners through differentiation. We need to develop our teachers to utilize instructional differentiation in a strategic manner.</p> <p>Our school had a 3% decline in the Black subgroup for ELA proficiency and 6% decline in learning gains and lowest 25%. The white subgroup also declined from 46% to 30% in math proficiency. The contributing factor is the need to support all learners through differentiation. We need to develop our teachers to utilize instructional differentiation in a strategic manner.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Our goal for FY20:</p> <ol style="list-style-type: none"> <li>1. White students will increase from 10% from 40% to 50% ELA proficiency</li> <li>2. Black subgroup students will increase from 31% to 41% ELA proficiency</li> <li>3. Science for all students will increase from 27% to 37% proficiency</li> <li>4. ELL subgroup students will increase 5% in proficiency 29% to 34%, learning gains 56% to 61% and lowest 25% 55% to 60%</li> </ol>
<b>Person responsible for monitoring outcome</b>	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Differentiated small group instruction using AVID to support rigor, instruction, collaboration and culture</li> <li>2. Teacher providing clear and effective learning feedback (i.e., teacher/student data chat including setting up goals and objectives)</li> <li>3. Using complex text and questions to support student engagement and collaboration</li> <li>4. Reciprocal teaching and allowing students to fully engage in their own learning</li> <li>5. Hands-on science labs for fifth grade students</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Using differentiated instruction through content, process, process and learning environment would meet the needs of the different learners.</li> <li>2. Data driven instruction, progress monitoring, and accountability of subgroups during PLCs will help target the white, black and all students to meet individual needs.</li> <li>3. In order to increase proficiency the engagement and collaboration among students is directly aligned to high learning outcomes.</li> <li>4. By providing the hands-on science lab it will produce rich understanding of vocabulary. engagement and science standard components.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Deliverable professional development to include differentiated instruction (i.e., small group guided, strategy and skill work) (PD Team)</li> <li>2. Identified students with reading deficiency(ies) will receive SAI, RTI, LLI remediation/ intervention support (Coaches)</li> <li>3. Purposeful resource such as Fountas/Pinnell will be used to guide teachers in developing effective and efficient lessons (PD Team)</li> <li>4. During PLC, teachers and coaches will analyze data to include next step approaches. (Coaches)</li> <li>5. Throughout the school year, SEL is being supported by Morning Meeting implementation and on-site mental health team to deliver school-wide positive behavior</li> </ol>



systems (i.e., PBS/Safety Committee meets monthly to ensure progress monitoring of systems and problem/solution interventions). (PBS/Mental Health Care Team)

**Person Responsible** Loris Barr (loris.barr@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students-Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the

\*History of the Holocaust,

\*History of African Americans,

\*Study of the contributions of Hispanics and Women to the US, and

\*Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS guidelines of Social Emotional Learning, showcased by our Morning Meetings; students practice being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence. .

## 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 Schoolwide Improvement Plan 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.**

See the PFEP within the Title 1 School-wide Plan

#### 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.**

Social-emotional needs of all students are met by the following:

1. Operational school based team meets weekly to discuss students with barriers to academic and social success.
2. Instruction and various campus activities address the social/emotional needs of students.
3. 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 comprehension school counseling program (Student Development Plan) with

dedicated time to:

1. Assess the needs of the students and the barriers blocking their success (Date-Driven Decision Making).
2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Interventions), 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 students/school needs. 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.
- 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.
- 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.

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.

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.**

AVID strategies will be used to support college and career awareness in grades 4 and 5.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: If we provide effective and relevant instruction to White and Hispanic subgroups and all students to ensure an increase in reading on grade level by 3rd grade.</b>				<b>\$3,191.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	500-Materials and Supplies	2431 - South Grade Elementary School	School Improvement Funds	855.42	\$3,191.00
<b>Total:</b>						<b>\$3,191.00</b>