

The School District of Palm Beach County

# Greenacres Elementary School



2017-18 Schoolwide Improvement Plan

## Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

<https://grne.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

### SIP Authority and Template

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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	19
Ambitious Instruction and Learning	20
<b>8-Step Planning and Problem Solving Implementation</b>	<b>26</b>
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	29
<b>Appendix 1: Implementation Timeline</b>	<b>43</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>45</b>
Professional Development Opportunities	45
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Greenacres Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

In a child-centered school program, our mission is to develop students' intellectual, social, physical and moral growth in order to provide society with literate, productive and responsible citizens.

##### b. Provide the school's vision statement.

At Greenacres Elementary, Bulldogs B.A.R.K. to provide each child with individualized strong academic fundamentals while prioritizing their safety and well being:

- \*staff and students are taught to Be safe
- \*staff and students focus on Achieving
- \*staff and students are Responsible
- \*staff and students are Kind

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Greenacres Elementary, staff and students implement the Single School Culture model to learn about students' cultures and to build relationships. The implementation of the Single School Culture model has three main pillars: academics, behavior, and climate. The result of the effective integration of these pillars create a safe school environment that is based on cultural competence and appreciation for multicultural diversity.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Professional Learning Communities that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Sample partial response for Behavior: The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during

Leadership, School Based, and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as PAW bucks. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the “context” of school. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students, and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups

At Greenacres Elementary, the administrative staff ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Additionally, "relationship experts" (School Based Team, School-wide Positive Behavior Support Team, 'Who Squad', counselors, Mentoring Committee, Parent Liaison, SEL Facilitator) implement and support staff on evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice or equity gaps. Furthermore, the administrative team and grades K-1 teachers will actively participate in a parent engagement program to increase the effectiveness of the relationships between teachers and students by means of increasing parent engagement in a systematic way.

At Greenacres Elementary the faculty infuses the following content as required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Greenacres Elementary has been endorsed as an International Spanish Academy. This endorsement attests to the quality of instruction and multicultural education that defines our two way immersion dual language program. It also facilitates the school's participation in a teacher exchange program from Spain.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

Greenacres Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. Greenacres Elementary's School-wide Positive Behavior Support (SwPBS) Team provides all stakeholders (staff, students, parents) with professional development on the B.A.R.K. (Be Safe; Achieve; Respectful; Kind) shared values. The purpose of our B.A.R.K. values is to provide all stakeholders with a matrix of expectations and behaviors while in the classroom, hallways, and cafeteria. Learning strategies, social behaviors, and self management skills are emphasized school wide on a daily basis . B.A.R.K. is also used in the after school program.

When dealing with students with disabilities (SWD) and Best Practices for Inclusive Education (BPIE), Greenacres Elementary will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Greenacres Elementary's B.A.R.K. (Be Safe; Achieve; Respectful; Kind) guidelines provide students and teachers with a list of expectations and behaviors while in the classrooms, hallway, and cafeteria. The behavior guidelines are explicitly taught to teachers, students, and parents at the beginning of the school year and after the winter holidays. Whenever a student is being redirected or provided with positive feedback, staff members are expected to remind students of the B.A.R.K. guidelines that apply to the situation. Posters and visual aids are posted throughout the school to remind teachers and students of the expected behaviors. The SwPBS Team provides support to the classrooms as needed throughout the school year.

**d. 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.**

Greenacres Elementary's School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Team liaisons facilitate the communication between SBT and the teachers. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support. Additionally, the guidance counselors collaborate with other outside programs and agencies to assist with student needs, such as Migrant, homeless, violence prevention, nutrition, house, adult education, and Department of Children and Families.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

\*EDW and SIS are utilized to identify students who have attendance, behavioral or academic concerns

\*Students earning 5 excused or unexcused absences are monitored for potential truancy. The school has identified a series of interventions to assist the student and the parent from missing instructional time. If the problem persists, the School Based Team follows through with more intensive interventions and/or refers the case to the Area Office.

**b. Provide the following data related to the school's early warning system**

**1. 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	19	24	19	16	12	17	0	0	0	0	0	0	0	107
One or more suspensions	0	1	2	2	10	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	31	65	59	61	56	47	0	0	0	0	0	0	0	319
Level 1 on statewide assessment	0	0	0	33	36	19	0	0	0	0	0	0	0	88
	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	10	11	18	42	33	29	0	0	0	0	0	0	0	143

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

- \*Professional Learning Communities (PLCs)
- \*SAI; iii; LLI in English and Spanish; iReady Foundations; Wilson; Istation in Spanish
- \*Resource teachers in grades K-5
- \*Data Chats/Discussions
- \*Extended School Day
- \*Notification procedures to parents
- \*Implementing and developing a counseling plan
- \*SBT Process
- \*Attendance Monitoring and Intervention Team
- \*Effective implementation of Best Practices for Inclusive Education (BPIE)

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

## 2. Description

\*GES solicits feedback from parents through the Parent Involvement Plan, Meet The Teacher, Curriculum Night, and Title 1 Parent Night.

\*Teachers and administration are introduced to families through Kindergarten Roundup, Meet The Teacher, Curriculum Night, Title 1 Parent Night, and multiple grade level activities that involve family participation and engagement.

\*GES provides all communication to parents and guardians in English, Spanish, and Creole.

\*GES informs parents of their students' academic progress by adhering to the district's reporting calendar, parent phone calls, and parent-teacher conferences.

\*GES fosters positive communication and services between parents and staff.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

\*Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.

\*BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

## 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

\*GES has partnered with the Norton Museum to integrate arts, language acquisition (through the dual language program), and academics.

\*GES builds strong partnerships with business partners. GES has a recognition system that consistently builds and sustains these relationships.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
McNichols, Deborah	Principal
Harnois, Debbie	Assistant Principal

#### b. Duties

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

Essential Functions:

Vision of Academic Success for All

1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.
2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.
3. Establishes and communicates non-negotiables related to teaching and learning in intellectually

stimulating ways that promote application of learning.

4. Challenges beliefs and practices that interfere with achieving the vision.

5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.

6. Serves as the cheerleader, coach, and standard bearer for the vision.

7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.

8. Monitors the implementation of effective instruction to meet the needs of all students.

9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.

#### Climate

10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.

11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.

12. Creates school-wide and team norms and expectations for collective responsibility for student success.

13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

14. Celebrates success as well as opportunities for growth.

15. Eliminates barriers and distractions that interfere with effective teaching and learning.

16. Provides a clean, safe and nurturing school environment.

17. Builds a culture of pride, trust, and respect.

18. Implements and monitors an effective approach to bullying prevention.

19. Aligns new and existing community and parent partnerships.

#### Cultivating Leadership

20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.

21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.

23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.

24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

25. Provides ongoing coaching with constructive feedback to teacher leaders.

26. Implements a comprehensive performance management system.

27. Implements rigorous project management, structures, protocols, and processes.

#### Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.

29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.
31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.
32. Quickly and proactively addresses problems in instruction and student learning.
33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.
34. Monitors and improves instruction.
35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

#### People, Data, and Processes

36. Hires and retains highly qualified and effective employees.
37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.
38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.
39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.
40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.
41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.
42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.
44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.
46. Supervises the school's food, transportation, maintenance, facility and support services.
47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
48. Coordinates community activities relevant to the school within the school area.
49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
50. Implements and monitors career and leadership advancement pathways.
51. Monitors systemic customer service.
52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

#### Performance Effectiveness Criteria:

In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board priorities.
2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
3. Performs other duties as assigned.

B. Assistant Principal:

Essential Functions:

Vision of Academic Success for All

1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.
2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.
3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.
4. Challenges beliefs and practices that interfere with achieving the vision.
5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.
6. Serves as the cheerleader, coach, and standard bearer for the vision.
7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.
8. Monitors the implementation of effective instruction to meet the needs of all students.
9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.

Climate

10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.
11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.
12. Supports school-wide and team norms and expectations for collective responsibility for student success.
13. Develops staff's capacity to collaborate effectively about standards and effective instruction.
14. Celebrates success as well as opportunities for growth.
15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.
16. Ensures the provision of a clean, safe and nurturing school environment.
17. Supports the principal in building a culture of pride, trust, and respect.
18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.
19. Assists the principal in aligning new and existing community and parent partnerships.

Cultivating Leadership

20. Focuses school leadership teams' work on implementation of standards and reformed instruction.
21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.
22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and

- dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.
23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.
  24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.
  25. Provides ongoing coaching with constructive feedback to teacher leaders.
  26. Assists the principal in implementing a comprehensive performance management system.
  27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.

#### Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.
29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.
30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.
31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.
32. Quickly and proactively addresses problems in instruction and student learning.
33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.
34. Monitors and improves instruction.
35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

#### People, Data, and Processes

36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.
37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.
38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.
39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.
40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.
42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.
43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.
44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
45. Coordinates community activities relevant to the school within the school area.
46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
47. Assist the principal in implementing and monitoring career and leadership advancement pathways.

48. Monitors systemic customer service.

Performance Effectiveness Criteria:

In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board priorities.
2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
3. Performs other duties as assigned.

D. Single School Culture Coordinator

Essential Functions:

1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards.
2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.
3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.
4. Provides modeling and coaching support for small group instruction.
5. Provides curricular support for Summer bridge / Summer slide programs.
6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.
7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture.
8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.
9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.
10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).
11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.
12. 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.
13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.
14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.

C. ESE Contact/ SBT Coordinator

- schedules SBT meetings
- collects initial referrals from staff/ parents/ agencies
- collects data
- coordinates case liaison rosters
- facilitates MTSS/RtI plan development
- supports case liaisons in accessing materials needed to monitor fidelity of intervention
- maintains documentation
- leads team in analysis of individual cases.
- facilitates IEP meetings

D. ELL contact, school psychologist, classroom teachers, reading/math coaches, and school counselors are additional members of the School Based Team (SBT) who assist in implementing Rtl processes, and conducting an assessment of Rtl student progress and of skills of school staff.

E. The school-based MTSS/ Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas to be discussed. Topics of discussion include but are not limited to are subgroups, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.

**2. 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 Rtl Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the School-based Leadership Team.

The School Based Team (SBT) will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284A) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g. teacher, Rtl/Inclusion Facilitator, School Counselor) and report back on all data collected for further discussion at future meetings.

#### Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem identification entails identifying the problem and the desired behavior for the student.
2. Problem analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention design and implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed.
4. Evaluate and measure the effectiveness of a student's or group of students' response to the implemented intervention. Make adjustments as necessary.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. Specifically, the state legislative actions support all students achieving benchmarks regardless of their status in general or special education.

School Guidance Counselors and SEL Facilitator will work with SBT to ensure all student needs are being met. They collaborate with outside programs and agencies to assist student needs for migrant, homeless, violence prevention, housing and adult education.

Title I

The use of Title I funds are focused on needs at the school level within general guidelines from the State and District level. Title I funds are dedicated to improving the educational opportunities for all students by helping them:

- \*succeed in the regular program;
- \*attain grade-level proficiency;
- \*improve academic achievement

GES uses Title 1 funds to purchase materials for students, materials for staff for professional development, and classroom supplies. GES also invests these funds for the salaries of the following supplemental positions: Literacy Coach, Math Coach, Literacy Resource Teacher. Title 1 funds provide students with academic deficiencies in Literacy and Mathematics through a modified extension of the instructional day.

School administration coordinates the investment processes of Title I funds in collaboration with the Area Office (as needed), the district office (once a month), the Instructional Team (weekly), the Team Leaders (once a month), and the parents (once a month).

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Deborah McNichols	Principal

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The staff will be presented with the data from last years School Improvement Plan during preschool. The School Advisory Council (SAC) will have the opportunity to evaluate last year's School Improvement Plan at the first SAC meeting of the current year. At both meetings, the SAC Chair and administration will share last year's goals and data where participants will be able to analyze data from programs in place from the previous year, determine the effectiveness of these programs and staff development and compare data from state assessments.

*b. Development of this school improvement plan*

The School Improvement Plan will be presented to the staff and School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school.

*c. Preparation of the school's annual budget and plan*

The annual budget will be presented at a faculty meeting and at the first SAC meeting of the current year.

The principal and assistant principal together with the Leadership Team will discuss the best use of funds to meet the needs of all of the students at Greenacres.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

1 G1.B2.S1.A1 Students in need of remediation and enrichment will be targeted to participate in additional standard based instruction in the form of tutoring. \$36,139.70

2 G1.B3.S1.A1

Teachers will participate in relevant professional development opportunities to increase their capacity when differentiating instruction and targeting specific academic needs. \$5,000.00

3 G1.B3.S2.A1

Resource teachers will fortify Tier 1 instruction to increase the level of at grade level engagement and monitoring through team teaching in a small group setting. The resource teacher will participate at all the grade level PLCs and training sessions. \$74,115.01

4 G1.B3.S2.A2

Academic success tutors will provide supplemental student instruction in small groups, meet and confer with teachers to plan student instruction, attend parent conferences with teachers as needed, and keep record of student progress. \$36,832.04

5 G2.B1.S1.A1 Literacy Coach will model best practices, provide professional development, and provide data analysis for teachers. \$36,577.28

6 G2.B1.S1.A2 Teachers will participate in relevant professional development opportunities to increase their capacity when differentiating instruction and targeting specific academic needs. \$6,855.00

7 G2.B1.S1.A3 Teachers College consultant will provide professional development for teachers in grades 3-5. \$26,000.00

8 G2.B1.S1.A4 All faculty members will participate in a two day summer LLI training as a means to address intervention strategies. \$13,733.97

9 G2.B1.S1.A5 Teachers will participate in a three day summer AVID training to integrate AVID strategies into the core instruction. \$22,000.00

10 G2.B1.S2.A1 Resource teachers (1.5) will fortify Tier 1 instruction to increase the level of at grade level engagement and monitoring through team teaching in a small group setting. Resource teaches will participate at all the grade level PLCs and training sessions. \$67,342.00

11 G2.B3.S1.A1

Parent liaison will assist with the coordination of activities and communication that connects the families to the school and school initiatives. Parent liaison will advocate for families and students with teachers and other resources. Liaison will promote the usage of parent resources and media center and maintain the parent resource inventory. \$29,259.72

12 G2.B3.S1.A2 Parents will have access to instructional support and supplemental materials specific to their students academic needs. \$4,931.50

13 G2.B3.S1.A3 APTT will be implemented in grades K through 1. \$2,308.82

Total: \$361,095.04

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

### 3. Literacy Leadership Team (LLT)

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

GES' LLT includes Literacy Coaches/Resource Teachers, one Math Resource Teacher, an SAI Teacher, an ESE Coordinator, an ESOL Coordinator, Dual Language Coordinator, Single School Culture Coordinator, AVID Coordinator, Aftercare Director, and school administrators. The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations, promotes collegiality, collaboration, and a literacy culture through PLCs and other PD opportunities. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers and writers, both at school and at home. In grade 3, AVID strategies support all literacy initiatives. The promotion of literacy is a continuous process throughout the entire school year.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Professional Learning Communities (PLCs) is used at GES to encourage positive working relationships among teachers. This year's Title 1 budget and master board have been designed to support Professional Learning Communities for grades K-5 throughout the school year. For instance, GES ensures that each grade level PLC includes the general education teachers, the special education teachers, and the ELL teachers assigned to each grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

1. Utilize the Department of Recruitment and Retention guidance on all hiring and placement procedures
2. Hiring highly qualified teachers and certified-in-field teachers as required for every position
3. Supporting and providing professional development opportunities that improve the knowledge of teachers in one or more of the core academic subjects that the teachers teach
4. Supporting and providing professional development opportunities of all instructional personnel in the areas of:
  - a. effective instructional strategies, methods, and skills;
  - b. use of challenging state academic content standards and student academic achievement standards;
  - c. use of state assessments to improve teaching practices and student academic achievement
5. Supporting and participating in collaborative groups of teachers and administrators
6. Supporting and providing training opportunities on how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency
7. Supporting and providing training opportunities in methods of improving student behavior in the

classroom; and identifying early and appropriate interventions to help students that have different learning styles

8. Implementing and participating in teacher recognition programs at the school, district, and state level
9. Supporting and implementing a 'buddy' system and the district's mentoring program for all new hires
10. Supporting and implementing a school buddy system for any teacher in need of assistance in the following areas: academic, discipline, parent involvement, professional development
11. Providing all teachers with access to school and district academic coaches on a daily basis

Person Responsible: Administration

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

All new educators that meet district criteria for the Educator Support Program (ESP) are assigned a mentor and buddy teacher. Each new educator is paired with a teacher who has the same or similar teaching assignments. The mentor assists the new educator with the preparation of lesson plans, demonstrating or modeling lessons as needed, coaching, feedback and the Marzano Educator Observation and Evaluation System. The new educators have the opportunity to observe in other classrooms and participate in district and school based professional development and meet with the Assistant Principal monthly or as needed to discuss effective teaching strategies, management, organizational skills and any other concerns they may have.

Teachers new to the school and not in the Educator Support Program are also assigned a mentor to assist with policies, procedures, effective teaching strategies, management, organizational skills and any other concerns they may have.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

GES' instructional programs and materials have been adopted or reviewed by district instructional staff to ensure alignment with the state standards. GES faculty also participates in ongoing Professional Learning Communities, grade level meetings, and professional development opportunities to unpack the state standards and uses Blender for the literacy Units of Study, math, science, and social studies. Additionally, GES faculty participates in ongoing professional development on how to implement best teaching practices.

By implementing the Pillar of Effective Instruction according to the Strategic Plan, students are immersed in rigorous tasks encompassing the full intent of the standards.

\*Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

\*Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented***

**to assist students having difficulty attaining the proficient or advanced level on state assessments.**

GES uses academic or behavioral data to refer students to the School Based Team for consideration of specific services that would best address the learning needs of the student. The School Based Team monitors and supports the student, parents, and teachers on approved instructional services. Additionally, teachers receive training and support on differentiated instruction for students who are considerably below grade level, approaching or meeting grade level expectations, and above grade level. It is GES mission to support all students no matter what their academic or proficiency level is. The following are examples of how instruction is supplemented to assist students at various levels of proficiency as measured by the state assessments:

\*PLCs are scheduled on a weekly basis to discuss literacy instruction and math instruction in grades K-5. Students data is analyzed and best teaching practices are discussed.

\*All teachers use the balanced literacy approach during whole group instruction and small group instruction.

\*Students participate in iii based on their needs.

\*Students participate in enrichment activities and instruction based on their needs.

\*Assessments are benchmark focused.

\*Students are regularly monitored for mastery of standards.

\*ESE and ESOL students receive instruction through push-in model to ensure the delivery of instruction in the least restrictive environment while maintaining instructional momentum and fidelity to the students' IEPs

\*Methods of instruction is chosen based on student needs.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: After School Program**

**Minutes added to school year: 48,600**

STEAM (Science, Technology, Engineering, Arts, Math): Grades K-5

The strategy is to

- \*use 5E Learning Cycle (engage, explore, explain, elaborate, evaluate)
- \*align with District Scope and Sequence as well as Common Core Standards
- \*explore in a cooperative learning environment
- \*provide daily hands on activities and experiments

Explore Literacy K-3 is to

- \*aligned lessons with Florida Standards for Reading.
- \*incorporate engaging fiction and non-fiction read alouds that build on prior knowledge.
- \*build fluency using age appropriate Reader's Theater.
- \*provide students with daily hands on activities and projects.
- \*supplement lessons with technology extensions for further understanding.

Give Em A Boost K-5 is to

- \*utilize SPARK Physical Education, Camp Boost and Food Explorations.
- \*increase physical activities, maintain physical fitness and develop social skills.
- \*develop skills and attitudes needed to lead healthier lives.
- \*focus on nutrition education.

Extended Day Instruction

The strategy is to

- \*differentiate instruction to accommodate various learning styles
- \*identify homogeneous groups of instruction in the areas of reading, writing, math, and science

**Strategy Rationale**

- \*Core academic instruction
- \*Enrichment
- \*Teacher collaboration, planning, and professional development

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Patterson, Melissa, melissa.patterson@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

- Student work samples
- Classroom observations through walkthroughs
- Teacher feedback
- Benchmark assessments

**2. Student Transition and Readiness**

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **1. 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 reading on grade level by third grade and to increase student readiness to enter kindergarten, GES 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.

To assist with the transition of school-based and community children into the kindergarten program at GES, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

All PK students will transition into kindergarten using a staggered start.

Florida Kindergarten Readiness Screener (FLKRS):

At the beginning of the school year all kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) to gather information on a child's overall development and to specifically address the readiness of each student for kindergarten based on VPK Education Standards. It is also used to calculate the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based on Florida's VPK Education Standards.

FLKRS includes Florida Assessments for Instruction in Reading (FAIR). This broad screening includes measures of letter naming and phonemic awareness which are included in the VPK Education Standards. This data is used to calculate a student's probability of success in reading score.

Fountas & Pinnell Literacy Assessment System:

The school uses Fountas & Pinnell Literacy Assessment System to assess early literacy behaviors and oral language in students. Through these assessments, data will be used to plan academic

instruction for all students, groups of students or individual students who may need intervention beyond the core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and social emotional skills identified by screening the data. The Fountas & Pinnell Literacy Assessment System will be used on-going throughout the school year in order to determine learning gains and the need for changes to the instructional and interventions programs.

#### Kindergarten Round-Up:

Kindergarten Round-Up is provided once a year. This is a program that guides parents on how to help your reader's at home. A review of the the readiness skills and assessments given during the first days of school are presented. Information of what kindergartners should know and do is also shared during the main presentation. The students are given the opportunity to visit with and spend time with a kindergarten class. The school also has a Family Resource Center for parent training that includes education for parents as well as early childhood education for the children. The parents and children who attend are within our SAC boundaries and transition into our kindergarten classes when they turn five and ready to start kindergarten. The school will visit with local preschools to discuss readiness for transitioning students.

### b. College and Career Readiness

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

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.
  
- G2.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1a**

G094954

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
Math Gains	70.0
FSA Mathematics Achievement	55.0
Statewide Science Assessment Achievement	65.0
ELA/Reading Gains	65.0
FSA ELA Achievement	44.0

**Targeted Barriers to Achieving the Goal** **3**

- Literacy, Math, and Science enrichment and remediation programs need to better align with the grade level standards.
- Limited instructional capacity on how to effectively teach on grade level standards to LY students.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- I Ready for grades K-5; extended instructional time for 30% of the year; classroom supplies directly related to instruction (notebooks, highlighters, chart paper; sticky notes); hands on activities and supplies
- 4.0 Pre Kindergarten programs
- Title 1 Budget-school based: 1.0 Parent Liaison; 1.0 SEL Facilitator; 1.5 Literacy Resource Teachers; 1.0 Math Resource Teacher; 2.0 Academic Tutors; 0.5 Literacy Coach; 1.0 Single School Culture Coordinator Operational Budget and District Title 1 allocation: 1.0 Single School Culture Coordinator; 6.0 ESOL/DL Resource Teachers; 1.0 Dual Language Literacy and Math Coach; 1.0 ESOL Coordinator; 0.5 ESE Coordinator; 3.0 ESE Resource Teachers; Common planning sessions per unit of study; 1.0 SAI; 1.0 ELL Counselor; 1.0 Counselor
- Implementation and training on Professional Learning Communities
- Phase 1 Implementation of AVID with emphasis on Writing to Learn, Organization, and Inquiry
- implementation of parent engagement program in grades K-2

**Plan to Monitor Progress Toward G1.** **8**

Student formative and summative data will be collected to monitor progress toward reaching proficiency.

**Person Responsible**

Deborah McNichols

**Schedule**

Biweekly, from 9/5/2016 to 5/25/2018

**Evidence of Completion**

Student formative and summative data

**G2.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1a**

G094955

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	65.0
FSA ELA Achievement	44.0
Math Gains	70.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	65.0

**Targeted Barriers to Achieving the Goal** **3**

- Limited teacher capacity in literacy.
- Reading enrichment and remediation programs need to better align with the grade level standards.
- Low parent participation and engagement.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Title 1 Budget-school based: 1.0 Parent Liaison; 1.5 Literacy Resource Teachers; Academic Tutors; 0.5 Literacy Coach Operational Budget and District Title 1 allocation: 1.0 Single School Culture Coordinator; 6.0 ESOL/DL Resource Teachers; 1.0 Dual Language Literacy and Math Coach; 1.0 ESOL Coordinator; 0.5 ESE Coordinator; 3.0 ESE Resource Teachers; Common planning sessions per unit of study; 1.0 SAI; 1.0 ELL Counselor; 1.0 Counselor
- I Ready for grades K-5; Foundations for grades K-2; LLI training for grades K-5; Imagine Learning (Spanish version) for grades K-4; extended instructional time for 30% of the year; classroom supplies directly related to instruction (notebooks, highlighters, chart paper; sticky notes); hands on activities and supplies.
- 4.0 Pre Kindergarten program.

**Plan to Monitor Progress Toward G2.** **8**

Student formative and summative data will be collected to monitor progress toward reaching proficiency.

**Person Responsible**

Deborah McNichols

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Student formative and summative data; SBT portfolios; LLI portfolios

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1**

 G094954

**G1.B2** Literacy, Math, and Science enrichment and remediation programs need to better align with the grade level standards. **2**

 B255507

**G1.B2.S1** A multi tier support system will be developed to support students in literacy and math by providing 15 weeks of extended instruction for targeted students **4**

 S270023

### Strategy Rationale

Due to the high volume of students in need of individualized instruction, a multi tier support system is necessary to systematically enrich and re mediate students reaching for proficiency

### Action Step 1 **5**

K-5 students in need of remediation and enrichment will be targeted to participate in additional standard based instruction in the form of extended learning

#### Person Responsible

Deborah McNichols

#### Schedule

Weekly, from 11/7/2016 to 3/5/2018

#### Evidence of Completion

Schedule, lesson plans, list of students served, diagnostic data to determine students served and to monitor progress, attendance records, time sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Teachers will target student instruction based on formative and summative assessments. Students participating in tutoring will be working on either their next level of instruction or re-mediating skills needed to reach proficiency at a given standard.

**Person Responsible**

Deborah McNichols

**Schedule**

Weekly, from 8/15/2016 to 5/25/2018

***Evidence of Completion***

Schedule, lesson plans, list of student served, student attendance, diagnostic data to determine students served and to monitor progress.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Student data (reading, math, and science) will be monitored for academic growth and proficiency by teachers and instructional team.

**Person Responsible**

Deborah McNichols

**Schedule**

Biweekly, from 8/15/2016 to 5/25/2018

***Evidence of Completion***

Notes from administration; formative and summative data

**G1.B3** Limited instructional capacity on how to effectively teach on grade level standards to LY students.

2

B255508

**G1.B3.S1** Targeted professional development on language acquisition will be provided to instructional staff in grades K-5 4

S270024

### Strategy Rationale

Teachers in K-5 need a better understanding of effective instructional strategies that target the language acquisition needs in context of LY students

### Action Step 1 5

Teachers in grades K-5 will receive instruction on how to teach language acquisition while targeting on grade level standards

#### Person Responsible

Deborah McNichols

#### Schedule

Every 2 Months, from 9/4/2017 to 5/25/2018

#### Evidence of Completion

Agendas, sign in sheets, formal and informal assessments, state assessments, teachers observations

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom observations, PLCs

#### Person Responsible

Deborah McNichols

#### Schedule

Biweekly, from 9/4/2017 to 5/25/2018

#### Evidence of Completion

Classroom observations, formal and informal assessments data, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Classroom observations, PLCs, data disaggregation

**Person Responsible**

Deborah McNichols

**Schedule**

Biweekly, from 9/4/2017 to 5/25/2018

***Evidence of Completion***

Classroom observations, teacher data chats, lesson plans, formal and informal assessment data

**G2.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1**

 G094955

**G2.B1** Limited teacher capacity in literacy. **2**

 B255510

**G2.B1.S1** Teachers will participate in relevant professional development opportunities to increase their capacity when differentiating instruction and targeting specific academic needs. **4**

 S270025

### **Strategy Rationale**

Relevant professional development will increased the level of instructional effectiveness during Tier 1, 2, and 3 instruction.

### **Action Step 1** **5**

Literacy Coach and Single School Coordinator will model best practices, provide professional development, and provide data analysis for teachers.

#### **Person Responsible**

Deborah McNichols

#### **Schedule**

Daily, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

Support schedule, professional development agendas and feedback; student formative and summative data

### **Action Step 2** **5**

Teachers will participate in relevant professional development opportunities to increase their capacity when differentiating instruction and targeting specific academic needs.

#### **Person Responsible**

Deborah McNichols

#### **Schedule**

Weekly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

Agendas, sign-in sheets, minutes/notes, student data, handouts.

**Action Step 3** 5

Teachers will participate in a three day summer AVID training to integrate AVID strategies into the core instruction.

**Person Responsible**

Deborah McNichols

**Schedule**

On 6/28/2017

**Evidence of Completion**

Agendas, notes, handouts

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

0.5 Literacy Coach will spend 3.0 hours per day modeling effective teaching strategies, supporting teaching best practices, and planning and delivering professional development based on the needs of the students.

**Person Responsible**

Deborah McNichols

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Review of support schedule, professional development agendas with feedback, student formative and summative data; progressive anecdotal notes/meeting notes, minutes from weekly instructional administrative meetings.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Teachers will participate in the following professional opportunities in addition to regional and District professional development: weekly professional learning communities; targeted common planning sessions as needed.

**Person Responsible**

Deborah McNichols

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Administrative review of professional development documentation and feedback to determine effectiveness and to plan for future training sessions.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Targeted students performing below grade level will receive 30 additional minutes of intensive literacy instruction daily.

**Person Responsible**

Deborah McNichols

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

LLI portfolios; SBT portfolios

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Literacy Coach and Single School Coordinator will increase teaching capacity and, as a result, student learning will increase as measured by formative and summative assessments.

**Person Responsible**

Deborah McNichols

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Student formative and summative data; progressive anecdotal notes from weekly instructional administrative meetings.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Teachers will fortify the delivery of Tier 1, 2, and 3 instruction through complex text, tasks, and student talk.

**Person Responsible**

Deborah McNichols

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Student formative and summative data; progressive anecdotal notes from weekly instructional administrative meetings; teacher feedback; SBT portfolios; LLI portfolios

**G2.B1.S2** Teachers will provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

S270026

### Strategy Rationale

In order to increase student academic growth and increase the number of students reaching proficiency, we must provide research based instructional remediation and enrichment programs to all students based on their individual needs in reading, writing.

### Action Step 1 5

Resource teachers (1.5) will fortify Tier 1 instruction to increase the level of at grade level engagement and monitoring through team teaching in a small group setting. Resource teachers will participate at all the grade level PLCs and training sessions.

#### Person Responsible

#### Schedule

Daily, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Support schedule, student rosters, formal and summative assessments for assigned students, student attendance, PLCs, and other training sessions attendance.

### Action Step 2 5

Academic success tutors will provide supplemental student instruction in small groups, meet and confer with teachers to plan student instruction, attend parent conferences with teachers as needed, and keep record of student progress.

#### Person Responsible

#### Schedule

Daily, from 8/11/2016 to 6/2/2017

#### Evidence of Completion

Student academic portfolio, anecdotal notes, communication log, schedule, formal and summative assessments.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Teachers will design standard based differentiated instruction to meet the needs of assigned students.

**Person Responsible**

**Schedule**

Daily, from 8/8/2016 to 6/2/2017

**Evidence of Completion**

Data chats with administrations, anecdotal notes, non-evaluative observations, Title I programming reflection template.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

One of the academic tutors will be assigned to instruct students 8 hours per day out of 8 hours. Another academic tutor will be assigned to instruct students for 45 minutes daily.

**Person Responsible**

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Student academic portfolio, anecdotal notes, schedule formal and summative student data, Title I reflection log.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Student progress will be monitor on a biweekly basis to measure academic progress towards reaching proficiency.

**Person Responsible**

Deborah McNichols

**Schedule**

Biweekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Student formal and summative assessments.

**G2.B2** Reading enrichment and remediation programs need to better align with the grade level standards.

2

 B255511

**G2.B2.S1** A multi tier support system will be developed to support students in literacy, by providing 15 weeks of tutoring for targeted students. 4

 S270027

### Strategy Rationale

Due to the high volume of students in need of individualized instruction, a multi tier support system is necessary to systematically enrich and re mediate students reaching for proficiency

### Action Step 1 5

Students in need of re mediation and enrichment will be targeted to participate in additional standard based instruction in the form of tutoring.

#### Person Responsible

Deborah McNichols

#### Schedule

Weekly, from 11/6/2017 to 3/9/2018

#### Evidence of Completion

Schedule, lesson plans, list of students served, diagnostic data to determine students served and to monitor progress, attendance records

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will target student instruction based on formative and summative assessments. Students participating in tutoring will be working on either their next level of instruction or re-mediating skills needed to reach proficiency at a given standard.

#### Person Responsible

Deborah McNichols

#### Schedule

Weekly, from 11/6/2017 to 3/9/2018

#### Evidence of Completion

Schedule, lesson plans, list of student served, diagnostic data to determine students served and to monitor progress.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Literacy Coach, Single School Coordinator, and teachers will review student academic progress towards proficiency after every common assessment, unit assessment, and diagnostic assessment.

**Person Responsible**

Deborah McNichols

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Notes from administration; formative and summative data

**G2.B3** Low parent participation and engagement. 2

B255512

**G2.B3.S1** Align new and existing community and parent partnerships. 4

S270028

**Strategy Rationale**

Parents and guardians respond positively to personable and relevant engagement opportunities.

**Action Step 1** 5

Parent liaison will assist with the coordination of activities and communication that connects the families to the school and school initiatives. Parent liaison will advocate for families and students with teachers and other resources. Liaison will promote the usage of parent resources and media center and maintain the parent resource inventory.

**Person Responsible**

Deborah McNichols

**Schedule**

Daily, from 8/15/2016 to 6/1/2018

**Evidence of Completion**

Schedule, agendas, parent resource inventory and check out logs; parent workshop participation documentation.

**Action Step 2** 5

Parents will have access to instructional support and supplemental materials specific to their students academic needs.

**Person Responsible**

Deborah McNichols

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Parent resources, math manipulatives, Lake Shore Learning materials, academic games, books, paper and ink for parent communication.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The parent liaison will support parent communication, parent conferences, parent data chats, and the parent resource room.

**Person Responsible**

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Admin meeting; sign in and notes; Title I reflection log

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Specific student progress will be monitor by teachers and instructional team.

**Person Responsible**

Deborah McNichols

**Schedule**

Triannually, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

I Ready reports, RRR

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B1.S1.MA3 M385849	Targeted students performing below grade level will receive 30 additional minutes of intensive...	McNichols, Deborah	8/22/2016	LLI portfolios; SBT portfolios	6/2/2017 daily
G2.B1.S2.MA1 M385850	Student progress will be monitor on a biweekly basis to measure academic progress towards reaching...	McNichols, Deborah	8/15/2016	Student formal and summative assessments.	6/2/2017 biweekly
G2.B1.S2.MA1 M385851	Teachers will design standard based differentiated instruction to meet the needs of assigned...		8/8/2016	Data chats with administrations, anecdotal notes, non-evaluative observations, Title I programming reflection template.	6/2/2017 daily
G2.B1.S2.MA2 M385852	One of the academic tutors will be assigned to instruct students 8 hours per day out of 8 hours....		8/15/2016	Student academic portfolio, anecdotal notes, schedule formal and summative student data, Title I reflection log.	6/2/2017 daily
G2.B1.S2.A1 A361188	Resource teachers (1.5) will fortify Tier 1 instruction to increase the level of at grade level...		8/15/2016	Support schedule, student rosters, formal and summative assessments for assigned students, student attendance, PLCs, and other training sessions attendance.	6/2/2017 daily
G2.B1.S2.A2 A361189	Academic success tutors will provide supplemental student instruction in small groups, meet and...		8/11/2016	Student academic portfolio, anecdotal notes, communication log, schedule, formal and summative assessments.	6/2/2017 daily
G2.B1.S1.A3 A361187	Teachers will participate in a three day summer AVID training to integrate AVID strategies into the...	McNichols, Deborah	6/26/2017	Agendas, notes, handouts	6/28/2017 one-time
G1.B2.S1.A1 A361183	K-5 students in need of remediation and enrichment will be targeted to participate in additional...	McNichols, Deborah	11/7/2016	Schedule, lesson plans, list of students served, diagnostic data to determine students served and to monitor progress, attendance records, time sheets	3/5/2018 weekly
G2.B2.S1.MA1 M385854	Teachers will target student instruction based on formative and summative assessments. Students...	McNichols, Deborah	11/6/2017	Schedule, lesson plans, list of student served, diagnostic data to determine students served and to monitor progress.	3/9/2018 weekly
G2.B2.S1.A1 A361190	Students in need of re mediation and enrichment will be targeted to participate in additional...	McNichols, Deborah	11/6/2017	Schedule, lesson plans, list of students served, diagnostic data to determine students served and to monitor progress, attendance records	3/9/2018 weekly
G1.MA1 M385844	Student formative and summative data will be collected to monitor progress toward reaching...	McNichols, Deborah	9/5/2016	Student formative and summative data	5/25/2018 biweekly
G2.MA1 M385857	Student formative and summative data will be collected to monitor progress toward reaching...	McNichols, Deborah	8/14/2017	Student formative and summative data; SBT portfolios; LLI portfolios	5/25/2018 biweekly
G1.B2.S1.MA1 M385840	Student data (reading, math, and science) will be monitored for academic growth and proficiency by...	McNichols, Deborah	8/15/2016	Notes from administration; formative and summative data	5/25/2018 biweekly
G1.B2.S1.MA1 M385841	Teachers will target student instruction based on formative and summative assessments. Students...	McNichols, Deborah	8/15/2016	Schedule, lesson plans, list of student served, student attendance, diagnostic data to determine students served and to monitor progress.	5/25/2018 weekly
G1.B3.S1.MA1 M385842	Classroom observations, PLCs, data disaggregation	McNichols, Deborah	9/4/2017	Classroom observations, teacher data chats, lesson plans, formal and informal assessment data	5/25/2018 biweekly
G1.B3.S1.MA1 M385843	Classroom observations, PLCs	McNichols, Deborah	9/4/2017	Classroom observations, formal and informal assessments data, lesson plans	5/25/2018 biweekly

**Palm Beach - 0631 - Greenacres Elementary School - 2017-18 SIP**  
*Greenacres Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1 A361184	Teachers in grades K-5 will receive instruction on how to teach language acquisition while...	McNichols, Deborah	9/4/2017	Agendas, sign in sheets, formal and informal assessments, state assessments, teachers observations	5/25/2018 every-2-months
G2.B1.S1.MA1 M385845	Literacy Coach and Single School Coordinator will increase teaching capacity and, as a result,...	McNichols, Deborah	8/14/2017	Student formative and summative data; progressive anecdotal notes from weekly instructional administrative meetings.	5/25/2018 weekly
G2.B1.S1.MA2 M385846	Teachers will fortify the delivery of Tier 1, 2, and 3 instruction through complex text, tasks, and...	McNichols, Deborah	8/14/2017	Student formative and summative data; progressive anecdotal notes from weekly instructional administrative meetings; teacher feedback; SBT portfolios; LLI portfolios	5/25/2018 weekly
G2.B1.S1.MA1 M385847	0.5 Literacy Coach will spend 3.0 hours per day modeling effective teaching strategies, supporting...	McNichols, Deborah	8/14/2017	Review of support schedule, professional development agendas with feedback, student formative and summative data; progressive anecdotal notes/meeting notes, minutes from weekly instructional administrative meetings.	5/25/2018 daily
G2.B1.S1.MA2 M385848	Teachers will participate in the following professional opportunities in addition to regional and...	McNichols, Deborah	8/14/2017	Administrative review of professional development documentation and feedback to determine effectiveness and to plan for future training sessions.	5/25/2018 weekly
G2.B1.S1.A1 A361185	Literacy Coach and Single School Coordinator will model best practices, provide professional...	McNichols, Deborah	8/14/2017	Support schedule, professional development agendas and feedback; student formative and summative data	5/25/2018 daily
G2.B1.S1.A2 A361186	Teachers will participate in relevant professional development opportunities to increase their...	McNichols, Deborah	8/14/2017	Agendas, sign-in sheets, minutes/notes, student data, handouts.	5/25/2018 weekly
G2.B2.S1.MA1 M385853	Literacy Coach, Single School Coordinator, and teachers will review student academic progress...	McNichols, Deborah	8/14/2017	Notes from administration; formative and summative data	5/25/2018 biweekly
G2.B3.S1.MA1 M385855	Specific student progress will be monitor by teachers and instructional team.	McNichols, Deborah	8/14/2017	I Ready reports, RRR	6/1/2018 triannually
G2.B3.S1.MA1 M385856	The parent liaison will support parent communication, parent conferences, parent data chats, and...		8/14/2017	Admin meeting; sign in and notes; Title I reflection log	6/1/2018 daily
G2.B3.S1.A1 A361191	Parent liaison will assist with the coordination of activities and communication that connects the...	McNichols, Deborah	8/15/2016	Schedule, agendas, parent resource inventory and check out logs; parent workshop participation documentation.	6/1/2018 daily
G2.B3.S1.A2 A361192	Parents will have access to instructional support and supplemental materials specific to their...	McNichols, Deborah	8/14/2017	Parent resources, math manipulatives, Lake Shore Learning materials, academic games, books, paper and ink for parent communication.	6/1/2018 quarterly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

**G1.B3** Limited instructional capacity on how to effectively teach on grade level standards to LY students.

**G1.B3.S1** Targeted professional development on language acquisition will be provided to instructional staff in grades K-5

### PD Opportunity 1

Teachers in grades K-5 will receive instruction on how to teach language acquisition while targeting on grade level standards

#### Facilitator

Multicultural Department

#### Participants

Teachers K-5

#### Schedule

Every 2 Months, from 9/4/2017 to 5/25/2018

**G2.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

**G2.B1** Limited teacher capacity in literacy.

**G2.B1.S1** Teachers will participate in relevant professional development opportunities to increase their capacity when differentiating instruction and targeting specific academic needs.

### PD Opportunity 1

Literacy Coach and Single School Coordinator will model best practices, provide professional development, and provide data analysis for teachers.

#### Facilitator

Literacy Coach and Single School Culture Coordinator

#### Participants

Grades K-5

#### Schedule

Daily, from 8/14/2017 to 5/25/2018

## **PD Opportunity 2**

Teachers will participate in relevant professional development opportunities to increase their capacity when differentiating instruction and targeting specific academic needs.

### **Facilitator**

Various: Literacy Coach; Single School Culture Coordinator; Dual Language Coordinator

### **Participants**

Teachers in grades Pk-5

### **Schedule**

Weekly, from 8/14/2017 to 5/25/2018

## **PD Opportunity 3**

Teachers will participate in a three day summer AVID training to integrate AVID strategies into the core instruction.

### **Facilitator**

AVID Instructors

### **Participants**

Administrators, Math Resource Teacher, Third Grade Teachers, Select Teachers from 4th and 2nd grades, and Fine Arts

### **Schedule**

On 6/28/2017