The School District of Palm Beach County

Greenacres Elementary School

2019-20 Schoolwide Improvement Plan

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Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

https://grne.palmbeachschools.org

Demographics

Principal: Deborah Mcnichols

Start Date for this Principal: 9/29/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: A (63%) 2016-17: B (55%) 2015-16: B (54%) 2014-15: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
McNichols, Deborah	Principal	Provides common vision for the use of data based decision making, ensures standards-based instruction, provides feedback based on observations and academic walk-throughs, ensures adequate professional development, and communicates with parents and the community.
Harnois, Debbie	Assistant Principal	Provides common vision for the use of data based decision making, ensures standards-based instruction, provides feedback based on observations and academic walk-throughs, ensures adequate professional development, and communicates with parents and the community.
	Other	SSCC: Provides teachers with instructional leadership and support for the continuous academic improvement of all students in the Florida State Standards through leading PLCs and School Based Teams. Mentors and coaches teachers to build literacy instruction and strategies to improve classroom instruction. Coordinates the implementation of iii schedules and ensures interventions are being implemented and progress monitored. Supplemental Academic Instructor (SAI): Develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on standards-based curriculum assessment and intervention approaches. Identifies systematic patterns of student needs while working with school personnel to identify appropriate and evidence-based strategies for improving student achievement in ELA. ESOL coordinator: Offers additional ELL strategies, background knowledge, and support through staff development, coaching, and materials. ESE coordinator: Offers additional ESE strategies, background knowledge, and support through staff development, coaching, and materials. Dual Language Coach: Offers additional support to Dual Language Teachers in the International Spanish Academy and supports through staff development, coaching, and materials. Provides support in aligning Spanish instructional materials to the Florida State Standards and grade level rigor. Math Resource Teacher: Provides guidance on K-5 math plan, facilitates and supports data analysis, provides professional development and technical assistance to teaches regarding instructional planning and mathematical strategies.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	23	16	10	12	24	12	0	0	0	0	0	0	0	97
One or more suspensions	0	1	4	2	1	6	0	0	0	0	0	0	0	14
Course failure in ELA or Math	38	88	80	78	78	69	0	0	0	0	0	0	0	431
Level 1 on statewide assessment	0	0	0	42	42	46	0	0	0	0	0	0	0	130
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	12	10	42	48	44	0	0	0	0	0	0	0	170

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	2	18	30	27	0	0	0	0	0	0	0	81
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

68

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	22	14	27	16	13	0	0	0	0	0	0	0	119
One or more suspensions	1	1	1	0	0	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	46	66	63	71	54	45	0	0	0	0	0	0	0	345
Level 1 on statewide assessment	0	0	0	47	44	31	0	0	0	0	0	0	0	122
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	16	8	50	32	22	0	0	0	0	0	0	0	139

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	22	14	27	16	13	0	0	0	0	0	0	0	119
One or more suspensions	1	1	1	0	0	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	46	66	63	71	54	45	0	0	0	0	0	0	0	345
Level 1 on statewide assessment	0	0	0	47	44	31	0	0	0	0	0	0	0	122
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	16	8	50	32	22	0	0	0	0	0	0	0	139

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	58%	57%	39%	53%	55%
ELA Learning Gains	61%	63%	58%	62%	59%	57%
ELA Lowest 25th Percentile	55%	56%	53%	69%	55%	52%
Math Achievement	67%	68%	63%	52%	62%	61%
Math Learning Gains	65%	68%	62%	65%	62%	61%
Math Lowest 25th Percentile	60%	59%	51%	61%	53%	51%
Science Achievement	51%	51%	53%	39%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	23 (27)	16 (22)	10 (14)	12 (27)	24 (16)	12 (13)	97 (119)
One or more suspensions	0 (1)	1 (1)	4 (1)	2 (0)	1 (0)	6 (4)	14 (7)
Course failure in ELA or Math	38 (46)	88 (66)	80 (63)	78 (71)	78 (54)	69 (45)	431 (345)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	42 (47)	42 (44)	46 (31)	130 (122)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	45%	54%	-9%	58%	-13%
	2018	40%	56%	-16%	57%	-17%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	44%	62%	-18%	58%	-14%
	2018	36%	58%	-22%	56%	-20%
Same Grade Comparison		8%				
Cohort Comparison		4%				
05	2019	45%	59%	-14%	56%	-11%
	2018	57%	59%	-2%	55%	2%
Same Grade Comparison		-12%				
Cohort Comparison		9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	73%	65%	8%	62%	11%
	2018	63%	63%	0%	62%	1%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	67%	67%	0%	64%	3%
	2018	55%	63%	-8%	62%	-7%
Same Grade Comparison		12%				
Cohort Comparison		4%				
05	2019	51%	65%	-14%	60%	-9%
	2018	63%	66%	-3%	61%	2%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	49%	51%	-2%	53%	-4%
	2018	65%	56%	9%	55%	10%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	48	58	51	63	67	33				
ELL	41	57	51	62	66	63	36				
BLK	50	60	50	73	63		53				
HSP	47	61	56	66	65	61	52				
WHT	52	59		74	71						
FRL	47	61	55	66	65	59	50				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	62	71	52	68	73	50				
ELL	35	56	66	54	70	65	61				
BLK	46	72	90	54	72	73	50				
HSP	46	59	63	63	75	69	72				
WHT	50	47		71	53						
FRL	45	60	68	62	73	68	65				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	59	54	31	47	48	21				
ELL	22	56	69	42	63	63	28				
BLK	36	54		48	58						
HSP	39	64	72	52	66	59	38				
WHT	45	57		45	64						
FRL	37	62	69	51	64	60	38				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Overall, ELA was the lowest performing area, at 48% proficiency. As a cohort group, 5th grade performance was the lowest with 47% proficiency in ELA. Overall, we are continuing to make improvements, moving from 38% to 39% to 47% to 48% proficiency since 2016. Factors that may contribute to this gap is a 95% FRL rate, a 92% Minority rate, and 48% ELL rate.

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

5th grade Science had the lowest decline from 66% to 51%, a decline of -15%. Factors that may contribute to this gap is a 95% FRL rate, a 92% Minority rate, and 48% ELL rate.

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

ELA achievement at 48% has the largest gap when compared to the state average at 56%, a difference of -8%. The 5th grade ELA data as a cohort group at 47% had the largest gap when compared to the state average with a difference of -9%. Factors that may contribute to this gap is a 95% FRL rate, a 92% Minority rate, and 48% ELL rate.

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

The component that showed the most improvement overall was Math proficiency at 67% compared to 62% in 2018. This is a 5% increase. As a cohort group, 3rd grade Math proficiency had the most improvement at 80% compared to 66% in 2018, an increase of 14%. Teachers engaged in collaborative standards based planning along with targeted standards based instruction. Resource

teacher support was provided in grades 3-5 to allow for small group instruction and support. After-school tutorial was provided for grades 3-5 from February to May.

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

When looking at the Early Warning System, two potential areas of concern are the number of students with course failure in ELA or Math and Level 1 on a statewide assessment.

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

1. Increase proficiency on ELA
2. Increase L25 learning gains in ELA and Math
3. Increase learning gains in Math
4. Decrease number of students with attendance below 90%
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA instruction to support the expectations of LTO #1; Increase reading on grade level by 3rd grade, and LTO #2, Ensure High School Readiness.
Rationale	ELA is the lowest performing achievement area. This area focus aligns with the District's Strategic Plan LTO #1 to increase reading on grade level to 75% by 2021 and LTO #2 to increase high school readiness to 75% by 2021.
State the measurable outcome the school plans to achieve	Improve the ELA proficiency by 8% to be on target for meeting the LTO of the strategic plan by 2021 from 48% to 56%.
Person responsible for monitoring outcome	Deborah McNichols (deborah.mcnichols@palmbeachschools.org)
Evidence-based Strategy	1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; iReady, Istation, and SuccessMaker. (SSCC, DL Coach, ESOL coordinator). 2. Teachers will implement standards-based instruction based on data analysis. (Principal, AP, SSCC) 3. Teachers will implement standards-based small group differentiated instruction. (Principal, AP, SSCC) 4. Teachers will engage in effective planning cycles for standards based instruction during collaborative planning and PLCs. (Principal, AP, SSCC, Math Resource Teacher)
Rationale for Evidence-based Strategy	1. Computer-based learning programs are designed to provide individualized support based on diagnostic assessment results targeting specific areas of need. Monthly Growth Monitoring allows teachers to track student data towards goals. 2. Implementation of standards-based instruction based on data analysis will ensure a focus on standard alignment which will lead to student mastery of tested standards based on the Test Item Specifications. 3. Implementation of standards-based small group differentiated instruction will ensure a focus on standard alignment based on individual and student group needs, which will lead to student learning gains and mastery of tested standards based on the Test Item Specifications. 4. Effective planning cycles for standards based instruction during collaborative planning and PLCs will align student talk, tasks, and instructional texts to the demands of the standards and ensure instruction is tightly aligned to the demands of the standards and student growth towards the goal.
Action Step	
Description	1. Technology will be offered within all classrooms through the use of Desktops, Laptops, and Chromebooks through schedules for Carts on Wheels (COWs) and Computer Lab use. 2 & 4. Teachers will meet on a consistent basis through use of a weekly rotation for PLCs and scheduled common planning each trimester to review upcoming standards, analyze data, and determine next steps for instruction. Teachers will utilize AVID "WICOR" strategies to help increase student engagement and achievement. 3. Teachers will be provided push-in support from resource teachers and coaches to provide consistent small group differentiated instruction. Teachers will collaboratively plan

with the resource teachers and coaches during PLCs and collaborative planning. Teachers will purposefully plan and utilize strategies to actively engage ELL and ESE students. Additionally, academic tutors will provide push-in or pull-out intervention support to facilitate iii instruction and intervention support.
Monitoring will occur through lesson plan review, classroom walks, data analysis, and discussion.

Person Responsible Deborah McNichols (deborah.mcnichols@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

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

Pillars of Effective Instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 and SB Policy 2.09. Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.
School-wide Positive Behavioral Supports- Teachers will articulate, demonstrate, and teach the specific strategies and practices of the the school's SwPBS plan to ensure students are being held accountable for positive behavioral expectations and a Single School Culture.

Part IV: Title I Requirements

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

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

GES solicits feedback from parents through the Parent Involvement Plan, Meet the Teacher, Curriculum Night, AVID Parent Trainings, and Title I Parent Night.
Teacher and administration are introduced to families through the Kindergarten Roundup, Meet the Teacher, Curriculum Night, AVID Parent Trainings, grade-level activities, and Title I Parent Night.
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 with CLF and Parent Liaison support.
GES is an International Spanish Academy and hosts an International Heritage Night every fall.
We will monitor these steps with sign in sheets for parent involvement activities.

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

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

Greenacre's Elementary's School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. The SBT leader, ESE coordinator, school-psychologist, school-based mental health specialist, and ESOL coordinator participate in meetings and help with communication between SBT and teachers. Other methods of social-emotional support are provided with the School Guidance Counselors and the Social-Services Facilitator through a variety of interventions such as daily behavior contracts, check-in/check-out system, mentoring, and other supports as needed on individual basis. GES also coordinates with outside programs and agencies to assist with student needs such as migrant student programs, McKinney Vento supports, and other services as identified on an individual basis. We will monitor the action steps through SBT meeting notes and the threat assessment team.

n/a

n/a

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)
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
FLKRS:
At the beginning of the school year all kindergarten students are assessed using the 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.

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 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, RtI/Incluslon Facilitator, School Counselor) and report back on all data collected for further discussion at future meetings.
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).
Data will be gathered from SBT interventions, District Assessments, Diagnostics, iReady data, and FSA data to monitor student growth.

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

Greenacres Elementary is an AVID school in grades 3-5. Students engage in activities to promote student success skills to prepare for college and career readiness ensuring equity and access for all students.
In May, 5th grade students participate in Junior Achievement's Biz Town program which focuses on career awareness and preparation in real world scenarios.
Data will be gathered from District Assessments, Diagnostics, iReady data, and FSA data to monitor student growth.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: To ensure progress towards student achievement in ELA instruction to support the expectations of LTO #1; Increase reading on grade level by 3rd grade, and LTO #2, Ensure High School Readiness.**				**$2,722.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0631 - Greenacres Elementary School	School Improvement Funds		$2,722.00
					Total:	**$2,722.00**