

The School District of Palm Beach County

Greenacres Elementary School



2021-22 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: 9/30/2017

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

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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Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

<https://grne.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

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SIP Authority

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Greenacres Elementary will educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...

Greenacres Elementary School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

Greenacres Elementary School will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

School Leadership Team

Membership

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

Name	Position 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.
		ESOL Coordinator: Provides teachers with instructional leadership and support for the continuous academic improvement of all students in the Florida State Standards through mentoring and coaching teachers to build instructional strategies to improve classroom instruction for ELL students. Monitors and implements ELL testing to ensure accurate records for ELDC levels and ELL status.
		ESE Coordinator: Leads ESE team and ensures all students under the ESE umbrella are receiving all services and accommodations under their IEP and 504 plans. Provides support for ESE and classroom teachers in effectively implementing ESE instructional strategies to ensure student needs are met and IEP goals are achieved.
		Dual Language Coaches: Offers additional support to Dual Language Teachers in the International Spanish Academy and supports all teachers through staff development, coaching, and materials development. Provides support in aligning Spanish instructional materials to the Florida State Standards and grade level rigor. Coaches and provides push in support in Dual Language classes.
		SAI Teachers: 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.
		Math Coach: 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.

Demographic Information

Principal start date

Saturday 9/30/2017, Deborah McNichols

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

729

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	100	104	110	118	111	118	0	0	0	0	0	0	0	661
Attendance below 90 percent	0	25	29	20	15	27	0	0	0	0	0	0	0	116
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	37	75	54	65	65	0	0	0	0	0	0	0	296
Course failure in Math	0	27	40	23	67	39	0	0	0	0	0	0	0	196
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	39	34	33	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	23	23	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	14	7	9	10	33	0	0	0	0	0	0	0	73
FY21 ELA Winter Diag Level 1 & 2	0	0	0	84	75	81	0	0	0	0	0	0	0	240
FY21 Math Winter Diag Level 1 & 2	0	0	0	65	42	68	0	0	0	0	0	0	0	175
	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	0	29	47	31	62	51	0	0	0	0	0	0	0	220

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	3	5	13	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	
Number of students enrolled	93	107	115	120	115	126	0	0	0	0	0	0	0	676
Attendance below 90 percent	0	32	25	29	26	21	0	0	0	0	0	0	0	133
One or more suspensions	0	0	1	1	4	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	32	44	71	51	40	0	0	0	0	0	0	0	238
Course failure in Math	0	16	26	35	49	21	0	0	0	0	0	0	0	147
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	28	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	9	0	0	0	0	0	0	0	15
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	75	63	67	0	0	0	0	0	0	0	205
FY20 Math Winter Diag Levels 1 & 2	0	0	0	52	42	53	0	0	0	0	0	0	0	147
	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	0	23	28	35	49	21	0	0	0	0	0	0	0	156

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	3	13	21	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	93	107	115	120	115	126	0	0	0	0	0	0	0	676
Attendance below 90 percent	0	32	25	29	26	21	0	0	0	0	0	0	0	133
One or more suspensions	0	0	1	1	4	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	32	44	71	51	40	0	0	0	0	0	0	0	238
Course failure in Math	0	16	26	35	49	21	0	0	0	0	0	0	0	147
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	28	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	9	0	0	0	0	0	0	0	15
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	75	63	67	0	0	0	0	0	0	0	205
FY20 Math Winter Diag Levels 1 & 2	0	0	0	52	42	53	0	0	0	0	0	0	0	147
	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	0	23	28	35	49	21	0	0	0	0	0	0	0	156

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	3	13	21	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	58%	57%	47%	57%	56%
ELA Learning Gains				61%	63%	58%	60%	61%	55%
ELA Lowest 25th Percentile				55%	56%	53%	68%	56%	48%
Math Achievement				67%	68%	63%	62%	65%	62%
Math Learning Gains				65%	68%	62%	73%	63%	59%
Math Lowest 25th Percentile				60%	59%	51%	68%	53%	47%
Science Achievement				51%	51%	53%	66%	56%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	54%	-9%	58%	-13%
Cohort Comparison						
04	2021					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-45%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	65%	8%	62%	11%
Cohort Comparison						
04	2021					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-73%				
05	2021					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	51%	-2%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

ELA: 1-2 iReady; Fall iReady, Winter Diagnostics, FSA 3-5

Math: Winter Diagnostics, FSA 3-5

Science: Winter Diagnostics; FSA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	25%	39%
	Economically Disadvantaged	16%	9%	25%
	Students With Disabilities	13%	0%	13%
	English Language Learners	6%	4%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		67%	75%
	Economically Disadvantaged		67%	74%
	Students With Disabilities		67%	78%
	English Language Learners		67%	75%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	32%	50%
	Economically Disadvantaged	22%	12%	28%
	Students With Disabilities			
	English Language Learners	16%	9%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		76%	77%
	Economically Disadvantaged		76%	77%
	Students With Disabilities		58%	69%
	English Language Learners		69%	73%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	27%	39%
	Economically Disadvantaged		39%	42%
	Students With Disabilities		44%	39%
	English Language Learners		44%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37%	35%	25%
	Economically Disadvantaged	36%	34%	24%
	Students With Disabilities	33%	42%	23%
	English Language Learners	27%	25%	17%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		48%	44%
	Economically Disadvantaged		46%	42%
	Students With Disabilities		22%	18%
	English Language Learners		31%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42%	45%	44%
	Economically Disadvantaged	41%	44%	42%
	Students With Disabilities	23%	30%	23%
	English Language Learners	39%	39%	32%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		56%	74%
	Economically Disadvantaged		55%	73%
	Students With Disabilities		41%	70%
	English Language Learners		33%	62%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66%	58%	59%
	Economically Disadvantaged	65%	57%	58%
	Students With Disabilities	59%	43%	48%
	English Language Learners	55%	36%	46%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	67%	80%
Science	Economically Disadvantaged	68%	66%	80%
	Students With Disabilities	52%	50%	68%
	English Language Learners	53%	47%	69%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	67%	80%
	Economically Disadvantaged	68%	66%	80%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	58	71	40	62	67	25				
ELL	36	57	60	47	27	40	40				
BLK	40	46		60	31		43				
HSP	41	64	78	48	35	50	47				
WHT	48			57							
FRL	42	62	70	50	35	48	44				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	46
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	44
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	41
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the data available, we continue to make gains with students in all areas and in the Lowest 25, but struggle to meet proficiency. In ELA, for FSA in FY 21 we had 62% of students in grades 4 and 5 make learning gains, and 79% of the Lowest 25 make learning gains in grades 4 and 5. ELL students continues to be one of our largest areas of focus as we continue to have 56% of our population meet ELL criteria. Many of the gains made are due to the growth of our ELL students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

A continued concern is the overall performance in grades 3-5 on the ELA FSA. In FY 19 ELA was the lowest performing area, at 48% proficiency on the FSA for FY 19, improving only 1% from FY 18. In FY 21 Diagnostic data placed us at 32% proficiency, a great concern. However, on FSA for FY 21 the overall proficiency was 43% a decrease of 5% from FY 19. An additional area of concern is Science Achievement. In FY 19 we were at 51% proficiency. At Winter Diagnostic FY 21 we achieved 45% proficiency, and remained there through FY 21 FSA, again reaching 45% proficiency, a decline of 6%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that may contribute to this gap is a 95% FRL rate, a 92% Minority rate, and 56% ELL rate. While reviewing the Early Warning Systems, an area of concern that stands out is attendance rates of the number of students with lower than 90%. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. Improving attendance must be a priority that is actively monitored and acted upon. We will be targeting students with excessive absenteeism through SBT.

Additionally the number of students receiving a grade of ND in ELA resulting in a course failure is a concern. We will continue our focus on diminishing course failure and increase learning gains and achievement levels. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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. Our data trends show that a focus on literacy instruction that includes remediation of standards and foundational skills, through the scaffolding of instruction has greatly increase our learning gains. By continuing that model of instruction during small group instructional rotations, we hope to not only increase learning gains, but also increase proficiency. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Whole group instruction will be focused on meeting the full intent and rigor of standards in all content areas.

What strategies will need to be implemented in order to accelerate learning?

1. Increasing ELA proficiency levels on FSA~ Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students.
2. Increase L25 learning gains in ELA and Math on FSA~ Ensuring learning gains and progress for our lowest 25% must be a priority. We will analyze student data to identify which students will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
3. Increase learning gains in Math~ Increasing students learning gains in Math will help students think critically and improve reasoning abilities. Thinking critically will not only help students solve problems and look for solutions to complex math questions, but also allow students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.
4. Increase proficiency levels on 5th grade Science FSA~ Resources and strategies will be strategically planned and aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.
5. Decrease number of students with 90% or lower attendance rates~ Students can't learn and make gains when they aren't in school. In addition to falling behind in academics, students who aren't in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development is key to ensure all staff are prepared to effectively deliver rigorous and relevant instruction to all students. Staff will participate in collaborative training and professional development sessions focused on the following:

Effective differentiation using data based decision making
 Standards Based Instruction and Alignment to Test Item Specifications
 SEL
 SwPBS
 Technology integration
 Structured Literacy and The Science of Reading

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology. Computer-based learning programs are designed to provide individualized support based on diagnostic assessment results. Growth Monitoring allows teachers to track student data towards goals.
2. Implement standards-based instruction based on data analysis in both the whole and small group setting, ensuring standard alignment leading to student mastery based on individual, whole, and small group needs.

3. Implement SEL and AVID strategies throughout the instructional day leading to self-awareness, self-management, social awareness, relationship skills, and decision making. These skills are imperative to increasing student achievement.
4. Engage in effective planning cycles for standards based instruction during collaborative planning and PLCs. 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.
5. Increase student readiness by offering a school year VPK Program and a PreK self-contained program for students ages 3 to 5 determined eligible for ESE services. These programs are supported by the Department of Early Childhood Education and Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our area of focus is ensuring progress towards student achievement in ELA to support the expectations of the District's LTO #1; Increase reading on grade level by 3rd grade, and LTO #2, Ensure High School Readiness. In reviewing our data, ELA is the lowest performing achievement area at our school, only 48% of students are meeting a level 3 or higher on FY 19 FSA and 43% on FY 21 FSA. This area focus aligns with the District's Strategic Plan LTO #1 to increase reading on grade level to 75%. and LTO #2 to increase high school readiness.
Measurable Outcome:	Improve the ELA proficiency by 13% to be on target for meeting the LTO of the strategic plan by increasing ELA achievement from 43% on FY 21 FSA (44% FY 20 Diagnostic data) to 56% on FSA FY 22.
Monitoring:	<ol style="list-style-type: none"> 1. Data for all programs utilized will be monitored for usage, passing rates, and Diagnostic scores. 2 & 4. Monitoring will occur through lesson plan review, classroom walks, data analysis, and discussion. 3. Monitoring will occur through lesson plan review, classroom walks, and discussion.
Person responsible for monitoring outcome:	Deborah McNichols (deborah.mcnichols@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; iReady and Istation. 2. Teachers will implement standards-based instruction based on data analysis in both the whole and small group setting. 3. Teachers will implement SEL and AVID strategies throughout the instructional day. 4. Teachers will engage in effective planning cycles for standards based instruction during collaborative planning and PLCs.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Computer-based learning programs are designed to provide individualized support based on diagnostic assessment results. Growth Monitoring allows teachers to track student data towards goals. 2. Implementation of standards-based instruction based on data analysis ensures standard alignment leading to student mastery. Implementation of small group differentiated instruction ensures standard alignment based on individual and small group needs leading to student learning gains and mastery. 3. SEL and AVID lead to self- awareness, self-management, social awareness, relationship skills, and decision making. These skills are imperative to increasing student achievement. 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 Steps to Implement

1. Technology will be offered within all classrooms at 1:1 ratio. Students will be monitored towards reaching a minimum of 45 min for all computer based programs. Students will be monitored towards reaching a pass rate of 75% or higher for weekly completed lessons. Students will be monitored on Diagnostic assessment results.

Person Responsible Debbie Harnois (debbie.harnois@palmbeachschools.org)

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 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 intervention support.

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

3. Teachers will utilize AVID "WICOR" strategies to help increase student engagement and achievement. Teachers will implement Morning Meetings, Optimistic Closings, and other best practices in SEL to support student mental health and well being with in the classroom setting.

Person Responsible Debbie Harnois (debbie.harnois@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When reviewing the SafeSchoolsfor Alex.org, we are ranked low on the School Incident Rating with a score of #384 of 1,395 schools in Florida, and # 31 of 82 in Elementary Schools in the County. We are ranked Low for Violent Incidents and Very Low for Property Incidents as well as Suspensions. The only area of concern is a High rating in the area of Drug and Public Incidents where we show a 0.12 rate per 100 students. When looking deeper at that rating it shows we had Weapons Possession incidents reported in 2019-2020.

In response to this data the SwPBS team will meet monthly to develop a school-wide system of supports that will continue to address areas for improvement around behavior and safety. Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be B(e Safe) A(chieve) R(espectful) K(ind). 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. School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students various incentives to promote positive behavior. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

The student mental health team will work with administration, staff, teachers, and students to address concerns with students demonstrating mental health needs. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students by members of the Mental Health Team. Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360

curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting

Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school

year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars.

Single School Culture for Academics and Behavior is addressed for all stake holders through Family Curriculum and Education Nights, Family Workshops, and SAC meetings.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In alignment with the District's Strategic Plan and the Pillars of Effective Instruction, students are immersed in rigorous tasks with the goal to increase academic instruction of all students. Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a 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

Additionally, GES solicits feedback from parents through the Parent Involvement Plan, Meet the Teacher, Curriculum Night, AVID Parent Trainings, and Title I Parent Night. Teachers 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. Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, Instructional Leadership Team meetings, and Safety Meetings.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students various incentives to promote positive behavior. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond. GES is an International Spanish Academy and hosts an International Heritage Night every fall. Our ESOL Coordinator and Dual Language Coordinators work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services

designed to improve the outcomes of our English Language Learners. GES is an AVID school and promotes a college and career readiness culture. AVID strategies and skills provide students with a foundation in academic and life skills that will support them in all their future endeavors. are given the opportunity to learn college and career readiness skills through the school-wide Advancement Via Individual Determination (AVID) program.

Students learn skills such as organization, note-taking, and goal setting to help them be more successful at the elementary school level and learn skills that are a foundation for postsecondary success. Students

research colleges and careers. They participate in a schoolwide learning walk to share and to learn about college and career options. Additionally, teachers post their college and banners from multiple colleges are displayed. Throughout the year, teachers participate in AVID training, including the AVID Summer Institute. GES is entering its first year as an SEL school. The SEL program promotes self-awareness through goal-setting exercises, as well as self-inventories on their learning styles, and self identification of personal priorities. Self-management is addressed through actively teaching stress management, regulating emotions, and expressing feelings in an appropriate manner. SEL supports social awareness by empowering students to advocate on behalf of themselves to navigate and influence their environment in positive ways. Relationship skills are nurtured in SEL through opportunities to develop in effectively communicate and collaborate in a variety of diverse settings. Finally, decision making in SEL allows students to explore issues more deeply in order to take a more thoughtful approach to challenges presented to them.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Creates and maintains the culture of a school and through active leadership will ensure students and staff have their needs met. Using focused decision making will ensure teachers and staff are equipped with the necessary skills to meet student's academic and social-emotional needs.

Assistant Principal: Develops and leads the school's SwPBS and SEL programs. They are responsible for a school-wide culture of positive behavior, rewarding appropriate behavior, and providing nurturing environment for all students, while also addressing any safety and behavioral concerns.

SSCC, Math Coach, LTF, Dual Language Coaches: Develop and guides implementation of the school's PLC system and academic supports in a single school culture. Collaborates with teachers to effectively plan for all the content areas using a standards based system.

SSCC: Leads and manages the SBT program to ensure all students are receiving appropriate interventions and moving through the MTSS and RtI process correctly and appropriately through the management of interventions and progress monitoring.

SSCC, Guidance Team, and Parent Liaison: Monitors and intervenes on behalf of students with chronic absenteeism to help ensure all students are in school and learning. Monitors and provides assistance to students identified as Homeless to ensure they have all services needed under McKinney Vento. Monitors and collaborates with DCF to ensure all students in the foster care system are receiving any additional supports they may require.

BHP, Guidance Team, and Co-Located Therapist: Monitor all students identified as needing Mental Health Services and ensuring students have access to the supports they need to be successful in and out of school. Coordinate with outside agencies to align systems of intervention as appropriate.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$820.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	590-Other Materials and Supplies	0631 - Greenacres Elementary School	School Improvement Funds		\$820.00
			<i>Notes: Budget monies will be spent with SAC approval to purchase materials for student engagement and achievement.</i>			
Total:						\$820.00