

The School District of Palm Beach County

Greenacres Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

<https://grne.palmbeachschools.org>

Demographics

Principal: Deborah McNichols

Start Date for this Principal: 10/1/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (60%) 2018-19: B (58%) 2017-18: A (63%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

<https://grne.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">93%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
McNichols, Deborah	Principal	<p>The Principal will monitor and work with all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal will reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Harnois, Debbie	Assistant Principal	<p>The Assistant Principal supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Bare, Elizabeth	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally she guides teachers in effectively using data to adjust</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
<p>Denis, Lauren</p>	<p>Instructional Coach</p>	<p>The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Math Coach will provide support to classroom teachers in assisting with the progress monitoring process and ensure SIP goals are met for Math. She will also lead standards based planning and follow the coaching cycle.</p>
<p>Wagner, Annabel</p>	<p>Instructional Coach</p>	<p>The Dual Language Coach assists with the coordination and implementation of the District approved ELA and Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Dual Language Coach will provide support to classroom teachers in assisting with the progress monitoring process and ensure SIP goals are met for ELA (Reading/Writing) and Math. She will also lead standards based planning and follow the coaching cycle.</p>
<p>Rivera, Shirley</p>	<p>ELL Compliance Specialist</p>	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student</p>

Name	Position Title	Job Duties and Responsibilities
		assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Ibarra, Nathaly	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

Demographic Information

Principal start date

Sunday 10/1/2017, Deborah Mcnichols

Number of teachers with a 2022 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.*

5

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

715

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	99	115	105	110	107	115	0	0	0	0	0	0	0	651
Attendance below 90 percent	0	39	29	27	20	30	0	0	0	0	0	0	0	145
One or more suspensions	0	1	0	1	1	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	37	33	56	36	57	0	0	0	0	0	0	0	219
Course failure in Math	0	15	22	25	22	45	0	0	0	0	0	0	0	129
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	25	35	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	33	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	10	13	14	12	15	0	0	0	0	0	0	0	64

Using the table above, complete the table below with the number of students by current grade level who have 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	24	25	32	28	57	0	0	0	0	0	0	0	166

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Sunday 8/21/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	59%	56%				48%	58%	57%
ELA Learning Gains	72%						61%	63%	58%
ELA Lowest 25th Percentile	63%						55%	56%	53%
Math Achievement	62%	53%	50%				67%	68%	63%
Math Learning Gains	70%						65%	68%	62%
Math Lowest 25th Percentile	67%						60%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	39%	59%	59%				51%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	54%	-9%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-45%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	65%	8%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-73%				
05	2022					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	51%	-2%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	61	58	44	57	45	20				
ELL	43	67	60	60	69	68	33				
BLK	47	71		63	77		36				
HSP	49	70	64	62	68	68	36				
WHT	65	82		67	94						
FRL	50	71	63	61	70	66	38				
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				
WHT	52	59		74	71						
FRL	47	61	55	66	65	59	50				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
----------------------	--

Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0

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%	0
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%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY22 Winter Diag VS FY22 FSA results shows:

ELA: -2 pts in Gr 3 (54% to 52%), +10 Pts in Gr 4 (44% to 54%), -8 pts in Gr 5.
 Math: +3 pts in Gr 3 (64% to 67%), +0 pts in Gr 4 (71%), -10 pts in Gr 5 (57%-47%).
 Science: a loss of 16 (55% to 39%)

FY22 FSA Data shows

ELA: 52% proficiency in Gr. 3 (39% FY21), 54% proficiency in Gr. 4 (37% FY21), 45% proficiency in Gr. 5 (53%)
 Math: 67% proficiency in Gr. 3 (49% FY21), 71% proficiency in Gr. 4 (54% FY21), 47% proficiency in Gr. 5 (50% FY21)
 Science: 39% proficiency (45% FY21)

FY22 FSA Learning Gains shows

ELA :72% gains (+10% from FY21), 63% L25 gains (-7% from FY21)
 Math: 70% gains (+36% form FY21), 67% L25 gains (+19% from FY21)

PYG Data shows:

ELA: 1.41 growth in Gr. 4 (1.22 FY21), 1.12 growth in Gr. 5 (1.13 FY21), 1.27 growth in ALL grades (1.17 FY21)

Math: 1.66 growth in Gr. 4 (n/a FY21), 0.97 growth in Gr. 5 (1.16 FY21), 1.31 growth in ALL grades (1.16 FY21)

ELL: 1.24 ELA growth (1.17 FY21), 1.35 Math growth (1.15 FY21)

ESE: 1.10 ELA growth (1.41 FY21), 1.35 Math growth (1.52 FY21)

FRL: 1.26 ELA growth (1.18 FY21), 1.30 Math growth (1.18 FY21)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on data our focus will be to increase learning gains and achievement for ELA, especially focusing on the needs of our ELL, SWD, and FRL students. We will focus on literacy, math and science with remediation of standards, foundational skills, and scaffolding instruction that meets the full intent and rigor of standards.

An area of concern are the number of level 1 and level 2 students on the statewide assessment. Explicit phonological awareness, phonics, and vocabulary instruction is an initiative in K-3. Targeted vocabulary instruction will occur in the context of all content area instruction school-wide. High leverage strategies will be utilized in math instruction. High-level research-based texts will be provided for teachers to implement rigorous standards-based instruction using the three Core Actions.

Targeted support for all struggling learners with focus on our ELL and SWD students will be provided through small group differentiated instruction. Academic tutors will assist teachers with small group strategy and skill based instruction with progress monitoring and follow up action planning to address area(s) of deficiency. Data chats occur after analyzing data.

The attendance rate is important because students are more likely to succeed in academics when attending school consistently. In addition to falling behind in academics, lack of attendance negatively affects their social and emotional growth. We will be targeting students with excessive absenteeism through SBT and will implement initiatives and set up plans for students identified as needing support with attendance.

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

Fifth Grade was the most impacted on FSA in FY22. This group was heavily impacted by the pandemic when in third grade in FY20 and many students remained virtual during the FY21 school year. There was a significant increase in social-emotional behavioral issues among this subgroup as well.

Standards Based Instruction is a primary focus during PD, PLCs, and data chats. Resources and strategies aligned to grade level standards and scaffolding will be in place to support students not yet performing at grade level. Increased focus on building vocabulary and background knowledge aligned to content in all areas will be a priority. Additionally, with the new B.E.S.T standards, targeted PD on the standards will be provided for all teachers.

Increasing students learning gains in Literacy and Math will be prioritized. Monitoring learning gains for students who fall within our subgroups as well as providing additional support by teachers for these students with lessons planned based on specific needs of the students and implemented in a small group. SBT, ESE, and ELL teams will help support this process.

Student engagement is also a priority. It is our hope that students take ownership and foster independence through engagement in their daily lessons. AVID strategies will assist with this endeavor. An increased focus on SEL, classroom communities, and classroom management will also be targeted in PD sessions and PLCs for teachers. Administration will be monitoring the implementation of PBIS to ensure active monitoring of students and proactive actions when concerns arise.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Both ELA and Math demonstrated an increase in proficiency.

ELA: 52% proficiency in Gr. 3 (39% FY21), 54% proficiency in Gr. 4 (37% FY21)

Math: 67% proficiency in Gr. 3 (49% FY21), 71% proficiency in Gr. 4 (54% FY21)

Certain subgroups demonstrated increases.

ELL: 1.24 ELA growth (1.17 FY21), 1.35 Math growth (1.15 FY21)

FRL: 1.26 ELA growth (1.18 FY21), 1.30 Math growth (1.18 FY21)

Black Students: 1.18 ELA growth (1.10 FY21), 1.35 Math growth (1.29 FY21)

Hispanic Students: 1.25 ELA growth (1.19 FY21), 1.28 Math growth (1.08 FY21)

White Students: 1.43 ELA growth (0.86 FY21) 1.93 Math growth (not reported FY21)

We have also seen gains in:

ELA and Math achievement comparison of FSA22 to Winter Diagnostics FY22

ELA: +10 Pts in Gr 4 (44% to 54%)

Math: +3 pts in Gr 3 (64% to 67%)

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

Within core instruction, we focused on the use of standards based instruction, the use of rigorous texts and standards based resources and activities, as well as utilizing FSQs, USAs, Diagnostics, and computer based assessment for teachers to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. In grades K-3 an increased focus on structured literacy helped solidify foundational reading skills. The used of computer based programming helped students independently practice specific skills and strategies needed to close achievement gaps.

Teachers held all students to high expectations.

Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

SBT, ESE, and ELL departments worked together to ensure all students struggling with academics were provided timely and targeted instruction as well as progress monitoring.

We focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- AVID Strategies
- Goal Setting
- Social-Emotional Learning opportunities through Morning Meetings
- Collaborative Classrooms

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

ELA and Math: PLCs and Common Planning focused on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lessons, and sharing best practices. Effective literacy instruction develops students abilities through the integration of reading, writing, and content instruction. Incorporating research based strategies such as structured literacy, small group instruction, and differentiated learning is imperative. Mathematics learning at the elementary level is imperative for academic achievement. Mathematics helps students make sense of the numbers, patterns and shapes they see, and supports them in an increasingly digital world.

Science: Science education equips students with fundamental that not only contributes to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting are vital to scientific thinking and contributes to academic achievement across all content areas. Science needs to be a focus in grades K-5. An additional Fine Arts Science Lab position was purchased to provide additional support across all grades. Project-based

learning will provide students opportunities to solve problems, work cooperatively, experiment and explore.

Low 25% Learning Gains: Standards based instruction and effective the use of research-based strategies and resources, improves student growth towards grade level for L25 students. Early identification of L25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap.

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/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups. PLCs continue to be an active part of our school schedule; they receive embedded PD in both ELA and Math through this process. Targeted PD in PLCs will include but not limited to the new BEST standards, effectively using data to plan instruction, and structured literacy. Additional PD in SEL, AVID, and other district and school based initiatives will be planned as appropriate.

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

Implementing standards-based differentiated instruction is a priority using resources and strategies aligned to the standards with scaffolds put in place to support students not performing at grade level. Ensuring the following:

1. Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed prior to entering grade 3. ELL and ESE students are monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students. Teachers will track their L25% to ensure that those students are progressing.
2. All K-5 students are provided small group instruction as appropriate. Data driven differentiated instruction is provided using rigorous texts and resources in ELA and Math along with ongoing progress monitoring. Leadership ensures that teachers are using proven strategies within the classroom and assists with the sharing of best practices.
3. Effective literacy skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan the implementation of ELA standards across content areas.
4. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development is planned to assist teachers and the integration of SEL, AVID, and PBIS strategies to help streamline approaches.
5. Our VPK and a PreK self-contained programs for students ages 3 to 5 will continue to use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our area of focus is ensuring progress towards student achievement in ELA to support the expectations of the District's Strategic Theme A: Academic Excellence and Growth In reviewing our data, ELA is the lowest performing achievement area at our school, only 50% of students are meeting a level 3 or higher on FY 22 FSA. This area focus aligns with the District's Strategic Theme A to ensure all students engage in teaching and learning that results in academic excellence and accelerates student learning using innovative and differentiated approaches. Our instructional priority is to ensure instructional practices will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains & improvements school wide.and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023 we will improve the ELA proficiency by 3% by increasing ELA achievement from 50% on FY 22 FSA to 53% on the ELA Progress Monitoring. By May 2023 we will improve the ELA proficiency by 7% by increasing ELA achievement from 50% on FY 22 FSA to 57% on FSA FY23.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring of student achievement will occur through data review and data chats. Data for all programs utilized will be monitored for usage, passing rates, diagnostic scores, and formative assessments. Monitoring of instruction will occur through lesson plan review, classroom walks, formal observations, and discussions with teachers. Additional monitoring components will focus on attendance, PLC attendance and participation, SBT attendance and participation, and implementation of IEP and ELL plans.

Person responsible

Deborah McNichols (deborah.mcnichols@palmbeachschools.org)

for monitoring outcome:

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; iReady, Istation, Imagine Learning, IXL, and Reflex Math.
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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Deborah McNichols (deborah.mcnichols@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 Elizabeth Bare (elizabeth.bare@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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning especially in the foundational skills of phonological awareness, phonics, and decoding. According to the data our 2nd grade students entering third grade prepared for the rigors of the standards and state assessment when looking at a variety of data points for these skills.

When looking at iReady, Heggerty Phonological Awareness Screener, and The Quick Phonics Screener FY 22 data 73% of our incoming third grade students are reading at an on-grade level. Additional data for the Heggerty shows 67% of incoming students are mastering Phonological Awareness, 86% in iReady, which means 88% of our students are meeting the grade level demands for this skill according to at least 1 measure. The QPS data shows that 61% of incoming third grade students are mastering Phonics skills, 44% in iReady phonics and 69% for iReady High Frequency Words, which means 59% of our students are meeting the grade level demands for decoding skills according to at least 1 measure.

iReady, Heggerty, and QPS also show the following:

Kindergarten- 71% Proficient

First Grade- 56% Proficient

Overall K-2: 67% Proficient

The data also supports proficiency in foundational skills K-2

Phonological awareness- 75% Proficient

Phonics- 60% Proficient

High-Frequency Words- 60% Proficient

Due to a strong foundation in the foundational skills, students are more prepared to enter 3rd grade with phonological awareness, phonics, and decoding skills in place so that they can focus on improving overall reading comprehension.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our FY22 data shows our fifth-grade students were only 45% proficient on the FSA.

FY22 FSA 3rd grade 52% proficient, level 3 or higher

FY22 FSA 4th grade 54% proficient, level 3 or higher

FY22 FSA 5th grade 45% proficient, level 3 or higher.

The difference is clear that our 3rd and 4th grade students who had received prior Structured Literacy as a part of our K-2 initiative performed better in comparison to 5th grade which did not participate as we had not started the initiative at the time they were primary students. This demonstrates that by focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction in grades 3-5 to ensure best practices utilized throughout all content areas. This means purposeful planning and cooperation between all teachers servicing students to ensure instruction is well rounded and targets all student needs. 3rd grade will continue to participate in our Structured Literacy Program implementing systematic and explicit phonics instruction to support all students in improving foundational goals as a bridge from primary learning expectations to intermediate learning expectations. Additional focus on continuing to provide foundational skill support to students in grades 4-5 who require it will occur with trained teachers and using reliable and valid resources. Increased focus on vocabulary and building background knowledge will also be a priority. We want to give all of our students the opportunity to reach their potential and increase student achievement.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 May 2023

Kindergarten- 50% Proficient 70% Proficient

First Grade- 50% Proficient 70% Proficient

Second Grade- 50% Proficient 70% Proficient

Phonological awareness- 60% Proficient 75% Proficient

Phonics- 50% Proficient 65% Proficient

High-Frequency Words- 40% Proficient 65% Proficient

Vocabulary- 30% Proficient 50% Proficient

Grades 3-5: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 May 2023

3rd 40% Proficient 56% Proficient

4th 40% Proficient 56% Proficient

5th 40% Proficient 59% Proficient

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostics K-5, percentage of lessons passed K-5, Heggerty in K-2, QPS in K-2, and end of unit assessments from the Benchmark Series K-5.

We will also review of lesson plans, data analysis/chats, classroom walks, student evidence, student attendance, formal observations, Professional Learning Communities attendance/participation, all formative/summative assessments and technology.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bare, Elizabeth, elizabeth.bare@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Yes--All of the following programs implemented meet Florida's definition of evidence-based, align to the District's K-12 Comprehensive Evidence-Based Reading Plan, and align to the BESR ELA Standards:

Benchmark Advance Florida/Benchmark Adelante: Core Instruction Program

Heggerty: Core Instruction Program & Small Group Intervention

Voyage Sopris: Small Group Intervention

SPIRE: Small Group Intervention

Incremental Rehearsal: Small Group Intervention

See, Say, Move: Small Group Intervention

Clap, Sort, Write: Small Group Intervention

Stretch a Word, Blend a Word: Small Group Intervention

Repeated Reading: Small Group Intervention

Ask, Read, Tell: Small Group Intervention
Guided Reading: Small Group Intervention

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings based on data backed decisions.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. Professional Development will help them plan, organize, and implement consistent and differentiated learning for all students.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

Professional Learning

Development of a PLC schedule to include all content area teachers and resource teachers. The PLCs sessions will focus on data analysis and effective instruction based on the needs. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards. Coach, SSCC will create an ongoing PD sessions aligned to current best instructional practices for all teachers to attend. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class support.

Bare, Elizabeth,
elizabeth.bare@palmbeachschools.org

Assessment

Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and other classroom based assessments in Language Arts. Based on results, teachers will utilize Differentiated Instruction strategies and small group instruction to meet the needs of students.

Additionally:

Teachers will analyze student data to determine strengths and weaknesses in content area.

Teachers will create all small group rotational cycles to ensure all students are supported at their ability level.

Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.

Bare, Elizabeth,
elizabeth.bare@palmbeachschools.org

Interventions

The School Based Team will utilize the Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success and growth in identified and targeted areas of growth.

The SBT will use K-5 Reading intervention with guidelines for schools to determine students' needs and appropriately match students to interventions and progress monitoring.

Bare, Elizabeth,
elizabeth.bare@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 CLFs and other support staff. 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 second 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.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year VPK Program supplemented with enrichment hours and a PreK self-contained program for students

ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. 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.

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

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 Rtl process correctly and appropriately through the management of interventions and progress monitoring.

SSCC, Guidance Team, and SBT: 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.