
Title I Comprehensive Schoolwide Plan
GREENACRES ELEMENTARY SCHOOL (0631)

ELA

1. List prioritized needs statements.

Based on FY24 PM3 data: ELA reading achievement is 52%. ELL students have an achievement level averaging 28%. SWD achievement level is 29%.

2. List the root causes for the needs assessment statements you prioritized.

-teachers must address limited vocabularies and background knowledge through remediation and reteaching -high absences -inability to decode unknown words requires reteaching -limited comprehension and vocabulary -limited number of staff to provide interventions and small group targeted instruction -teachers don't have time to collaborate and share best practices -teachers need to understand standards and align them to rigorous instruction

3. Share possible solutions that address the root causes.

-continue phonics instruction in K-2 and vocabulary in 3-5 -parent liaison to work with parents on absences/home visits/assist families needs - technology based resources to close instructional gaps -resource teachers to provide small group instruction -staff professional development for phonics instruction (OG training) -staff professional development specific to Title I schools for closing achievement gaps

4. How will school strengthen the PFEP to support ELA?

• Communication

Dojo Text messages flyers parent conferences phone calls emails

• Parent Training

Phonics Comprehension Vocabulary Fluency

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Provide parent engagement trainings

- Students

Complete homework Attend school on time everyday

- Parents

Monitor homework Attend parent engagement trainings

- Staff Training

Communication

- Accessibility

Provide transportation

Math

1. List prioritized needs statements.

Based on FY24 PM3 data... -Overall Math achievement is 77% -White female students have achievement at only 36% -ELL females have proficiency at 55% -SWD females have proficiency at 56%

2. List the root causes for the needs assessment statements you prioritized.

-teachers struggle with math differentiation -lack of resource teachers for small group math instruction K-5 -high absence rates -math fact fluency is poor K-5 and students need remediation and extra practice. -lack of skill retention

3. Share possible solutions that address the root causes.

-technology based programs to gain additional practice and skill mastery -targeted small group instruction and spiral back using resource teachers - staff professional development specific to Title I schools for closing achievement gaps -parent liaison to help with attendance, home visits, and to assist families as needed -Hands on activities to enhance skills that are taught

4. How will school strengthen the PFEP to support Math?

• Communication

Dojo Text messages Flyers Parent Conferences Phone calls Emails Newsletter

• Parent Training

Reflex Math Fluency

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

Provide parent engagement trainings

• Students

Complete homework Attend school on time everyday Learn math facts

• Parents

Monitor homework Attend parent engagement trainings

- Staff Training

Communication

- Accessibility

Provide transportation

Science

1. List prioritized needs statements.

-5th grade science proficiency is 68% -Reading proficiency in 5th grade is 54%

2. List the root causes for the needs assessment statements you prioritized.

-Science is a reading task and the majority of students are not reading on grade level -Minimal resources available to support science projects and activities -Minimal instructional resources for science to differentiate instruction -Limited foundational and background knowledge -Poor attendance

3. Share possible solutions that address the root causes.

-Science lab on the fine arts wheel -Technology based science programs to reinforce science concepts taught (application) -Small group science instruction using science based reading passages and resource teachers -Hands on activities and experiments

4. How will school strengthen the PFEP to support Science?

- Communication

Dojo Text Flyers Parent Conferences Phone calls Emails Newsletter

- Parent Training

Reading trainings

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Provide parent engagement trainings Provide hands on science activities

- Students

Complete homework Attend school on time everyday

- Parents

Monitor homework Attend parent engagement trainings

- Staff Training

Communication

- Accessibility

Provide transportation

Action Step: Classroom Instruction

Engage all students in rigorous, differentiated, standards-based, and meaningful instruction through whole and small groups including extended learning opportunities.

Budget Total: \$280,628.00

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type	Type	Total				
	Primary Journals K-1	200	\$3.00	General Supplies	Original	\$600.00				
	Cases of paper	100	\$50.00	General Supplies	Original	\$5,000.00				
	Science supplies - experiments and lab will be itemized and have lesson plans	1	\$2,000.00	Manipulatives	Original	\$2,000.00				
	Chromebooks covers	100	\$20.00	Technology	Original	\$2,000.00				
	Markers for dry erase boards and Anchor charts.	1	\$1,000.00	General Supplies	Original	\$1,000.00				
	Math manipulatives for grades 1-2	1	\$1,210.55	Manipulatives	Original	\$1,210.55				
	Adjustment - benefits credit and final allocation	1	\$4,993.00	General Supplies	Other	\$4,993.00				
	517238- Allocated additional funds to purchase binders and increase the quantity of items already listed on the SWP	1	\$3,000.00	General Supplies	Budget Transfer	\$3,000.00				
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non-certified, degreed, out of system tutors will provide small group	1	\$18.00	5	5.5	36	Non-Certified w/	Original	\$17,820.00	

Acct Description	Description																											
	<table border="1"> <thead> <tr> <th data-bbox="432 201 970 277">Item</th> <th data-bbox="970 201 1127 277">Quantity</th> <th data-bbox="1127 201 1245 277">Rate</th> <th data-bbox="1245 201 1344 277">Days</th> <th data-bbox="1344 201 1455 277">Hours</th> <th data-bbox="1455 201 1577 277">Weeks</th> <th data-bbox="1577 201 1766 277">Certified</th> <th data-bbox="1766 201 1896 277">Type</th> <th data-bbox="1896 201 2024 277">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 277 970 431">remediation for K-2 dual language and regular classroom students beginning in late September.</td> <td data-bbox="970 277 1127 431"></td> <td data-bbox="1127 277 1245 431"></td> <td data-bbox="1245 277 1344 431"></td> <td data-bbox="1344 277 1455 431"></td> <td data-bbox="1455 277 1577 431"></td> <td data-bbox="1577 277 1766 431">Degree</td> <td data-bbox="1766 277 1896 431"></td> <td data-bbox="1896 277 2024 431"></td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	remediation for K-2 dual language and regular classroom students beginning in late September.						Degree											
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Resource Teacher	Math Resource Teacher will provide small group support using the push-in model in Kindergarten (K) through Fifth (5th) grades to ensure students are understanding concepts and to scaffold concepts as needed.																											
Resource Teacher	Science Resource Teacher will reinforce standards-based science skills acquisition for students in Kindergarten (K) through fifth (5th) grades by providing additional science and STEM-related learning opportunities. This is on rotation.																											
Resource Teacher	Math Resource Teacher will provide small group support using the push-in model in Third (3rd) through Fifth (5th) grades to ensure students understand concepts and to scaffold concepts as needed.																											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="432 1079 1388 1174">Item</th> <th data-bbox="1388 1079 1535 1174">Quantity</th> <th data-bbox="1535 1079 1703 1174">Rate</th> <th data-bbox="1703 1079 1892 1174">Type</th> <th data-bbox="1892 1079 2024 1174">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1174 1388 1287">Reflex and Frax, Grades 2-5, Math will be used as a supplemental resource for math fluency for remediation and extra practice.</td> <td data-bbox="1388 1174 1535 1287">1</td> <td data-bbox="1535 1174 1703 1287">\$4,795.00</td> <td data-bbox="1703 1174 1892 1287">Original</td> <td data-bbox="1892 1174 2024 1287">\$4,795.00</td> </tr> <tr> <td data-bbox="432 1287 1388 1401">Flocabulary site license will be used for all core content classes in grades K-5. This will provide extra practice both in class and at home</td> <td data-bbox="1388 1287 1535 1401">1</td> <td data-bbox="1535 1287 1703 1401">\$4,713.00</td> <td data-bbox="1703 1287 1892 1401">Original</td> <td data-bbox="1892 1287 2024 1401">\$4,713.00</td> </tr> <tr> <td data-bbox="432 1401 1388 1511">IXL will be used at a supplemental resource in the classroom for grades 1-5 in ELA, Math and Science.</td> <td data-bbox="1388 1401 1535 1511">1</td> <td data-bbox="1535 1401 1703 1511">\$11,531.25</td> <td data-bbox="1703 1401 1892 1511">Original</td> <td data-bbox="1892 1401 2024 1511">\$11,531.25</td> </tr> </tbody> </table>				Item	Quantity	Rate	Type	Total	Reflex and Frax, Grades 2-5, Math will be used as a supplemental resource for math fluency for remediation and extra practice.	1	\$4,795.00	Original	\$4,795.00	Flocabulary site license will be used for all core content classes in grades K-5. This will provide extra practice both in class and at home	1	\$4,713.00	Original	\$4,713.00	IXL will be used at a supplemental resource in the classroom for grades 1-5 in ELA, Math and Science.	1	\$11,531.25	Original	\$11,531.25	1	\$4,795.00	Original	\$4,795.00
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Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	Freckle site license will be used for ELA remediation and additional practice for grades 1-2	1	\$4,667.20	Original	\$4,667.20
	Generation Genius will be used for grade 5 students in Science. It will be used for extra practice at school and at home.	3	\$125.00	Original	\$375.00
	BT 517238- Removed Freckle to increase classroom supplies funds	-1	\$3,000.00	Budget Transfer	-\$3,000.00

Action Step: Professional Development

Teachers will be provided job embedded professional development for the purpose of data review, curriculum planning, and instructional practice based on the needs of the school.

Budget Total: \$122,547.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink for printers (colored and black): will be used for PLCs, data, presentations, PDD Days	1	\$800.00	Technology	Original	\$800.00

Acct Description	Description												
Single School Culture Coordinator	Single School Culture Coordinator will provide ongoing staff development, coordinate PLCs and School-Based Teams, analyze data, plan and implement Professional Learning, and model lessons to build teacher capacity. They will work with grades K-5 with an ELA focus.												
Webinar /PL with Purchase	Item						Quantity	Rate	Type	Total			
	Orton Gillingham Institute for multi-sensory education, Phonological Training- 30 hours of training in reading foundations for teachers in grades K-3.						3	\$1,500.00	Original	\$4,500.00			
Out-of-system PL Subs	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Subs for teachers to attend Professional learning webinar (O.G.)				2	\$18.00	5	6.5	1	Non-Certified	Original	\$1,138.00	

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$7,827.00

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Parent Liaison (bilingual)- work outside contracted hours to contact families and link families to needed resources and increase communication between school and home.	1	\$29.00	2	3	30	Non-Certified	Original	\$5,220.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Cardstock and paper	5	\$50.00	Technology		Original	\$250.00		
	Ink (colored and black)	2	\$300.00	Technology		Original	\$600.00		

Mission Statement

1. Mission Statement

Success is a partnership, and Greenacres Elementary School recognizes the importance of forming a strong partnership with families and community members in order to positively impact the students in our school. To ensure that students become literate, productive, and responsible citizens, Greenacres Elementary School will empower parents and families to support their children's cognitive and social-emotional development by strengthening these partnerships through support and training. It is our goal to fully meet the needs of the whole child, therefore, we must develop practices and strategies that will engage families and the community, creating a strong partnership between the home and school that fosters communication and shared responsibility. To encourage and promote effective parent and family involvement, the staff at Greenacres Elementary will encourage families and community members to: -participate in shared decision making on an advisory committee to determine how Title I funds are spent; -volunteer at school events; -attend academic trainings and workshops to strengthen learning at home; and -engage in learning activities at home.

Involvement of Stakeholders

Name	Title
Danny Moya	Principal
Debbie Harnois	Assistant Principal
Lauren Denis	Math Coach
Susana Diaz	DL Coach
Elizabeth Bare	SSCC
Jennifer Kirby	Parent and SAC Member
TBD	SAC Chair
David Yescavage	Business Partner
Shirley Rivera	ESOL Coordinator
Maria Padilla	Teacher
Olivia Allen	Teacher
Yolanda Maldonado	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Stakeholder meetings were scheduled and held: Leadership Meeting, SAC Meeting, Faculty Meeting, Parent Meeting. All stakeholders were sent invitations via student backpacks to attend a meeting to develop the Comprehensive Needs Assessment (CNA), School-wide Plan (SWP), Parent-School Compact, and Parent Family Engagement Plan (PFEP). Faculty meetings were held during grade level Professional Learning Committees (PLCs) for staff input. ParentLink emails and text messages were also sent to all stakeholders to advertise the stakeholder meeting.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Title I is discussed at SAC meetings throughout the year. Parents are continuously asked for their input or suggestions for parent engagement and Title I activities. FY25 SAC meetings are held on the 2nd Wednesday of the month from 2:30 pm-3:30 pm. The dates of the FY26 SAC Meetings are 9/10/25; 10/8/25; 11/12/25; 12/10/25; 1/14/26; 2/11/26; 3/11/26; 4/15/26; 5/13/26 . Also, meetings will be held with leadership, faculty/staff, and families and business partners for the FY27 CNA/SWP/PFEP development according to a schedule that will be provided to us in early January 2026. These dates will be advertised once established.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Meetings were held on the following dates: Leadership meeting - 1/29/25-10:00-11:00; Faculty/Staff Input Meeting - 2/18/25 2:30 pm-3:30pm; Stakeholder Meeting 2/26/25 -2:30 pm - 3:30 pm At all stakeholder meetings, data was presented and analyzed. Discussion included needs assessment statements, root causes, possible solutions, and opportunities for support to increase reading and mathematics achievement. Stakeholders provided suggestions and comments to strengthen the school-parent compact and PFEP. Ways to support parent and family engagement was also discussed as well as professional development in literacy for teachers. Continued stakeholder input is encouraged and received during monthly SAC meetings. Stakeholders suggested parent trainings in literacy (reading strategies) and parent trainings that focused on strategies and tools for parents to use with children at home. These recommendations informed our finalized Parent and Family Engagement plan.

Name	Title
Debbie Harnois	Assistant Principal
Danny Moya	Principal
Elizabeth Bare	SSCC

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

The Title I Annual Meeting will be scheduled for Wednesday, October 1, 2025 from 2:45-3:45 pm. It will be held in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School Marquee Dojo Invitations

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Powerpoint CLFs Translation devices Handouts-Parent-School Compact & Powerpoint Sign in sheets

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Student-Parent Portfolio Conferences

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to create student portfolios and prepare students for student-parent portfolio conferences.

• What is the expected impact of this training on family engagement?

Teachers will learn to adequately prepare their students to communicate and interact with their family members sharing a portfolio of their accomplishments.

• What will teachers submit as evidence of implementation?

Sign in sheets and pictures from student-led portfolio conferences

- **Month of Training**

September 2025

- **Responsible Person(s)**

Debbie Harnois, AP

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Communication Strategies with Families

- **What specific strategy, skill or program will staff learn to implement with families?**

Staff will learn best practices and strategies to improve and increase communication with families. This will include training, modeling and partner practice.

- **What is the expected impact of this training on family engagement?**

Better parent conferences and improved communication between home and school.

- **What will teachers submit as evidence of implementation?**

Parent conference notes and/or documentation of parent communication

- **Month of Training**

February 2026

- Responsible Person(s)

Debbie Harnois, AP

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

High Value Reading Habits

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to use effective questions to ask their children about what they're reading using comprehension games.

- Describe the interactive hands-on component of the training.

Parents will visit classrooms and practice skills with the students. Students and parents will engage in playing the comprehension reading game. Teachers will facilitate.

- What is the expected impact of this training on student achievement?

Increase comprehension skills and conversations about reading.

- Date of Training

October 2025

- **Responsible Person(s)**

Elizabeth Bare, SSCC and Debbie Harnois, AP and New World Reading Program

- **Resources and Materials**

Powerpoint Computer Handouts Parent Evaluation

- **Amount (e.g. \$10.00)**

n/a

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Literacy at Home: Vocabulary

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn how to engage in vocabulary activities with their children at home.

- **Describe the interactive hands-on component of the training.**

Vocabulary: Parents will engage in synonym activity with their child.

- **What is the expected impact of this training on student achievement?**

Enhance and improve vocabulary skills for enhanced comprehension.

- Date of Training

January 2026

- Responsible Person(s)

Elizabeth Bare, SSCC and Debbie Harnois, AP

- Resources and Materials

Powerpoints, handouts, vocabulary activity sheets, scissors, glue

- Amount (e.g. \$10.00)

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Fact Fluency

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to play math fact fluency games at home with their children. They will also learn how to use Reflex Math and IXL.

- Describe the interactive hands-on component of the training.

Parents will engage in card and dice games to build math fact fluency.

- What is the expected impact of this training on student achievement?

Increase in math scores and math fluency.

- Date of Training

March 2026

- Responsible Person(s)

Debbie Harnois, AP; Lauren Denis, Math Resource/Coach

- Resources and Materials

Powerpoint, handouts, dice, playing cards, Reflex Math, IXL

- Amount (e.g. \$10.00)

n/a

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento (Homeless Students and Families)

- Describe how agency/organization supports families.

Provides necessary support, such as uniforms and school supplies, to homeless students. They will give referrals to families to agencies as needed.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails/Correspondence and documentation from guidance counselors and/or pictures of supplies provided to students and families.

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

Back to Basics provides uniforms to our school community for students in need. They also provide holiday gifts for students in need.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures, Thank you letters, Emails/Correspondence

- Frequency

Yearly; as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Ladies of the Moose; PBSO; Elks Club

- Describe how agency/organization supports families.

Supports students with school supplies and other items as needed, including holiday support. They may provide food and other necessities if called upon to adopt families as needed.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures, Thank you letters, Emails/Correspondence

- Frequency

Yearly; as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

SAC meetings; school website; newsletter; letters/flyers; ParentLink (callouts); Class Dojo; Annual Meeting

- List evidence that you will upload based on your description.

Annual Meeting documentation, ParentLink and/or Class Dojo documentation; invitations/flyers, and/or SAC agendas or minutes

- Description

Open house and curriculum nights will be held and parent-teacher conferences.

- List evidence that you will upload based on your description.

Parent-teacher conference forms; Curriculum Night sign in sheets/agendas and/or teacher powerpoints.

- Description

Curriculum night; SAC meetings; parent-teacher conferences, teacher telephone calls

- List evidence that you will upload based on your description.

Parent-teacher conference forms and/or phone call logs with notes; SAC agenda/minutes, Curriculum Night sign in sheets/agendas and/or teacher powerpoints

- Description

SAC meetings, CNA Stakeholders meetings, parent conferences.

- List evidence that you will upload based on your description.

Emails/Invitations for meetings, flyers/invitations, Parent Link documentation. SAC minutes, SBT notes

- Description

Trainings will be held in person during the early morning when parents drop off children or in the afternoon when parents are picking up their children. Children attending trainings with parents will be provided with an activity to engage such as going on the computer, while their parent participates in the training.

- List evidence that you will upload based on your description.

Invitations to events, sign in sheets, ParentLink documentation for meetings offered at different times.

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Community Language Facilitators (CLFs) to translate at trainings and parent teacher conferences; translation devices; translated documents in English, Spanish and Creole, Report Cards and Progress Reports in native language

- List evidence that you will upload based on your description.

Copies of invitations/handouts in various languages, School-Parent-Student Compact in all languages, flyers

- **Description**

Request assistance from the District ESE department for sign language interpreters and assistive devices as needed. The school is also equipped with ramps and is handicap accessible, handicapped parking, elevator.

- **List evidence that you will upload based on your description.**

Photos, documentation requests from parents (if any), invitations to events with accommodations statement

- **Description**

Use of the CLFs and bilingual counselor. Offer flexible meeting times (conferences, trainings, events) and remove barriers as they arrive to make migrant families feel welcome at our school. Home visits will be conducted as needed. School supplies and uniforms provided to families.

- **List evidence that you will upload based on your description.**

Bilingual counselor notes/documentation; meeting agendas/invitations, photos of supplies and uniforms

- **Description**

Guidance Counselor will be the liaison between McKinney Vento Program and the family. Offer flexible meeting times (conferences, trainings, events) and remove barriers as they arise to make the homeless families feel welcome at our school. Families will also receive flyers/reminder notices for meetings and or events, and robo calls to ensure they are offered participation at school events. School supplies and uniforms provided to families. Set up transportation (if needed) for students.

- **List evidence that you will upload based on your description.**

Documentation from guidance counselor; meeting invitations/agendas, photos of supplies and uniforms

Other Activities

1. Activity #1

- Name of Activity

Multicultural Night

- Brief Description

Family night to celebrate diversity and culture.

2. Activity #2

- Name of Activity

Math/Science Night

- Brief Description

Family night to interact with math and science activities.

3. Activity #3

- Name of Activity

Literacy Night

- Brief Description

Family night with a variety of activities to support literacy.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Building students' non-academic skills are the foundation for learning. Non-academic skills include social skills, self regulation skills, problem solving, social awareness, and growth mindset, or the ability of believing that intelligence can be developed. Non-academic skills must be directly taught, modeled, supported, and given the same opportunities as academic skills. A focus on foundational non-academic skills, such as self-regulation, relationship-building, problem solving, and social skills will help to support the development of all other academic and non-academic skills as students move from the elementary level to the middle school level. These skills are taught to students by highly qualified teachers and guidance counselors who are certified in their field of instruction. At Greenacres Elementary we build students' non-academic skills by engaging in the following activities: -support from the Behavioral Health Professionals for ongoing intervention with at risk students; includes daily check-in/check-out, small groups, in classroom support, mentoring, working with the parents; -daily guidance lessons; guidance counselors are part of the fine arts wheel (music, PE, media, art, science, guidance) and teach lessons based on character development; -implementation of small groups facilitated by the guidance counselors and our behavioral health professional held during the school day or after the school day, including social skills groups for 5th graders transitioning to middle school; -implementation of PBS (Positive Behavior Support). Positive Behavior Support (PBS) is a systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behavior for all students. PBS is NOT a specific curriculum, intervention, or practice, but a decision making framework that guides selection, integration, and implementation of scientifically-based academic and behavioral practices for improving academic and behavior outcomes for all students. A central feature of PBS is implementation of behavioral practices throughout the entire school. PBS defines practices that all students experience in all parts of the school and at all times of day. PBS emphasizes four integrated elements: (a) socially valued and measurable outcomes, (b) empirically validated and practical practices, (c) systems that efficiently and effectively support implementation of these practices, and (d) continuous collection and use of data for decision-making. -guidance counselors collaborate with other outside programs and agencies to assist with student needs, such as Migrant, homeless, violence prevention, nutrition, and other programs as needed; -implementation of Skills for Learning & Life (SLL) and morning meeting. Skills for Learning & Life (SLL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. All students in pre-kindergarten through fifth grade participate in SLL.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

School Based Team (SBT), or a committee of several professionals from multiple disciplines to determine what works for students. Team membership is often fluid and depends on each individual case. Regular members of the SBT include, but are not limited to: school administrators; SBT leaders; classroom teachers; school counselors; school psychologists; Exceptional Student Education (ESE) or special education staff; speech and language pathologists; Multicultural staff; and parents. At Greenacres Elementary our SBT meets weekly on Wednesday mornings. The SBT members include the SBT Coordinator, Psychologist, ESE Coordinator, ESL Coordinator, Dual Language Coach, Behavioral Health Professionals, classroom teachers, and Administration. Parents are often invited to attend these meetings. After determining that effective Tier 1 core instruction is in place, the team will identify students who are not meeting identified academic or behavior targets. At Greenacres Elementary, the SBT/MTSS implementation follows the Problem Solving Model as described below.

Problem Solving Model

The four steps of the Problem Solving Model are:

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

Tier 2 Implementation for Academics -implementation by the homeroom or resources teacher (varies) ---Tier 2 interventions for Academics: interventions include LLI (in English & Spanish), guided reading, iReady, iStation (Spanish), Wilson Reading Program; SAI; iii ---8 to 10 data points for weekly academic goals

Tier 3 Implementation for Academics ---Tier 3 interventions for Academics: interventions include LLI (in English & Spanish), guided reading, iReady, iStation (Spanish), Wilson Reading Program; SAI; iii ---implementation by resource teacher or coach ---8 to 10 data points for weekly academic goals

Tier 2 Implementation for Behavior ---Tier 2 interventions for Behavior: Planned Discussion, Check in Check Out, Reward System, Non verbal cues and signals, Daily Behavior Form ---8 to 15 data points for daily behavior goals (2 to 3 weeks).

Tier 3 Implementation for Behavior ---Tier 3 interventions for Behavior: FBA/BIP with focused goals ---data points are differentiated and based on the student

At Greenacres Elementary, we support our students in Tier 2 and Tier 3 for academics in a variety of ways, including:

- Tier 2 students are serviced academically by the student's reading/math teacher or by a resource teacher depending on the needs of the student. This support is normally provided outside of the regular reading or mathematics block to allow for additional intervention in the subject area. Depending on the student, Leveled Literacy Intervention (LLI), which is an intervention reading program with a focus on phonics, writing, reading comprehension, and reading fluency, or guided reading, which is a teacher made lesson with a focus on a targeted reading skill, is implemented. For mathematics, Tier 2 students are engaged in Soar to Success, which is a mathematics intervention program that focuses on teaching additional mathematics strategies focused around very specific foundational areas of need. Typically, the student's mathematics teacher implements the Tier 2 instruction. -Tier 3 students are serviced academically in most cases by a specialized resource teacher, such as a reading coach or mathematics resource teacher. Tier 3 for reading can include the Wilson Reading Program, which is a program that struggle with word level deficits who are not making progress with their current intervention. These students require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. Additional interventions for Tier 2 and Tier 3 students are implemented through: -SAI or Supplemental Academic Instruction, which is an additional 30 minutes a day of intensive reading instruction provided by a teacher with a reading endorsement. This service would be in addition to the 2 hours literacy block and iii block (30 minutes of reading instruction). In addition, Greenacres Elementary has placed a second teacher in every reading classroom in kindergarten through fifth grade. These teachers help with small group instruction for an additional 30 to 90 minutes each day. Struggling readers are seen by both teachers multiple times during the reading block.

Provision of a Well-Rounded Education

1. Well-Rounded Education

In addition to developing student's academic skills, Greenacres Elementary provides students with experiences that involve the arts, social development, critical thinking, problem solving, cultural development, life skills, teamwork, and fitness. These enrichment activities help to develop a broader set of skills and interests for each student. Greenacres Elementary engages students in these enrichment activities in a variety of ways, including: -implementation of Skills for Learning and Life (SLL), including Morning Meeting. -afterschool clubs, such as: garden club; go green recycling club; art club; yearbook club; music club; battle of the books literacy club; WOOF news club; yoga club; archery club; Winner's club; SECME; and academic games. -accelerated mathematics, or AMP, which is a program that enriches the mathematics curriculum and increases the rigor for students that are higher achievers in mathematics. The AMP program is in grades 3 through 5. Students are selected for AMP at the end of 2nd grade based on mathematics performance throughout the 2nd grade school year. -gifted classes both in standard curriculum and dual language in kindergarten through grade 5. -Advance via Individual Determination (AVID) Elementary, a college awareness and readiness system, is implemented in grades 3, 4 and 5 to build a college going mindset in our students and culture on our campus. AVID's Writing, Inquiry, Collaboration, Organization, and Reading strategies are used to guide students to understanding increasingly complex concepts in preparation for the rigors of middle school and beyond. -daily 30 minute fine arts instruction. Our fine arts rotation consists of 6 offerings: music, art, physical education, guidance (character education), science lab, and media (library and computer literacy). We offer a 3-day rotation of each fine arts so students can complete multi-day lessons and activities. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. -partnering with the Norton Art Museum; on campus field trips are held to enrich culture and students also visit the Norton Museum throughout the school year. -International Spanish Academy (ISA); Greenacres Elementary is one of three elementary schools in Palm Beach County that has signed a Memorandum of Understanding with the Ministry of Education, Culture and Sports of Spain and have committed to teaching content through the use of the Spanish language in our dual language program. Students are immersed in a 50/50 model of instruction daily, which means 50 percent of the day is taught in English and 50 percent of the day is taught in Spanish. In addition, Greenacres Elementary has visiting teachers from Spain who teach the Spanish side of the ISA dual language program. While Greenacres Elementary is not a choice program, parents can elect to register their children in the dual language program in Kindergarten. These students stay in the program through fifth grade, and can then elect to choose to enroll in the ISA dual language program at Okeeheele Middle School or Palm Springs Middle School and continue on to John I Leonard High School. -In SY26, 3rd, 4th and 5th grade students will have the opportunity to participate in a Brass Band program, which will take place during the last 30 minutes of each school day as well as after school. Students will be taught how to play brass instruments by the music teacher and will participate in performances.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

As an elementary school, Greenacres Elementary promotes student readiness for middle school by engaging in a variety of activities and programs, including:

- AVID (Advancement Via Individual Determination) in grades 3, 4 and 5. AVID is a college awareness and readiness system, is implemented in grades 3, 4, and 5 to build a college mindset and culture on our campus. AVID's Writing, Inquiry, Collaboration, Organization, and Reading strategies are used to guide students to understanding increasingly complex concepts in preparation for the rigors of middle school and beyond.
- accelerated mathematics, or AMP, which is a program that enriches the mathematics curriculum and increases the rigor for students that are higher achievers in mathematics. Implementation in grades 3 through 5.
- gifted classes in standard curriculum and dual language in kindergarten through grade 5.
- International Spanish Academy (ISA); Greenacres Elementary is one of three elementary schools in Palm Beach County that has signed a Memorandum of Understanding with the Ministry of Education, Culture and Sports of Spain and have committed to teaching content through the use of the Spanish language in our dual language program. Students are immersed in a 50/50 model of instruction daily, which means 50 percent of the day is taught in English and 50 percent of the day is taught in Spanish. In addition, Greenacres Elementary has visiting teachers from Spain who teach the Spanish side of the ISA dual language program. While Greenacres Elementary is not a choice program, parents can elect to register their children in the dual language program in Kindergarten. These students stay in the program through fifth grade, and can then elect to choose to enroll in the ISA dual language program at Okeeheele Middle School and continue on to John I Leonard High School.
- Winner Scholar Program: The Winner Scholar Program is a program that provides low socioeconomic students, or those in the free or reduced lunch program, who would never think of higher education as an option due to financial hardship, an early start to investing in a college education. Each year, donors contribute one thousand dollar scholarships, to student recipients to begin investing in their college education. These students then participate in a Winner Club under the guidance of a club sponsor. This scholarship club provides ongoing information, encouragement, and guidance to recipients and their parents/guardians. Club members also participate in college campus visits, career awareness through guest speakers, cultural experiences by attending a play or opera, and community service.
- Career Day: Greenacres Elementary hosts an annual career day each year. Greenacres Elementary partners with Junior Achievement to invite community members to campus to provide career awareness to students in Pre-K through Fifth grade. Each grade level has a specific number of guest speakers, and students rotate through those guest speakers to learn about future career options.
- Government Day: Greenacres Elementary hosts government day in both primary and intermediate grades. Greenacres Elementary partners with Junior Achievement to invite local government leaders to campus to teach students how their local government operates within their community.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

To assist with the transition of school-based and community children into the kindergarten program at GES, we engage in the following kindergarten transition activities: -Implementation of two full-time VPK classrooms, one full-time ESE VPK, and one full-time ESE Pre-K class -Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) -Distribution of a letter, flyer or informational brochure sent to families of preschool children -Holding kindergarten round-up for families of incoming kindergarten children -Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher -Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like -Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher -Inviting all preschool children to attend evening events such as literacy night, math/science night -Inviting all preschool children to Meet the Teacher -All PK students will transition into kindergarten using a staggered start.

Professional Development

1. Professional Development

Professional Development, or continued education and training, is provided to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Greenacres Elementary provides ongoing professional development opportunities for teachers and staff in a variety of ways, including:

- Professional Learning Communities (PLCs): Grade level teams and resource teachers collaborate in small groups regularly to share expertise and work collaboratively to improve teaching skills and the academic performance of students. During PLC, teachers and other educators will receive professional learning on best practices to teach reading, writing, mathematics, and science. They will also review grade level data based on student assessments to determine how to instruct students. Each grade level meets approximately every 6 days for 90 minutes. Engaging in PLC every 6 days ensures that teachers are continuously improving instruction for the benefit of each individual student.
- Coaches, Resource Teachers, Coordinators, and Single School Culture Coordinator (SSCC) will provide ongoing classroom support such as modeling and co-teaching. Reading Resource Teachers, Math Resource Teachers, ELL (English Language Learner) Coordinator, and ESE (Exceptional Student Education--special education) Coordinator observe classroom instruction and provide ongoing support to teachers and students based on the instruction they observe. This can include demonstrating a lesson for a teacher to model best instructional practices, or co-teaching with that teacher for the same purpose. These coaches, resource teachers, and coordinators will also work with students in small group instruction.
- Educator Support Program (ESP) is implemented for all new teachers to campus in conjunction with District initiatives. New teachers receive ongoing coaching, support, and feedback based on individual needs. They also attend monthly ESP meetings where they receive professional development based on topics appropriate for new teachers to teaching, such as classroom management, planning, data analysis, and small group differentiated instruction. Teachers in their first 3 years of teaching are required to participate in these professional development sessions to ensure they receive substantial support to help them be successful.
- Teachers attend various conferences during the year or summer for literacy, mathematics, science, or SLL.
- Our teachers also attend trainings offered by the district such as Benchmark trainings, Reading Cadres, Math Cadres, and technology courses.
- Providing professional development to teachers and staff members at scheduled faculty meetings and during weekly PLCs.
- Leadership Team providing mentoring to new and veteran teachers.
- PAR support to select teachers.
- SLL professional development for all staff as the school implements District SLL program.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Hiring highly qualified teachers, who hold certification in the subject areas being taught, in all grade levels and subject areas is an ongoing goal at Greenacres Elementary. When a position becomes available, Administration will determine if there is a current teacher available on staff that can fill that position first. In the event there is a need to hire a teacher, Administration works collaboratively with the District's Human Resources Department to post the available position to secure applicants. Following the posting, the Greenacres Elementary Principal, Assistant Principal, Single School Culture Coordinator (SSCC), and other members of the Leadership Team review the applicants to determine who meets the qualifications of the position. An interview team, who includes the above people, interview the candidates and determine who will fill the position most effectively. Once an applicant is chosen, Administration works with Human Resources to clear the applicant for work, which includes verifying credentials and certifications. Additionally, administration will attend the annual District job fair to interview candidates on the spot to fill open teaching positions on campus. Once hired, Greenacres Elementary School provides opportunities for all new staff to ensure retention in the hired position. This includes: - Enrollment in the District's Educator Support Program (ESP) with ongoing support from the ESP Coordinator, a mentor teacher, and a buddy teacher. - School-based ESP program, which includes ongoing coaching, support, and feedback based on individual needs. Monthly professional development sessions based on topics appropriate for new teachers to teaching, such as classroom management, planning, data analysis, and small group differentiated instruction. Teachers in their first 3 years of teaching are required to participate in these professional development sessions to ensure they receive substantial support to help them be successful. -Supporting and providing professional development opportunities that improve the knowledge of teachers in one or more of the core academic subjects that the teachers teach. -Supporting and providing professional development opportunities of all instructional personnel in the areas of: a. effective instructional strategies, methods, and skills; b. use of challenging state academic content standards and student academic achievement standards; c. use of state assessments to improve teaching practices and student academic achievement. -Supporting and participating in collaborative groups of teachers and administrators, such as Professional Learning Communities or PLCs. -Supporting and providing training opportunities on how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency. -Supporting and providing training opportunities in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles. -Implementing and participating in teacher recognition programs at the school, district, and state level. -Supporting and implementing a 'buddy' system and the district's mentoring program, Educational Support Program or ESP, for all new hires. -Supporting and implementing a school buddy system for any teacher in need of assistance in the following areas: academic, discipline, parent involvement, professional development. -Providing all teachers with access to school and district academic coaches.