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**Title I Comprehensive Schoolwide Plan**  
**GREENACRES ELEMENTARY SCHOOL (0631)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

ELA reading achievement is 50%. ELL students have ELA achievement levels averaging 32%. SWD have ELA achievement levels averaging 22%.

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

-limited comprehension -poor phonics and phonemic awareness - inability to decode words -high absence rates -limited vocabulary - 2nd language learners -poor background knowledge and exposure to real-world -lack of teacher knowledge/strategies to teach skills -limited number of staff to provide interventions

## 3. Share possible solutions that address the root causes.

-extended PLCs for additional grade level common planning -implementation of phonics in Kindergarten through 3rd grades, and then as needed for intervention in grades 4 and 5 -have a parent liaison or SSF to work with families for attendance, supporting home learning, or other needs; they can also assist with supporting migrant and/or homeless families -provide literacy professional development for instructional staff -provide targeted vocabulary instruction -provide students with access to a variety of field trips to help build background knowledge -increase resource/support teachers pushing into classrooms for small groups and interventions -purchase additional resources for ELA instruction -tutoring for students -offer ELA parent trainings -use technology/computer based ELA programs -allow students to take computers home for computer based ELA homework -parents to monitor as students complete -allow parent volunteers -parents agree to work with children at home (read with them) do ELA activities

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

-text messages -email -Dojo/Remind apps -parent conferences -call-outs -flyers -newsletter -report cards -progress reports -parent liaison

### • Parent Training

Suggestions include: -reading fluency -how to build background -vocabulary building -strategies to read with children at home

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

- School

-provides small group, differentiated instruction -work on social-emotional learning with students

- Students

-read at home -complete homework -try their best

- Parents

-read with children daily -monitor homework -attend conference, meetings, trainings, and events

- Staff Training

Suggestions include: -teaching parents strategies to read with children at home

- Accessibility

-offer meetings and conferences at various times of day -allow children to attend trainings, meetings, and events with parents

## Math

Using your recording templates from your CNA discussions respond to each item in detailed.

### 1. List prioritized needs statements.

Overall math achievement is 62%. Overall female ELL students have a math achievement level of 37%. Overall female SWD have have a math achievement level of 29%. Overall, female students are scoring less than male students in math.

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

-math fact fluency is poor -limited amount of math manipulatives for teaching every skill (or we don't have the manipulatives for the skill) -students lack real-world math experiences -foundational math knowledge is lacking -student attendance is poor accounting for limited foundational knowledge and/or missing skills -female student absences are higher than male students -limited amount of math teaching resources for new standards -

3. Share possible solutions that address the root causes.

-have math resource teacher/coach extend math PLCs each day to accommodate math planning with teachers -daily math fact fluency practice on computer -increase the use of math manipulatives in math lessons -increase resource/support teachers pushing into classrooms for targeted small group instruction -provide professional development for teachers to increase instructional strategies and use of math manipulatives for math instruction during math PLCs or by extending math PLCs -allow students to take computers home for computer based math homework and math fact fluency - parents to monitor as students complete -allow parent volunteers -parents agree to work with children at home on math fluency -provide opportunities for students to attend field trips to support math instruction -have a parent liaison or SSF to work with families for attendance, supporting home learning, or other needs; they can also assist with supporting migrant and/or homeless families -provide teachers with more math instructional resources to support the new standards

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

• Communication

-text messages -email -Dojo/Remind apps -parent conferences -call-outs -flyers -newsletter -report cards -progress reports -parent liaison

• Parent Training

Suggestions include: -how to use technology to support math instruction at home -math games at home -fact fluency activities

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

- **School**

-provides small group, differentiated instruction -work on social-emotional learning with students -use math manipulatives and hands on activities to support instruction

- **Students**

-practice math facts -complete homework -try their best

- **Parents**

-help children become fluent with math facts -monitor homework -attend conference, meetings, trainings, and events

- **Staff Training**

Suggestions include: -teaching parents to use computer based technology programs at home for math

- **Accessibility**

-offer meetings and conferences at various times of day -allow children to attend trainings, meetings, and events with parents

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

### **1. List prioritized needs statements.**

Overall 5th grade science proficiency is 39%. Overall 5th grade reading proficiency is 45%.

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

-inability to decode and read science material due to low reading ability -minimal resources available for science projects and hands on experiences - teacher instructional resources in science are lacking; textbook only does not support standards -poor student attendance -students lacking foundational and background knowledge in science

3. Share possible solutions that address the root causes.

-resource teachers to push into classrooms for small group instruction -continue with a science resource teacher on the fine arts wheel/science lab - increase hands on activities in the science lab and in classrooms -use computer based technology programs to support science instruction -provide increased opportunities for students to attend science themed field trips to support classroom learning -have a parent liaison or SSF to work with families for attendance, supporting home learning, or other needs; they can also assist with supporting migrant and/or homeless families -provide science teachers with additional science resource/materials for science projects and hands on learning -

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

• Communication

-text messages -email -Dojo/Remind apps -parent conferences -call-outs -flyers -newsletter -report cards -progress reports -parent liaison

• Parent Training

Suggestions include: -reading about science -family science projects-end of the unit science projects

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

• School

-provides small group, differentiated instruction -provide hands on science activities and projects

- Students

-read daily -complete homework -try their best

- Parents

-attend science trainings -read daily with children -monitor homework -attend conference, meetings, trainings, and events

- Staff Training

Suggestions include: -teaching parents strategies for reading at home with children -how to complete family science projects

- Accessibility

-offer meetings and conferences at various times of day -allow children to attend trainings, meetings, and events with parents

## 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: \$272,386.50**

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Academic Tutor	1	\$15.00	5	5.5	34	Non-Certified	Amendment	\$14,025.00

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Academic Tutor Literacy/Math grades K-5 for push in and pull out	1	\$17.00	5	5.5	36	Non-Certified w/ Degree	Original	\$16,830.00
	Academic Tutor Literacy/Math grades K-5 for push in and pull out	1	\$15.00	5	5.5	36	Non-Certified	Original	\$14,850.00
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.								
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Science materials - batteries	1	\$200.00	Technology	Original	\$200.00			
	cases of paper	80	\$45.00	General Supplies	Original	\$3,600.00			
	Science materials (will be itemized later) for hands on experiments to include, but are not limited to cotton balls, clay, playdoh, bags, Glitter, plastic sandwich bags, gallon ziplock bags, straws, cotton balls, play-doh, plastic cups, pancake mix, shoestring potatoes, pudding, 18X24 construction paper, plant seeds, chalk, index cards, balloons, paper streamers, pebbles, paper clips, play cards, batteries, string, rubber bands, tissue paper, magnets, iron filings, small light bulbs for circuits, wires to connect circuits, pipe cleaners, styrofoam bases, cardboard paper towel rolls, googly eyes, glue sticks, crayons, markers, food coloring, ping pong balls, tennis	1	\$5,149.50	Instructional Materials	Original	\$5,149.50			



Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	balls, pony beads, push pins, pencils, sand, matchbox cars, cellophane paper, wax paper, aluminum paper, tape.etc.					
	Headphones	100	\$10.00	Technology	Original	\$1,000.00
	Manilla folders for science lab all students K-5 box of 50	14	\$17.00	General Supplies	Original	\$238.00
	Expo markers	100	\$10.00	General Supplies	Original	\$1,000.00
	Reduced classroom supplies- Amend 3	-1	\$2,665.00	General Supplies	Amendment	-\$2,665.00
	Added Primary Journals for K-1 Students	250	\$2.39	General Supplies	Other	\$597.50
	Reduced copy paper- for Primary Journals	-1	\$597.50	General Supplies	Other	-\$597.50
	Added-SUNEE Mesh Zipper Pouch	20	\$14.45	General Supplies	Other	\$289.00
	Reduced copy paper- SUNEE Mesh Zipper Pouch	-1	\$289.00	General Supplies	Other	-\$289.00
Field trip admissions	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Admission 5th grade to Paradox Museum for Stem enhancement approx. 100 students - Feb. 2024	100	\$20.00	Amendment	\$2,000.00	

Acct Description	Description				
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Student admissions 1st grade butterfly World - Nov. 2023 approx. 100 students	100	\$20.00	Amendment	\$2,000.00
	Admissions - Museums of Discovery and Science 2nd grade approximately 100 students - Feb. 2024	100	\$20.00	Amendment	\$2,000.00
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Reflex math used for extra practice (Grades 2-5)	1	\$3,295.00	Amendment	\$3,295.00
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 are understanding concepts and to scaffold concepts as needed.				
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.				

## Action Step: Parent Engagement

Parents will be provided with ongoing communication, community resources, and trainings to support academic learning at home.

**Budget Total: \$7,174.00**

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Part-Time In-System parent liaison to work outside of contracted hours. Work to include attendance calls to parents, communicating with parents in English and Spanish about school matters or issues of concerns for individual students, and production of monthly newsletter to parents.	1	\$15.00	5	2	36	Non-Certified	Original	\$5,400.00

## 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: \$103,889.00**

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will provide ongoing staff development, coordinate PLC and SBT, analyze data, plan and implement PDD, and model lessons.

Acct Description	Description									
Out-of-system PD Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	PD Substitutes to cover data chats for third (3rd) through fifth (5th) grade teachers in January 2024 (one floating sub for 1 day per grade level); 18 Substitutes to cover Writing Summit Days for fourth (4th) and fifth (5th) grade teachers, with multiple subs covering for multiple teachers, multiple days; this is a total of 21 subs for the year at \$104.00 per day.	21	\$16.00	1	6.5	1	Non-Certified	Original	\$2,184.00	
	PD training for Orton Gillingham training webinars	12	\$16.00	4	6.5	1	Non-Certified	Original	\$4,992.00	
PD Webinar	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Type</b>		<b>Total</b>	
	Orton Gillingham Institute for multi-sensory education Phonological Training- 30 hours of training in reading foundations for teachers in grades K-3				16	\$1,500.00	Original		\$24,000.00	
	Eliminated the PD Webinar- Amend 3				-1	\$24,000.00	Amendment		-\$24,000.00	
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>		
	Printer Ink - print colored copies of presentations, data, agenda/notes, student materials. 4 color printers, 4 color cartridges (magenta, cyan, black, yellow.) SSCC needs double ink and LTF printers.			16	\$75.00	Technology	Original	\$1,200.00		

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## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Deborah McNichols	Principal
Debbie Harnois	Assistant Principal
Lauren Denis	Math Coach
Annabel Wagner	DL Coach
Elizabeth Bare	SSCC
Jennifer Kirby	Parent and SAC Member
Deborah Bengtson	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. FY24 SAC meetings are held on the 2nd Wednesday of the month from 2:30 pm-3:30 pm. The dates of the FY24 SAC Meetings are 9/13/23, 10/11/23, 11/8/23, 12/13/23, 1/10/24, 2/14/24, 3/13/24, 4/10/24, 5/8/24. Also, meetings will be held with leadership, faculty/staff, and families and business partners for the FY25 CNA/SWP/PFEP development according to a schedule that will be provided to us in early January 2024. 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 - 2/1/23-10:00-11:00; PLC Faculty/Staff Input Meetings - 2/6/23, 2/7/23, 2/8/23, 2/9/23, 2/10/23, & 2/14/23 from 1:30 pm-2:00 pm at PLCs; Parent/business partner meeting - 2/23/23 -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
Deborah McNichols	Principal

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The FY24 Title I Annual Meeting will be held on 10/18/23 at 2:45 pm 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.).**

Stakeholders will be sent invitations to the Annual Meeting via student backpacks and also by ParentLink. Notification that the meeting has been posted will be sent to parents via backpacks and ParentLink immediately following the meeting.

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

Agenda, Powerpoint, computer (camera and microphone), CLFs for translation

## **Staff Trainings**

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

**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?

Parents will be able to communicate effectively with their children as they present their academic evidence through student led portfolio conferences.

- What will teachers submit as evidence of implementation?

Sign in sheets and pictures from student-led portfolio conferences

- Month of Training

October 2023

- Responsible Person(s)

Debbie Harnois

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication Strategies

- 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.

- 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

January 2024

- Responsible Person(s)

Debbie Harnois, Assistant Principal

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Math Fluency

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

Parents will learn strategies and games to build math fluency at home.

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

Parents will engage in math fluency games and activities; they will also navigate Reflex Math and IXL.

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

Increased mathematics achievement turn increasing proficiency.

- Date of Training

10/17/23

- Responsible Person(s)

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

- Resources and Materials

Math games Powerpoint Handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

## 3. Parent and Family Capacity Building Training #2

- Name of Training

Increasing Oral Language

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

Parents will learn strategies to increase oral language with their children.

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

Parents will role play how to develop oral language using pictures.

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

Improve and increase student oral language; build background and vocabulary for overall reading improvement.

- Date of Training

12/5/23

- Responsible Person(s)

Debbie Harnois, AP; Annabel Wagner, Dual Language Coach; Lindsey Pardue, LTF; Shirley Rivera, ESOL Coordinator

- Resources and Materials

Powerpoint Pictures Handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

#### 4. Reflection/Evaluation of Training #2

- Name of Training

tbd

- Number of Participants

tbd

- What were parents able to do as a result of the training?

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

tbd

- What went well with the training?

tbd



- What improvements would be made and what steps will you implement to make the training more effective?

tbd

### 5. Parent and Family Capacity Building Training #3

- Name of Training

AVID/WICOR Strategies

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

Parents will learn strategies to effectively prepare their children for studying and test taking.

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

Parents will engage in AVID strategies, such as WICOR, to help their children study at home.

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

With the implementation of AVID strategies for studying and test taking, student achievement will increase in core subject areas.

- Date of Training

1/23/2024

- Responsible Person(s)

Debbie Harnois, AP; Lindsey Pardue, LTF

- Resources and Materials

Powerpoint AVID activities/reading passages pencils/paper

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

## 6. Reflection/Evaluation of Training #3

- Name of Training

tbd

- Number of Participants

tbd

- What were parents able to do as a result of the training?

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

tbd

- What went well with the training?

tbd

- What improvements would be made and what steps will you implement to make the training more effective?

tbd

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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.

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

Emails/Correspondence from guidance counselors

- 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.

- 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

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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; letters/flyers; ParentLink (callouts); Annual Meeting

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

SAC invitations/agenda, Annual Meeting documentation, ParentLink documentation; invitations/flyers

- Description

SAC meetings; curriculum nights; parent-teacher conferences

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

Parent-teacher conference forms; SAC agenda/minutes, Curriculum Night documentation

- 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 documentation

- Description

Flyers/invitations; ParentLink (call-outs, texts, emails)

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

Emails/Invitations for SAC meetings, flyers/invitations, Parent Link documentation

- 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

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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; 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 making contact with families; meeting invitations/agendas, photos of supplies and uniforms



## Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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**

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

## 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 and other social-emotional issues; - 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

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

## 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 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 five 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 five 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 Okeeheelee Middle School and continue on to John I Leonard High School. -In SY24, 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 instruments by the music teacher and will participate in performances.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;



- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

While only 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, 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. This is the third year of full implementation in grade 3; it's the second year for grades 4 and 5. -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 five 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 five 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 Okeehelie 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 five, one thousand dollar scholarships, to five 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. Teachers and staff 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.



# Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

## 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 two half-day ESE Pre-K classes -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 -Allowing all preschool children to rotate through our fine arts program at the end of the school year -Scheduling a day for all preschool children to eat lunch in the cafeteria towards the end of the school year -Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray -Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like -Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher -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

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 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 6-7 days for 90 minutes. Engaging in PLC every 6-7 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 such as AVID Summer Institute and Model Schools Conference.
- 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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

### Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 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.