



EDUCATIONAL PLAN

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Introduction

Executive Summary

A multi-step process was used by the Green Apple Leadership Team to develop the Green Apple School Management Educational Plan. The initial step was to develop a framework that consisted of various components that encompassed the entire Educational Plan. The four components that were identified include: Standards Curriculum and Alignment, Teaching and Learning, Assessment and Mastery of Standards, and Student Services and Special Programs. Next, the Green Apple Academic Team created summaries for each of the components and subsections of the framework. During this phase, the School-Based Leaders identified key administrative and instructional personnel to serve on the Green Apple Curriculum Committee. The Green Apple Academic Team then collaborated with the Green Apple Curriculum Committee to create the Curriculum Guides for English Language Arts, Mathematics, Science and Social Studies for grades K-12. The Curriculum Guides, which are included as [Appendix A](#) of the Educational Plan, provide teachers with a scope and sequence for teaching the state standards for each subject/course at all grade levels. The Guides identify the order that standards need to be taught, the number of days required to teach the standards, the core and supplementary materials to be used to teach standards to students at various academic levels, and the window periods to assess clusters of standards taught throughout the year. Next, the Academic Team collaborated with appropriate personnel at the schools to develop or update guidelines, policies, and procedures related to areas such as new teacher induction, coaching and mentoring for teachers, school safety and security, data analysis to drive instruction, and the multi-tiered system of supports process. Throughout the entire process of developing the Green Apple Educational Plan, the Green Apple Leadership Team consulted with the Curriculum Team to obtain feedback and recommendations. The final result of all these efforts was the creation of a comprehensive, systematic plan that provides all Green Apple-managed schools a detailed framework for implementing a standards-based curriculum using research-based programs and instructional practices designed to ensure every child receives a high-quality education in an educational setting that focuses on meeting the needs of the whole child.

The Four Components of the Green Apple Educational Plan:

I: Standards Curriculum and Alignment

This section outlines the curriculum that will be taught at all schools for the core and supplemental academic areas and includes three major areas: Florida’s state standards, Curriculum Guides and other documents, and College and Career Course Standards.

II: Teaching and Learning

This section outlines three major areas that promote student learning: Research-Based Instruction, Professional Development, and the Learning Environment.

III: Assessment and Mastery of Standards

This section outlines the methods used to collect and analyze data to inform instruction and support learning: Formative Assessment, Progress Monitoring, Summative Assessment, and Data Analysis.

IV: Student Services and Special Programs

This section outlines the services provided to all students and the programs available to special populations: Exceptional Student Education, English for Speakers of Other Languages, Student Counseling Services, and Multi-Tiered System of Supports.

Mission and Vision

Green Apple School Management’s mission is to offer K-12 charter schools outstanding school management services by implementing its unique brand of academically-rigorous, healthy, and holistic schools that will ensure the highest levels of student success and prepare students for future leadership. Green Apple School Management’s vision is to provide learning opportunities that help students develop their full and unique potential so they may reach high levels of academic excellence and personal responsibility.

Guiding Principles

The Guiding Principles for schools are as follows:

- Provide a holistic approach to education that focuses upon healthy development of the whole child
- Cultivate in each child a passion and enthusiasm for learning
- Provide a unique learning environment, where the atmosphere is one of curiosity, exploration, discovery, and understanding
- Provide an enriched curriculum and opportunities for students to progress at their own pace to internalize information
- Provide hands-on materials for exploration
- Offer an integration of compatible educational philosophies, methods, and instructional materials that have proven records of success in the classroom
- Create lifelong learners
- Encourage children to teach, collaborate, and help each other
- Nurture the spirit and affirm the uniqueness of each child through respect and the attention to individual learning styles, interests, and needs
- Share knowledge in a multi-sensory, multi-modal approach using a variety of intelligences
- Encourage initiative and independence in learning and the development of self-discipline and responsible social behavior
- Develop within children a global vision and respect for cultural diversity
- Reinforce the importance of family as the center of each child's education through parental involvement in the learning process
- Invest in our teachers through offering training in the latest educational techniques and methods
- Create a supportive school culture for children, parents, and staff

Implementation of the Mission and Vision

Green Apple School Management recognizes that all children are individuals with distinct needs and interests. Green Apple acknowledges that children learn at different rates and in different ways. The organization believes that children are natural learners and, when supplied with a rich and dynamic learning environment, will become enthusiastic, self-motivated learners.

The schools combine a deep understanding of child development with a shared commitment to providing students with rigorous academic instruction in an enriched learning environment. The philosophy of Green Apple School Management is based upon the premise that each person finds identity, meaning, and purpose in life through connections to the community, the natural world, and

spiritual values such as compassion and peace. Holistic education aims to call forth from young people an intrinsic reverence for life and passionate love of learning. There is a genuine sense of community among teachers, students, and parents involved with the school. The principles of ecology and sustainability are implicit in the structure and content of holistic education. Holistic schools are staffed with educators with a philosophical commitment to well-rounded personal development and their own personal and professional sensitivity to learning rhythms of their students. The whole school/whole child approach and the Montessori philosophy are part of the organization's holistic approach to raising radiant children.

Allocation of High-Quality Resources

Green Apple ensures that all schools have the necessary personnel, materials, and learning resources to promote student success. To support schools in reaching school improvement goals, it established the Green Apple Academic Team. This team consists of highly qualified and experienced educators that provide support to all the schools that includes coaching, mentoring, curriculum selection and development, program implementation, progress monitoring of student achievement, delivery and facilitation of professional development, classroom walkthroughs, and other activities related to teaching and learning. Additionally, the Green Apple Academic Team promotes and implements the Green Apple mission, vision, and guiding principles across all schools. Green Apple is committed to ensuring system-wide academic excellence and the education of the whole child. The ultimate goal of Green Apple is to provide all schools with the support, services, and resources they need in order to foster the organization's culture of high expectations for students and staff, promote the organization's shared values and beliefs, and maintain a continual focus on student learning and success.

Educational Plan Components

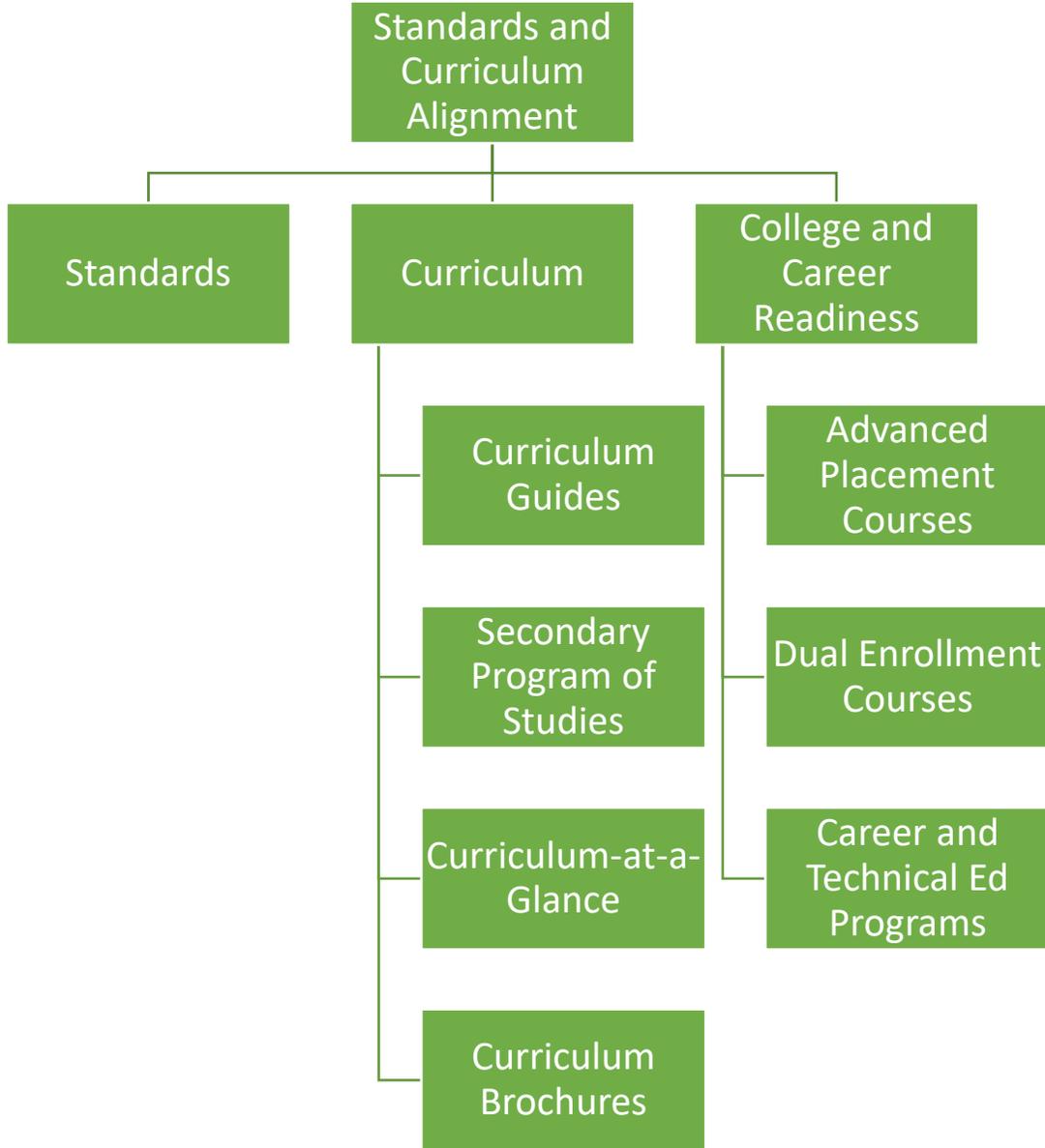


Section I

Standards and Curriculum Alignment



Section I



Standards and Curriculum Alignment

Standards for All Subjects and Grade Levels

The State of Florida provides a set of standards to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade and subject, so they will be prepared to succeed in college, careers, and life. The State of Florida’s official source for standards information and course descriptions is [CPALMS](#), an online toolbox of information, vetted resources and interactive tools that help educators effectively implement teaching standards.

Schools under Green Apple School Management implement curriculum that meets or exceeds the Florida standards in all subject areas. Our Kindergarten through 12th grade curriculum plays a vital role in the academic and holistic development of every child. Research-based curriculum and programs that foster whole child development are purposefully selected and are aligned to the state standards, the needs of children, and the mission of the organization.

Standards-Aligned Curriculum

To ensure all students reach their full potential, classical education resources, rich literature, and rigorous informational texts are used for instruction. The *Curriculum At-a-Glance* (Appendix A) delineates the programs and curriculum used at each grade level and within each subject area.

Elementary Program of Studies

At the elementary levels, instruction is founded in the belief that children should be literate citizens able to contribute to a democratic society. In the words of E.D. Hirsch, Jr., “only a well-rounded, knowledge-specific curriculum can impart needed knowledge to all children and overcome inequality of opportunity.” Green Apple-managed schools use the **Core Knowledge Language Arts** (CKLA) curriculum to support these goals. CKLA covers a range of topics including United States History, World History, Science, and classic literature to provide children with a broad base of background knowledge which allows them to explore topics in more depth.

Schools managed by Green Apple use **Foundations**, a structured literacy program for reading instruction, that provides multi-sensory and systematic instruction in phonics, spelling, and handwriting. The program systematically and comprehensively instructs students in phonemic awareness and word study which helps to develop competent readers and contributes to increased reading fluency, vocabulary development, and application of strategies for understanding text. Foundations also provides scaffolded support in reading and spelling instruction for struggling readers.

Green Apple-managed schools use **Vocabulary from Classical Roots®** and **Vocabulary Workshop** to enrich student’s word study skills in grades 3-5. In **Vocabulary from Classical Roots®**, students learn to master vocabulary in science, social studies, and mathematics through the study of Latin and Greek based roots, prefixes, suffixes, and word origins. **Sadlier’s Vocabulary Workshop** curriculum explicitly teaches vocabulary in context using science, social studies, and literary texts. Students learn figurative language, word relationships, and shades of meaning in words to build vocabulary skills.

Using the **Units of Study in K-5 Writing** from Teacher’s College, Columbia University, Green Apple-managed schools provide students a chance to live and work as writers through a daily writer’s workshop. Students work as professional authors, cycling through the stages of the writing process of pre-writing, drafting, revising, editing, and publishing. Through writer’s workshop, students receive direct instruction through mini lessons where the teacher explicitly teaches a writing skill and provides students an opportunity to apply the skill in their writing. Teachers regularly conference with students to provide essential feedback that allows students to improve their writing skills. At the end of each unit, students celebrate and share their finished pieces of writing. In addition to the Units of Study in Writing, students in grade 4 and 5 use the **DBQ (Document Based Questions) Project**. Through both programs, the schools provide an integrated writing curriculum which requires students to engage in evidence-based arguments, both written and spoken, using documents based on historical events.

The math programs used are research-based and designed to engage students in problem-solving activities that enable them to build deep understanding of mathematical concepts and ideas and to apply them in real-world scenarios. Using the **Ready® Florida MAFS** curriculum, Green Apple-managed schools provide rigorous and engaging mathematics instruction. The curriculum is organized into units of study that provide in-depth instruction in the areas of operations and algebraic thinking, numbers and operations in base 10, measurement and data, and geometry. Math manipulatives are used in conjunction with the curriculum to help make abstract ideas concrete for students. Green Apple-managed schools use **i-Ready®**, an online mathematics program that helps teachers determine each student’s needs to personalize their learning and monitor progress throughout the school year. Additional online resources, such as **Reflex Math** and **Khan Academy**, are used to provide more opportunities for students to master mathematical concepts.

Using the **Core Knowledge History and Geography™** program, a richly illustrated and engaging student text, Green Apple-managed schools helps students acquire in-depth knowledge of world civilization, American history, and geography. Some of the topics that are covered in this comprehensive curriculum include Exploring Maps and World Mountains, the United States Constitution, the Revolutionary War, the Civil War, and Maya, Aztec, and Inca Civilizations. A major area of study in the middle grades is Florida history. As a culminating activity to the study of Florida, students participate in a field trip to St. Augustine. Another engaging activity for students is to bring characters from Florida history to life through an annual “wax museum.” During this event, students select a character from Florida history to portray as a “wax figure.” The schools use **Studies Weekly®** as a supplementary resource to enrich the social studies program. This resource provides students with an opportunity to learn about relevant topics and current events that shape our world.

Using the **Discovery™ Science** curriculum, students are taught to think critically, problem-solve, and make real-world connections through inquiry-based lessons and investigations. The curriculum teaches content as well as essential process skills that aids in the development of science literacy. In support of Green Apple’s emphasis on STEAM (science, technology, engineering, arts/agriculture, and math) education, the school provides students with highly engaging supplemental science activities such as annual environmental education field trips, school-wide gardening projects. Additionally, the schools promote hands-on learning, problem solving, and critical thinking through the use of the nationally recognized **Project Lead the Way** program or through science labs using **Foss Science™** kits. Students are provided with opportunities to develop scientific thinking and apply science skills in real-world situations through the creation of annual science fair projects.

Odyssey Charter School, Inc.’s **Elementary Program of Studies Grades K-2** and the **Elementary Program of Studies Grades 3-5** are included as Appendix B.

Secondary Curriculum

Based on the core belief that reading, writing, speaking, and listening should all be learned together, our integrated approach engages students in literacy by teaching them strategies to develop essential reading and writing skills. Secondary students develop and refine skills in critical thinking, close reading, writing in various genres, and conducting research using the College Board **SpringBoard ELA** curriculum. Over the course of middle and high school, students read texts written by authors such as Shakespeare (*Taming of the Shrew*), Langston Hughes (*Long Walk To Freedom*), Robert Frost (“The Road Not Taken”), Harper Lee (*To Kill a Mockingbird*), John Steinbeck (*Of Mice and Men*), Louisa May Alcott (*Little Women*), and Ray Bradbury (*Fahrenheit 451*).

Green Apple-managed schools use **Vocabulary from Classical Roots** to enrich students’ vocabulary. In **Vocabulary from Classical Roots**, students study Greek and Latin roots, prefixes and suffixes, and word origins. This instructional strategy helps students learn to unlock the meanings of thousands of words, thereby expanding their vocabulary and deepening their ability to understand complex texts.

Middle school math programs are research-based and designed to engage students in problem-solving activities that enable them to build deep understanding of mathematical concepts and ideas and to apply them in real-world scenarios. Using the **Ready® Florida MAFS** curriculum, schools managed by Green Apple provide rigorous and engaging mathematics instruction. The curriculum is organized into units of study that provide in-depth instruction in the areas of ratios and proportion, expressions and equations, number systems, functions, statistics and probability, and geometry. Green Apple-managed schools uses **i-Ready®**, an online mathematics program that helps teachers determine each student’s needs to personalize their learning and monitor progress throughout the school year. Supplemental online resources, such as **Khan Academy**, are used to provide additional opportunities for students to practice skills and master mathematical concepts.

High school math programs are research-based and designed to engage students in problem-solving activities that enable them to build deep understanding of mathematical concepts and ideas and to apply them in real-world scenarios. The core text for grades 9 through 12 (Algebra and Geometry courses) is **SpringBoard by College Board**. This rigorous text provides a blend of directed, guided and investigative instruction with real world connections which engages students in developing deep conceptual understanding of the content. **SpringBoard** prepares students to utilize critical thinking skills needed for success in AP courses, college, and careers.

For higher level math courses, the schools use **Algebra Nation**, **Geometry Nation**, and **Khan Academy** as supplemental resources to support individualized instruction and meet learning needs of students. **Algebra Nation** and **Geometry Nation** are dynamic digital resources available to all math students and are aligned to the Florida Standards. Teachers can assign videos to students based on their learning needs, making it possible for students to progress asynchronously through their courses. Additional online resources, such as **Khan Academy**, are used to provide more opportunities for students to master mathematical concepts.

The social studies program for middle school students is aligned to the state standards. In 6th grade, the primary resource for social studies is **Core Knowledge History and Geography™ (CKHG™)**. With its richly illustrated and engaging student texts, this comprehensive program emphasizes world civilization and geography. CKHG™ helps students build knowledge of the diverse civilizations, cultures, and concepts. In 7th grade, the core resource used is **Gateway to American Government**. This Civics program is designed to teach the essential principles of what it means to be an American. Some of the units found in this curriculum include “Foundations of American Democracy,” “The U.S. Constitution,” “The Three Branches of Our

Federal Government,” and “Citizenship.” Studies in Civics are supplemented through the use of primary sources such as Declaration of Independence, the Constitution, and The Articles of Confederation. In 8th grade, the school utilizes **The Americans** and other resources, including primary sources, maps, and novels, as the foundation for studying American history. Units include “Historic Decisions of the Supreme Court,” “Geography Spotlight,” “Daily Life” (customs of daily life from colonialism through the present), and “American Literature.”

The high school social studies curriculum components align to the Florida standards for grades 9 through 12. The courses use state-approved textbooks and a variety of primary sources (i.e. The Mayflower Compact, U.S. Constitution, and Treaty of Versailles) to provide a foundation for evidence-based discussions in which the leader asks open-ended questions. Students help one another understand the ideas, issues, and values reflected in the text through the structured group discussion. As they listen closely to the comments of others, students begin thinking critically for themselves, and articulate their own thoughts and develop responses to the thoughts of others.

Using the **Discovery™ Science** curriculum, students in grades 6 through 12 are taught to think critically, problem-solve, and make real-world connections through inquiry-based lessons and investigations. The curriculum provides rich content as well as essential process skills that aids in the development of science literacy. Green Apple emphasizes STEAM (science, technology, engineering, arts/agriculture, and math) education, through a variety of ways. Schools provide students with highly engaging and rigorous coursework that includes engineering, computer programming, and a variety of advanced math and science courses. Additionally, the schools provide students with real-life opportunities to engage in agricultural science through our fully functioning organic farm. **Project Lead the Way Engineering**, a nationally recognized program, empowers students to experience the roll of an engineer. Students acquire a problem-solving mindset through exposure to real-world challenges that assist them in developing critical thinking skills and the ability to effectively collaborate with others to solve problems. Middle and high school students may enroll in an elective course titled **Science Research** that allows them to conduct in-depth research on a topic of interest. Additionally, students participate in school, district, and state-wide science fairs. The schools are proud of the many awards, recognitions, and scholarships our students have earned for the science projects that have been submitted throughout the years.

Odyssey Charter School, Inc.’s *Middle School Program of Studies Grades 6-8* is included as Appendix C and the *Secondary Program of Studies Grades 6-12* is included as Appendix D.

Curriculum Guides

Curriculum Guides are documents used by the schools to guide teachers in their instruction. The documents ensure consistency and appropriate sequencing in the delivery of instruction. The guides align core curricula to the Florida Standards and provide supplemental resources, appropriate materials, and assessment schedules. (See [Appendix E](#))

College and Career Courses

We strive to provide a healthy and holistic program that prepares our students for a balanced and productive life. Our goal is to provide rigorous, high-quality coursework that provides a pathway for students to achieve their post-graduation goals which may include attending a community or four-year college or university program, attending technical/vocational school, or entering the work force or military. The *Secondary Program of Studies* (see Appendix D) contains course descriptions for all courses offered for students in grades 6 through 12.

Green Apple believes that students with higher levels of competency in mathematics, language arts, science, social science, world languages, technology, and specialized career areas increase their college and career options and the likelihood of completing postgraduation studies. As such, students are provided with opportunities to expand their knowledge and proficiency through honors courses, AP coursework, Dual Enrollment, and Career and Technical Education Programs.

Advanced Placement Courses and Content

The College Board provides a set of skills for [Advanced Placement Courses](#) offered at the schools. Students participate in AP offerings that replicate the academic expectations in a college course and culminate in a college-level AP Exam recognized by colleges and universities across the United States.

Dual Enrollment Courses

Dual Enrollment is an acceleration program that allows secondary students in Florida to take postsecondary coursework and simultaneously earn credit toward high school completion and a postsecondary degree at a Florida public or approved private school. Standards for dual enrollment courses are set by individual colleges that have partnered with the schools to offer courses that are approved by the Articulation Coordinating Committee (ACC) and the State Board of Education, and listed on [The Dual Enrollment Course—High School Subject Area Equivalency List](#).

Career and Technical Education Programs

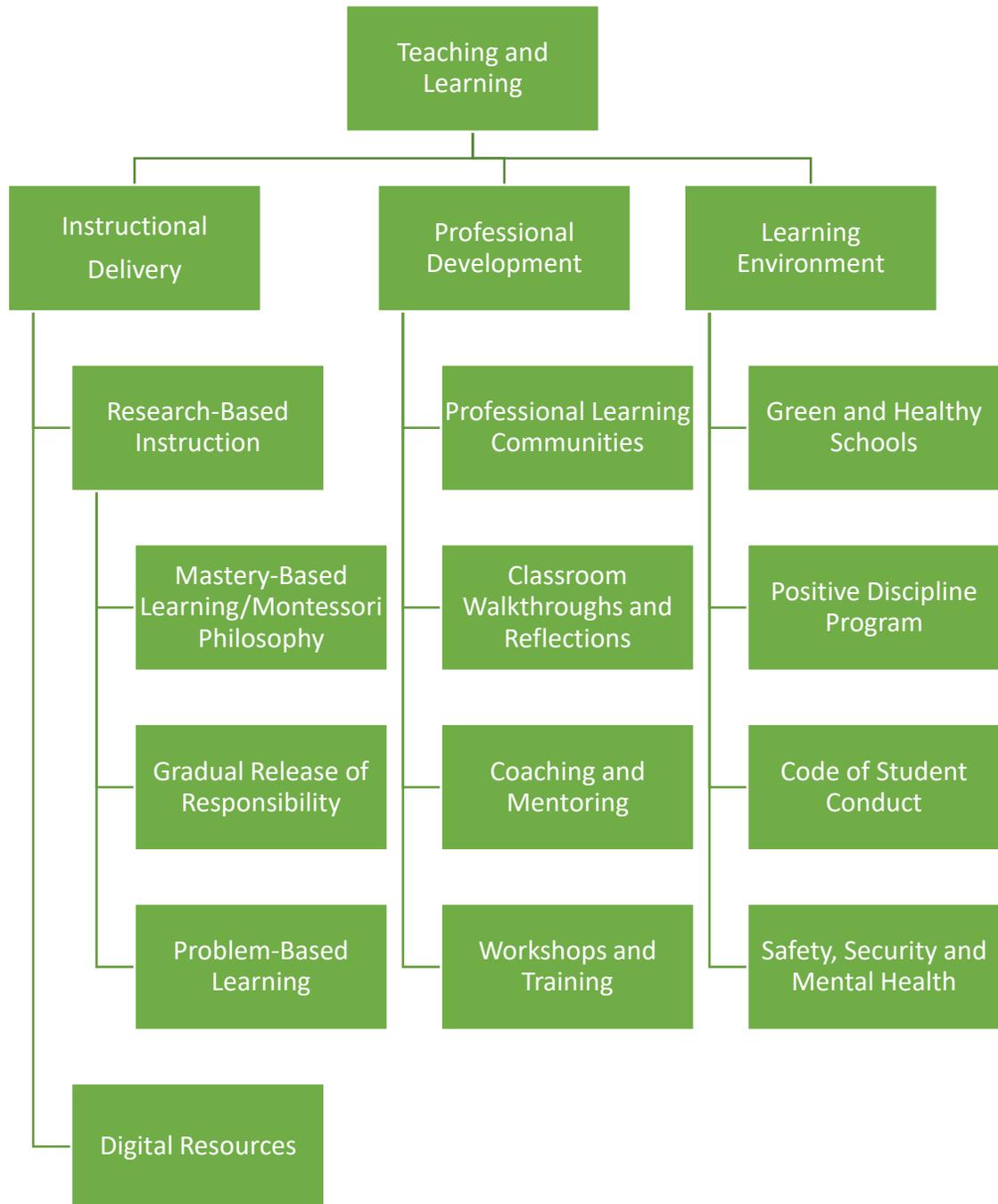
The Career & Technical Education (CTE) Programs prepare students for occupations important to Florida's economic development and are geared toward middle and high school students throughout the state. Each program is aligned to a career cluster and is detailed in curriculum frameworks. With partners from education, business and industry, and trade associations, the curriculum frameworks include program standards that are both academically integrated and responsive to business and industry. Odyssey provides several career tracks for students at the middle and high school level.

Section II

Teaching and Learning



Section II



Teaching and Learning

Instructional Delivery

Research-Based Instructional Strategies

Green Apple embraces the belief that instructional strategies used to teach students should be research-based and proven to have a high probability of enhancing student achievement at all grade levels. The core strategies used by Green Apple-managed schools focus on student-centered instruction, critical thinking, and active engagement through hands-on learning experiences that ensure student mastery of standards. Green Apple believes students should be able to demonstrate a deep understanding of concepts and skills, and the ability to apply their knowledge to real-life situations.

Mastery-Based Learning/Montessori Philosophy

Mastery-Based learning refers to systems of instruction that require students to demonstrate that they have learned the knowledge and skills they are expected to learn as they progress through their education. Mastery-based systems use state standards to determine academic expectations and define proficiency in a given course, subject area, or grade level. The general goal of mastery-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school and for college and career readiness. If students fail to meet expected standards, they typically receive additional instruction, practice time, and academic support to help them achieve mastery and meet the expected standards.

The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive. The Montessori Method offers students opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life.

The Montessori Method is based on the following beliefs:

- Each child is valued as a unique individual.
- Beginning at an early age, Montessori students develop order, coordination, concentration, and independence.
- Students are part of a close, caring community.
- Montessori students enjoy freedom within limits.
- Students are supported in becoming active seekers of knowledge.
- Self-correction and self-assessment are an integral part of the Montessori classroom approach.

Given the freedom and support to question, to probe deeply, and to make connections, students become confident, enthusiastic, self-directed learners. They are able to think critically, work collaboratively, and act boldly—a skill set for the 21st century.

Gradual Release of Responsibility

The gradual release of responsibility instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner (Pearson & Gallagher, 1983). It stipulates that the teacher moves from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This gradual release may occur over a day, a week, a month, or a year. Graves and Fitzgerald (2003) note that "effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners" (p. 98).

Problem-Based Learning

"Students show better long-term retention and ability to apply new material if the instructional method is one that actively engages them and enables them to put new ideas to use (Wirkala & Kuhn, 2011)." As the schools strive to maximize learning opportunities for students, they have adopted methods that ensure students are actively engaged in critical thinking and problem solving. According to Wirkala and Kuhn, Problem-based learning is a teaching and learning method in which students engage a problem without preparatory study and with knowledge insufficient to solve the problem, requiring that they extend existing knowledge and understanding and apply this enhanced understanding to generating a solution. Problem-based learning differs from other related instructional methods that are not necessarily problem focused, such as project-based learning (in which the product is a project rather than a problem solution), inquiry learning, and cooperative learning. By addressing such problems, it is expected that students will acquire targeted understanding and knowledge and possibly more general problem-solving skills.

Additional student-centered methods are used at the schools to actively engage students in learning activities. To assist students in making connections from content to real-life experiences and collaborate with their peers to accomplish activities and assignments, teachers use methods such as cooperative learning, project-based learning, and inquiry learning.

5-E Model of Instruction

The 5-E Instructional Model for inquiry is based on the constructivists approach to learning where new knowledge is built on old knowledge. Students **Engage** with the concept, **Explore** resources, **Explain** understanding, **Elaborate** through deeper investigation, and **Evaluate** understanding.

Concrete, Representational, Abstract (CRA) Instructional Sequence

CRA is an instructional sequence for learning mathematics that employs hands-on experiences connected to pictorial representations to acquire a deep level of understanding of abstract concepts.

Digital Resources

Green Apple integrates digital resources into the teaching and learning process to improve professional practice and student performance. The organization engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and evaluation. This ensures improvements in professional practice and student performance. Green Apple provides ample human, material, and fiscal resources, and monitors that these resources are appropriately used to effectively integrate digital resources into teaching and learning.

Professional Development

Green Apple provides a high-level of support, which includes resources and services, to all schools it manages. The Green Apple Academic Team consists of highly-qualified and experienced educators that provide support to all the schools that includes coaching, mentoring, curriculum development, program implementation, progress monitoring of student achievement, delivery and facilitation of professional development, classroom walkthroughs, and other activities related to teaching and learning.

Professional Learning Communities

A professional learning community, or *PLC*, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Shirley Hord, an expert on school leadership, came up with perhaps the most efficient description of the strategy: “Professionals coming together in a group—a community—to learn.”

Professional learning communities tend serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities.

In professional learning communities, teams are often built around shared roles or responsibilities. For example, the teachers in a particular group may all teach the same ninth-grade students, or they may all teach science, and these shared attributes allow participants to focus on specific problems and strategies—How do I teach *this* particular student better? How do I teach *this* scientific theory more effectively?—rather than on general educational goals or theories. During each PLC meeting, one or more of the following four questions are answered:

1. What do we want students to learn?
2. How do we know that they’ve learned it?
3. What do we do if they didn’t learn it?
4. What do we do if they already know it?

The following are a few examples of common activities that may take place in meetings:

- **Discussing teacher work:** Participants collectively review lesson plans or assessments that have been used in a class, and then offer critical feedback and recommendations for improvement.
- **Discussing student work:** Participants look at examples of student work turned in for a class, and then offer recommendations on how lessons or teaching approaches may be modified to improve the quality of student work.
- **Discussing student data:** Participants analyze student-performance data from a class to identify trends—such as which students are consistently failing or underperforming—and collaboratively develop proactive teaching and support strategies to help students who may be struggling academically.

Classroom Walkthrough and Reflections

Green Apple monitors the implementation and effectiveness of professional development is through the classroom walkthrough cycle. The walkthrough cycle is a process that drives continuous improvement by

focusing on the teacher’s effectiveness and instructional practices. Walkthrough cycles follow a specific protocol, with time spent with the teacher before each walkthrough to identify and discuss the focus of the observation, followed by a short informal classroom observation. Following the observation, a debriefing discussion is held with the teacher to provide feedback on the walk-through that is specific to observed behaviors and descriptive of the level of performance observed. During the debriefing, teachers are encouraged to reflect upon and deepen their practice. The greatest value of the walkthrough cycle is that administrators can use them to gather data, which in turn can be used to prompt and provoke dialogue between teachers and administrators about improving instruction.

Additional benefits of the walkthrough cycle include the following:

- Administrators become more familiar with the school’s curriculum and teachers’ instructional practices;
- Administrators can gauge the climate of a school (Are students engaged? Are cross-curricular concepts a part of everyday teaching? Are new teachers catching on?);
- A team atmosphere develops as teachers and administrators examine instruction and student motivation and achievement;
- Administrators establish themselves as campus leaders and instructional mentors, influencing teaching, learning, and ongoing school renewal; and
- Students see that both administrators and teachers value instruction and learning (Ginsberg & Murphy, 2002).

Coaching, Mentoring and Induction

Green Apple provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. Instructional Coaches and mentors at each campus facilitate growth – both in the individual and school – by using research-based instructional practices. Coaches and mentors strive to build and maintain positive relationships and display patience while supporting and guiding educators to reach their full potential. The goal of coaches and mentors is to improve student achievement, elevate instructional practice, increase teacher effectiveness, and expand teacher leadership opportunities. Instructional Coaches provide classroom support and on-site teacher professional development on school-based instructional initiatives, data analysis, and other areas related to student achievement and school improvement. Additionally, they work collaboratively with teachers and administrators during Professional Learning Communities. ([See Appendix B](#)) Teacher mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general.

The purpose of the Green Apple New Teacher Induction Program is to improve teaching and thus student learning by providing support, encouragement and guidance to teachers who are new to their positions. The program provides opportunities for professional growth in a collegial, non-judgmental environment through the work of highly-qualified mentors.

The goals of the Induction Program include:

- Providing confidential support to beginning teachers and teachers new to the school
- Acclimating new teachers to Green Apple’s mission, vision, and guiding principles

- Familiarizing new teachers with curricula, support staff, materials and professional development opportunities
- Enhancing mentees' and mentors' professional skills through peer coaching, self-reflection and on-going professional development.
- Retaining skilled, committed teachers who will provide continuity of high-quality instruction.

([See Appendix C](#))

Workshops and Training

Green Apple plans and delivers professional development to improve the learning environment, learner achievement, and the organization's effectiveness. School-Based Leaders, Instructional Coaches and the Green Apple Academic Team design and facilitate workshops throughout the year to address the needs of each school. Some of the topics that are presented each year include: school safety, assessment and accountability, MTSS, positive discipline, professional learning communities, and instructional school-based initiatives.

Learning Environment

Green Apple-managed schools will provide a learning environment that is aligned with its mission and vision. The learning environment at Green Apple schools will ensure that every student feels that his/her needs are being met in a safe, healthy, and nurturing environment where students are valued as individuals and challenged to perform their best. There are policies and guidelines in effect that ensure the environment at the schools are optimal for learning.

Green and Healthy Schools

A Green School enhances student health and learning while conserving natural resources and empowering students to develop sustainable behaviors, enabling them to become the stewards of the future. Green Apple believes that maximizing a student's potential begins with a green and healthy school. The schools employ hospital-grade "green" cleaning products and maintenance practices to create a healthier indoor environment for students. Pristine natural areas are preserved or created and offer many outdoor experiences to foster a love of nature and provide students fresh air. Each school forms a "Green Team" to begin a commitment to and implementation of many of the Core Practices and Benchmarks listed in the Green Schools National Network's "[GreenPrint](#)".

Green Apple School Management developed a healthy school lunch program that provides nourishment and teaches children how to eat healthy for life. The right foods strengthen the children's immunity, help them maintain a healthy body weight, and even boost their learning ability. The program focuses on appropriate food portions within a balanced diet. It encourages children to eat plenty of whole grains, fresh fruits and vegetables, higher quality meats, offer regional and seasonal food selections, provide vegetarian options, and offer multi-cultural menu items. The students grow organic gardens and participate in nutrition education. The elementary student's nutrition curriculum strand comes from *Big Ideas: Linking Food, Culture, Health, and the Environment*, (Pollan, 2008). The book offers key concepts drawn from the American Association for the Advancement of Science Benchmarks for Science Literacy. *Choice, Control & Change*, published by Teachers College Columbia University, is used to provide middle school students with instruction in the importance of diet and physical activity. Students learn how the choices they make affect

how the human body works, and how food and activity play a role in personal well-being. This program features a matrix mapping the book to the National Science Education Standards and Benchmarks for Science Literacy.

Positive Discipline Program

Positive Discipline, a program developed by Dr. Jane Nelson, is designed to encourage young people to become responsible, respectful, and resourceful members of their communities. The program outlines a way to create an environment for educating the whole child. Through class meetings, teachers create an atmosphere of caring based on kindness, firmness, dignity and mutual respect. The environment nurtures students and helps them learn cooperation instead of competition. Mistakes become positive learning opportunities. Problem solving skills grow as students focus on solutions to everyday problems. The students become inspired about learning instead of feeling discouraged and inadequate. The schools use the program described in *Positive Discipline in the Classroom* as well as other social/emotional learning programs to help children reach their full potential.

Safety, Security and Mental Health

Green Apple School Management recognizes the critical importance of providing a healthy, safe, and supportive classroom and school environment. To learn, children and adolescents need to feel safe and supported. According to Parrett and Budge (2012), creating a safe school environment requires “thoughtful and constant attention to the security and safety of the facilities; creation of clear policies and procedures for student and staff conduct; frequent and effective communication with parents, families, and the school community; and attention to classroom management as well as the requisite professional development. Without these conditions in place, learning cannot become a school's focus.” Ensuring school safety goes hand in hand with the development of optimal working conditions for teachers and staff. In 2006, Eric Hirsch and Scott Emerick examined working conditions for teachers in North Carolina and produced a report entitled *Teacher Working Conditions Are Student Learning Conditions*. Hirsch and Emerick concluded that student learning increases when schools create safe, supportive, and trusting school climates. They also found that when teachers and staff viewed the school climate as safe and trusting, they felt compelled to do all they could to enhance student learning.

Green Apple-managed schools believe that each school must work toward integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multi-tiered system of supports (MTSS). Ensuring that mental health and safety programs are appropriately integrated into the schools’ overall MTSS framework is essential for successful and sustainable improvements in school safety and academic achievement.

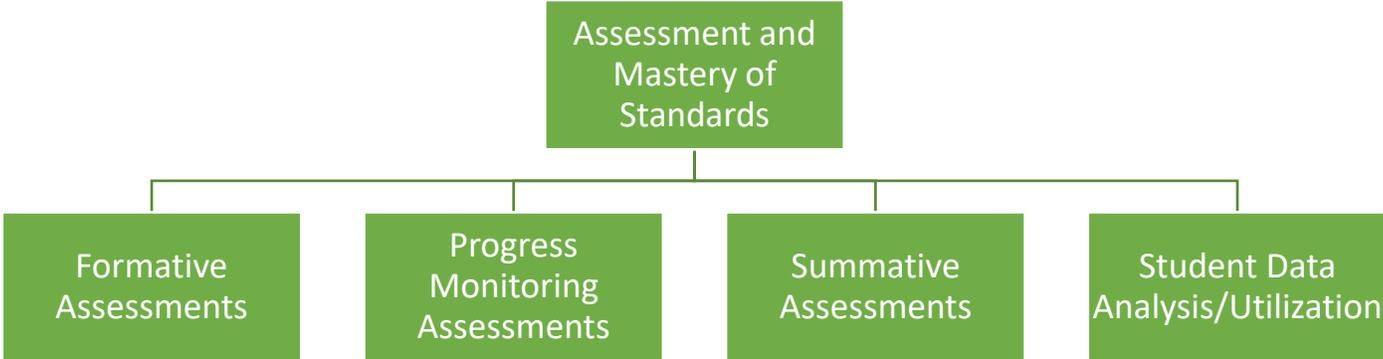
Green Apple has developed a comprehensive plan for ensuring that students and staff at all schools are provided with a safe, healthy, and supportive learning environment. The plan is detailed in an emergency planning guidebook for each school. ([See Appendix D](#))

Section III

Assessment and Mastery of Standards



Section III



Assessment and Mastery of Standards

Formative Assessments

Green Apple-managed schools use formative assessments to inform daily instruction. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course (Partnership, 2018). The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. For Green Apple-managed schools, these include unit assessments and teacher-developed assessments.

Progress Monitoring Assessments

Progress Monitoring and Screening Assessments will be used to monitor students' progress on the mastery of Florida Standards; provide teachers with classroom assessment tools that provide benchmarks; and provide students with information on their progress on specific benchmarks. Progress monitoring assessments are used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction (A.I.R., 2018). For Green Apple-managed schools, these include curriculum program assessments, school-developed standards mastery assessments, and district-developed standards mastery assessments.

Summative Assessments

Green Apple-managed schools use summative assessments to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. They are used three times per year as a diagnostic assessment tool. The results of the assessments provide teachers with an understanding of each student's academic level and areas of strength and deficiency in core instructional areas. Summative assessments are also used to determine the level of mastery of course standards. For Green Apple-managed schools, these include universal screeners, state-mandated assessments, industry certification exams, and Advanced Placement Exams.

Student Data Analysis/Utilization

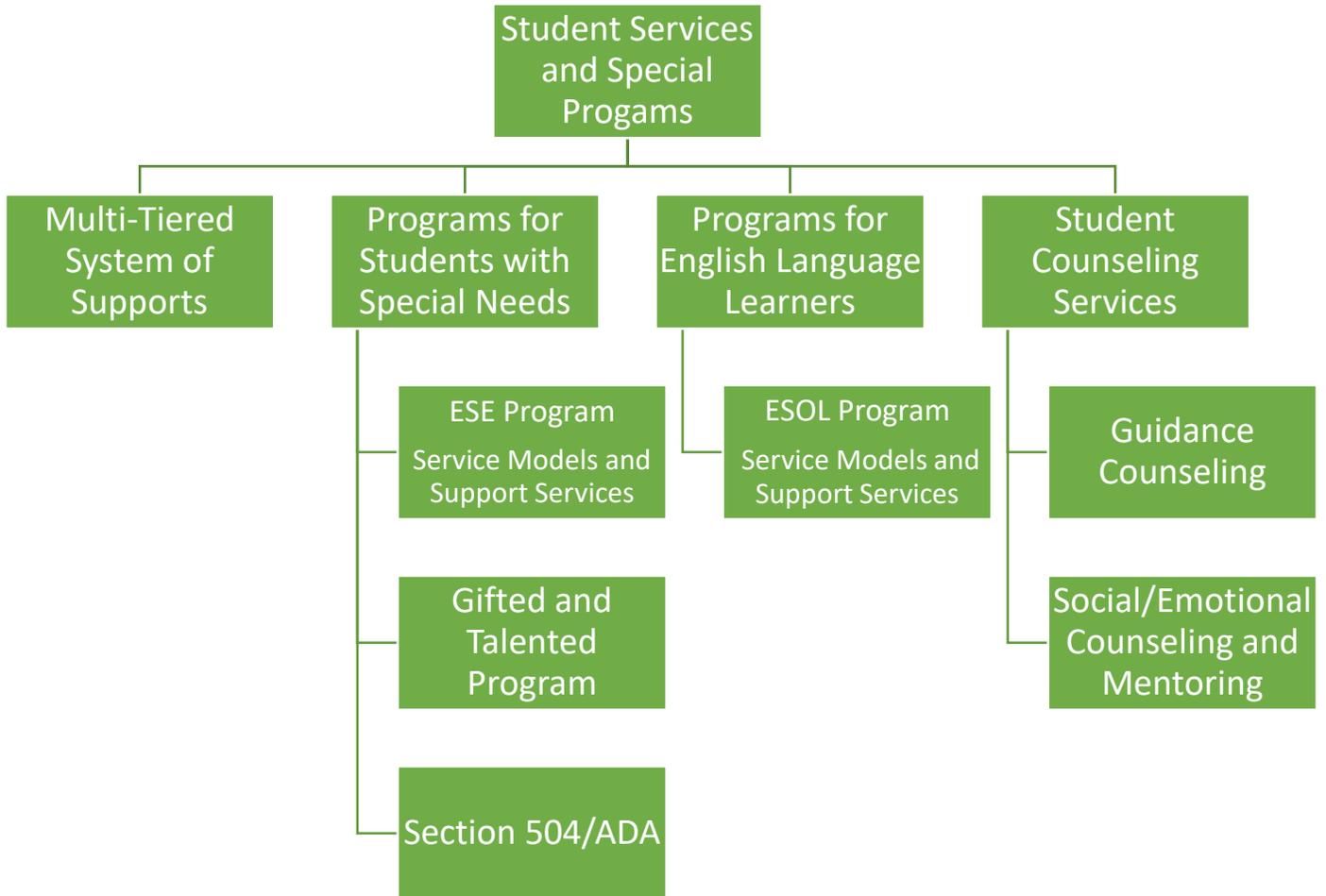
Green Apple-managed schools provide a process to consistently analyze student performance and intervention data to support student learning. The organization has developed a comprehensive student assessment and progress monitoring plan for all the schools it manages. The plan is designed to support student learning and verify the effectiveness of curriculum programs and instructional practices through the implementation of a process to consistently collect, analyze and apply findings from multiple data sources. The Green Apple Comprehensive Assessment and Progress Monitoring Plan includes calendars for the administration of assessments and the analysis of data through structured data meetings that include: Leadership Team Data Reviews, Administrator-Teacher Data Reviews, and Student Data Chats. ([See Appendix E](#)) During Professional Learning Communities, teachers review student data and create data-driven instructional plans. Based on student performance data, programs and practices are initiated at each school that provide students with the best targeted support services to maximize student learning.

Section IV

Student Services and Special Programs



Section IV



Student Services and Special Programs

Multi-Tiered System of Supports

The Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning and behavioral outcomes for every student through a layered continuum of evidenced based practices and systems. (C.D.E., 2014) A multi-tiered framework is used to organize resources and supports to ensure student success. The three-tiered system focuses support intensity in a manner that aligns with levels of student need and differentiated services. ([See Appendix F](#)) Tier I refers to the entire student body. Tier II is comprised of targeted students. Tier III focuses on students with intensive needs.

Tier I – Core, Universal Instruction & Supports are delivered to all students who participate in general education learning. Included in the Tier 1 instruction are: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Florida Standards and Next Generation Sunshine State Standards, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier II – Targeted students participate in learning that is identified through multiple data measures and based on student need. On-going progress monitoring measures student response to intervention and guides decision-making that is aligned with the core academic and behavior curricula.

Tier III –Includes intensive, individualized interventions and supports are provided to identified students. Supports include increased time in intervention, a narrowed focus for instruction, and reduced group size. Intervention is based upon individual student needs and is provided in addition to Tier 1 and Tier 2 academic and behavior instruction. Specialized programs, methodologies, and instructional deliveries may be used to ensure student learning gains and a greater frequency of progress monitoring of student response to intervention is required.

Programs for Students with Special Needs

Green Apple School Management believes that all students deserve to be in an environment where they have the best opportunities for success and is committed to serving all students, including those students with disabilities. All teachers differentiate instruction to benefit the varying learning styles and needs of students with learning disabilities within the inclusive classroom. Depending on a student’s needs, the school might provide him/her with additional resources such as speech and language therapy, occupational therapy, physical therapy, and/or counseling. Schools are committed to providing quality exceptional student education services that meet the needs of the individual child and comply with all district, state, and federal guidelines.

ESE Program – Service Models and Support Services

Students who qualify for the Exceptional Student Education (ESE) Program, as defined by law, will be placed in the least restrictive environment with students who are non-disabled. Students with

disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, and if the student's IEP reflects the need to provide "pull out" services. ESE teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the student Individualized Education Program (IEP). Speech-language, occupational, and physical therapy services will be contracted services that the schools may provide for students who qualify for those services. The extent to which an individual student participates in the regular education setting with the use of supplementary aids, accommodations, modifications and services is determined on a case-by-case basis by the IEP Team.

The school will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing the appropriate services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code). Additionally, the schools will follow guidelines and procedures detailed in the district's Special Programs and Procedures for Exceptional Students manual. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- Free Appropriate Public Education (FAPE) - will be provided to every exceptional student enrolled. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public— provided by and paid for the public education system; education-including extracurricular activities.
- Appropriate Evaluation – evaluations will occur within appropriate timeframes and in accordance with published guidelines. Individual Education Plans (IEP) and Educational Plans (EP) for gifted students will be developed and maintained. Meetings will be held in accordance with Sponsor's guidelines.
- Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- Procedural Due Process – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Multiple models for providing ESE services are implemented based on the needs of the student. Exceptional Education teachers may push into classrooms or pull students in small groups to provide instruction aligned with IEP goals. The ESE teacher and the non-ESE teacher will plan collaboratively in creating coursework and assessments for the individual student. Differentiated

Instruction allows students to have multiple options for taking in information, making sense of ideas, and expressing what they learn. Positive Behavioral Supports and Peer Support Systems are utilized to allow students to experience reductions in behaviors that otherwise impede their educational experience. Student's benefit from Peer Support, which assists in increasing reciprocity via peer modeling, academic support, and relationship building. The student's educational program will be based on the goals of his/her IEP. Within these plans are curriculum accommodations and modifications.

Gifted and Talented Program (GATEway)

Gifted students will be educated in an environment that promotes acceleration. Programs will be provided to gifted students that provide significant adaptations to both curriculum and methodology (Rule 6A-6.0311, FAC). The school's gifted placement procedures will be based upon federal law, state law and local guidelines. Schools will follow the guidelines and procedures of the district in providing services to gifted and talented students.

Green Apple School Management believes that academically-talented students need new challenges, special motivational and enrichment opportunities, and special supports to ignite their passion and interests.

The schools managed by Green Apple provide enriched learning experiences and higher learning standards for all children by

- developing the talents of all students,
- providing a broad range of enrichment experiences for all students
- providing opportunities for students to research topics based on their strengths and interests, and
- developing students' social and emotional awareness and well-being.

The Gifted and Talented Program will offer collaboration between the Gifted teacher and the regular education teachers. The Gifted teacher will work with teachers to differentiate content; develop lessons plans and strategies that include leadership activities and additional responsibilities in the classroom; and assign research projects based on higher level thinking skills as well as community involvement projects. All teachers will share responsibilities for addressing the needs identified on the student's Educational Plan (EP).

The Gifted and Talented Program also offers weekly pullout enrichment classes. These classes provide for interactions among gifted students in a homogeneous setting not traditionally offered in regular classes. Student needs and interests determine subject matter. Rigorous curriculum such as Project Lead the Way, Renzulli Learning, Units by Williams and Mary, Springboard ELA by the College Board, as well as STEAM activities offer the opportunity to explore areas of interest beyond those offered in the traditional classroom. Students in the GATEway program may also take advanced Jr./Sr. High School classes such as engineering, gaming and coding, and biotechnology are utilized to extend their learning.

Section 504/ADA Accommodations

Pursuant to Section 504, Rehabilitation Act of 1973, the schools' policies for 504 students will reflect the requirements of Section 504 of the Americans with Disabilities Act of the Rehabilitation Act of 1973. The student is eligible under section 504 if suspected of having a disability or evidence is presented of a disability. The nature and severity of the referring problem will influence the eligibility and need for educational accommodations within the general education setting. A 504 Plan will be developed if a need arises based on the criteria set forth in ADA. Students who may need accommodations will be referred to the school-based MTSS team for review and problem solving of academic or behavioral concerns.

Programs for English Language Learners

The School will implement the State-approved, English Language Learner (ELL) plan. This plan is in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL). The School will abide in all respects by the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990). The schools will use the Sponsor's English for Speakers of Other Languages (ESOL) Program and Services Procedures Manual to ensure that the schools successfully implement state and local requirements. In an inclusion class, the teacher implements a plan to use ESOL strategies for all the students or will find a way to individualize programs so as to ensure that intervention strategies are used to meet individual student's needs.

All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as PMP if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

ESOL Program - Service Models and Support Services

Green Apple-managed schools will employ instructional programs, practices, and strategies to ensure academic success of ELLs, as well as to ensure that these students have equitable access to core academic programs regardless of their level of performance. The goal is to provide comprehensive instruction for ELLs in order for them to gain proficiency in English and mastery of the Language Arts Florida Standards, Math Florida Standards and the Next Generation Sunshine State Standards. The development of literacy in English will positively impact students' achievement and promote lifelong learning.

ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs. Through the use of these strategies, instruction is made comprehensible, providing students

with cognitive practice to improve processing and production of the content material. As is the case with subject matter, the acquisition of academic and oral skills again requires that the teacher of ELLs use a variety of symbolic and concrete referents to illustrate meaning. Moreover, the students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others are needed, not only to instruct the students, but also to assess and monitor their progress. As the students acquire more academic language, the learning activities should require “higher” cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of “academic language” is much more difficult than mastering “conversational language” and it takes much longer.

Through the mainstream/inclusion model, instruction provided to the student is made comprehensible using ESOL strategies, supplemental materials and bilingual assistance. This will facilitate accurate and fair grading of student progress. In addition to adapting the instruction according to the student’s level of English proficiency, teachers must also be aware of the student’s prior knowledge of the topic being taught. At Green Apple-managed schools, teachers will utilize a variety of instructional strategies to support the English language acquisition of identified students in their classrooms. These strategies include, but are not limited to, the following:

- Ask all students to speak in complete sentences.
- Speak slowly and enunciate clearly.
- Use nonverbal language such as facial expressions, gestures, and dramatization.
- Simplify the language of instruction, not the concept being taught.
- Use realia, props, visual clues, movement, and manipulatives to support oral language.
- Establish a classroom library of supplementary materials written in easy-to-read English.
- Provide outlines/graphic organizers that communicate the big ideas and concepts from the lesson.
- Label items on the classroom.
- Provide translation dictionaries in the students’ native language with pronunciation keys, simple explanations, contextual clues, and visuals.
- Provide frequent opportunities for students to use English to communicate their thinking and to ask questions through partner discussions, learning buddies, and table discussions rather than relying solely on whole-group discussions.

Program goals, objectives, and content for the curriculum for ELLs will be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This will be accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- Content area textbooks in the student’s native language

- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts through ESOL Instructional Frameworks

Green Apple-managed schools will modify instructional delivery, not content, to meet the needs of ELLs. Teachers of social studies, science, mathematics, and computer literacy will be trained in differentiated instruction to meet the individual learning needs of ELLs who perform at or above grade-level. Instructional strategies will be documented in lesson plans.

ESOL endorsed teachers will utilize appropriate strategies with ELL students during core content areas to facilitate learning for these students, particularly those who are working below grade level. Small-group or one-on-one direct instruction will be used to address students' needs. Each ELL student will be paired with another student who is performing at grade level and is proficient in English. ELL students will have access to bilingual dictionaries and will be provided appropriate testing accommodations. Collaborative learning, project based learning, and other methods and best practices will assist ELL students who are working below grade level.

ELL students not meeting district and/or state student performance levels in language, arts/reading/ESOL and/or mathematics will have a Progress-Monitoring Plan (PMP) developed. Reading proficiency of recently classified ELL students will be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the PMP process.

Student Counseling Services

School Counselors at Green Apple-managed schools implement comprehensive programs that have an impact on student growth in three domain areas that are intertwined: academic, career and social/emotional development. School Counselors recognize students should demonstrate growth in these domains equally to be successful.

Academic/Career Counseling

The mission of academic/career advising is to assist students in their growth and development by constructing meaningful educational plans which are compatible with their life goals. It is a continuous and consistent process which is built upon the basis of frequent, accumulated personal contacts between counselor and student. Academic/career advising fosters the development of the whole student who is a self-directed, motivated, responsible decision-maker and encourages the successful completion of degree requirements and timely graduation.

Social/Emotional Counseling and Mentoring

School Counselors assist in identifying and addressing student social/emotional needs that may become barriers to academic success. Within the context of a school counseling program, School Counselors deliver small-group and individual student counseling directed at improving students' social/emotional well-being. Without a caring adult in their life, a young person may drop out of

school instead of thriving in their education. In other cases, the absence of a supportive adult could be the difference in youth pursuing their dreams or disengaging from society.

Green Apple-managed schools ensure that all learners have frequent and consistent access to adults that support their educational experience. According to the National Criminal Justice Reference Service (2015), mentoring can improve self-esteem, academic achievement, and peer relationships while reducing drug use, aggression, depressive symptoms, and delinquent acts. Mentors are not replacements for parents, guardians, or teachers, but they can be an important member of the team responsible for a child's development. They can help to expand the boundaries of the adult-child relationship that encourage positive choices, promote self-esteem, and improve academic achievement.

APPENDICES

Appendix A

English Language Arts	 K-2 ELA curriculum Guide 1920.docx	 3rd-5th ELA Curriculum Guides 19	 Middle School ELA Curriculum Guide 192	 High School ELA Curriculum Guide 192
Mathematics	 K-2 Mathematics Curriculum Guides 19	 3rd-5th Grade Mathematics Curricul	 6th Grade - 8th Grade Mathematics C	 Algebra 1(H) - Geo(H) - Algebra 2(H)
Science	 K-2 Science Curriculum Guides.do	 3-5 Science CurriculumGuides.doc	 Biology Curriculum Guide 1920.pdf	 MJ Comp Sci 3 Curriculum Guide 192
Social Studies	 K-2 Social Studies CurriculumGuides.doc	 3-5 Social Studies CurriculumGuides.doc	 MJ Civics Curriculum Guide 1920.pdf	

Appendix B

 Green Apple School Management Coachin
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Appendix C

 Green Apple School Management New Te:
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Appendix D

 Safety Plan_Green Apple 2019.docx
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Appendix E

 CSAP 1920.docx

Appendix F



Green Apple
MTSS.docx

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