

Duval County Public Schools

# Greenfield Elementary School



2019-20 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Greenfield Elementary School

6343 KNIGHTS LN N, Jacksonville, FL 32216

<http://www.duvalschools.org/greenfield>

## Demographics

**Principal: Cindy Gentry**

Start Date for this Principal: 7/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	91%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (55%) 2016-17: A (64%) 2015-16: B (58%) 2014-15: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Greenfield Elementary School

6343 KNIGHTS LN N, Jacksonville, FL 32216

<http://www.duvalschools.org/greenfield>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">99%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">75%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	B	B	A	B

## School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

## SIP Authority

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Greenfield's Mission is to create a positive and secure environment for learning in a changing community where staff and students strive to meet their highest potential.

**Provide the school's vision statement.**

Greenfield's Vision: A Community working together to meet the needs of ALL students.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Anderson, Tangia	Principal	<p>Tangia Anderson serves as the school’s Instructional Leader, Principal. Mrs. Anderson will ensure Standards-based planning and instructional delivery are implemented daily to increase student achievement. She will empower teachers to transform teaching and learning by modeling best practices and providing knowledgeable, data-driven feedback.</p> <p>Mrs. Anderson will establish a safe and secure culture that supports academic and non-academic endeavors while monitoring school discipline that promotes a productive learning environment. She will engage all stakeholders in on-going opportunities to support the school and District’s vision and goals to accelerate student learning.</p>
Garner, Gwen	Assistant Principal	<p>Gwen Garner-Kling serves as the school's Assistant Principal. Mrs. Garner-Kling will assist the principal in ensuring Standards-based planning and instructional delivery are implemented daily to increase student achievement. She will establish a safe and secure culture that supports academic and non-academic endeavors while monitoring school discipline that promotes a productive learning environment. She will support the principal in engaging all stakeholders in on-going opportunities to support the school and District’s vision and goals to accelerate student learning.</p>
Watts, James	Instructional Coach	<p>James Watts serves as the school's Math Coach. Mr. Watts will be responsible for providing teachers instructional support in developing their pedagogy and craft in mathematical thinking, concepts, skills, and strategies. He will model lessons, observe teaching practices and provide corrective feedback to improve instructional planning and delivery resulting in improved student achievement in Math and Science.</p>
Luck, Leslie	School Counselor	<p>Leslie Luck serves as the School Counselor. She will assist teachers, students, and parents by providing full service support to improve academic and non-academic goals.</p>
Williams, Suzannah	Instructional Coach	<p>Ms. Williams serves as the school's ELA/Reading Coach. Ms. Williams will be responsible for providing teachers support in developing pedagogy and craft in concepts, skills and strategy implementation necessary for students to become proficient readers and writers. She will model lessons, observe teaching practices and provide corrective feedback to improve instructional planning and delivery resulting in improved student achievement English Language Arts.</p>
Schmidt, Chrissy	Instructional Coach	<p>Mrs. Schmidt serves as the school's CSS Instructional Coach Mrs. Schmidt will be responsible for providing teachers support in developing pedagogy and craft in concepts, skills and strategy implementation necessary for students to become proficient readers and writers. She will model lessons, observe teaching practices and provide corrective feedback to improve instructional planning</p>



Name	Title	Job Duties and Responsibilities
		and delivery resulting in improved student achievement in English Language Arts/Math/Science/Social Skills.
Vincent, Lisa	Other	Mrs. Vincent is our school's Reading Interventionist. She will provide daily small group instruction to students identified in need of tier 2 and 3 support in ELA/Reading Language Arts.

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	110	94	103	124	91	0	0	0	0	0	0	0	627
Attendance below 90 percent	32	28	26	21	28	28	0	0	0	0	0	0	0	163
One or more suspensions	0	1	1	5	0	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	3	10	1	0	9	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	37	59	40	64	66	57	0	0	0	0	0	0	0	323

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	28	39	32	44	41	48	0	0	0	0	0	0	0	232

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	8	1	9	3	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	2	2	0	0	0	0	0	0	0	6

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Monday 7/29/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	26	32	25	31	31	16	0	0	0	0	0	0	0	161
One or more suspensions	3	4	2	3	2	3	0	0	0	0	0	0	0	17
Course failure in ELA or Math	3	4	10	1	14	4	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	46	71	79	113	60	87	0	0	0	0	0	0	0	456

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	20	32	37	51	32	35	0	0	0	0	0	0	0	207

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	50%	57%	51%	49%	55%
ELA Learning Gains	65%	56%	58%	66%	56%	57%
ELA Lowest 25th Percentile	61%	50%	53%	66%	54%	52%
Math Achievement	64%	62%	63%	71%	62%	61%
Math Learning Gains	67%	63%	62%	77%	63%	61%
Math Lowest 25th Percentile	51%	52%	51%	75%	54%	51%
Science Achievement	48%	48%	53%	39%	50%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	105 (0)	110 (0)	94 (0)	103 (0)	124 (0)	91 (0)	627 (0)
Attendance below 90 percent	32 ( )	28 ( )	26 ( )	21 ( )	28 ( )	28 ( )	163 (0)
One or more suspensions	0 ( )	1 (0)	1 (0)	5 (0)	0 (0)	4 (0)	11 (0)
Course failure in ELA or Math	3 ( )	10 (0)	1 (0)	0 (0)	9 (0)	0 (0)	23 (0)
Level 1 on statewide assessment	37 ( )	59 (0)	40 (0)	64 (0)	66 (0)	57 (0)	323 (0)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	51%	-11%	58%	-18%
	2018	42%	50%	-8%	57%	-15%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	50%	52%	-2%	58%	-8%
	2018	48%	49%	-1%	56%	-8%
Same Grade Comparison		2%				
Cohort Comparison		8%				
05	2019	45%	50%	-5%	56%	-11%
	2018	51%	51%	0%	55%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	61%	-5%	62%	-6%
	2018	55%	59%	-4%	62%	-7%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	67%	64%	3%	64%	3%
	2018	68%	60%	8%	62%	6%
Same Grade Comparison		-1%				
Cohort Comparison		12%				
05	2019	48%	57%	-9%	60%	-12%
	2018	61%	61%	0%	61%	0%
Same Grade Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	49%	-3%	53%	-7%
	2018	66%	56%	10%	55%	11%
Same Grade Comparison		-20%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	41	41	41	54	47	19				
ELL	35	59	55	54	60	41	32				
ASN	67	65		83	80						
BLK	44	65		57	76	70	36				
HSP	36	59	57	57	65	39	23				
MUL	68	69		63	46						
WHT	57	70		70	63		61				
FRL	46	69	72	61	70	52	49				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	43	44	30	39	32	33				
ELL	38	58	57	60	59	42	77				
ASN	73	79		82	79		90				
BLK	43	59		49	50		53				
HSP	43	43	32	65	58	35	75				
MUL	67			58							
WHT	55	55		68	61	38	74				
FRL	53	58	59	63	58	31	69				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	63	53	54	62	50	27				
ELL	33	63	62	51	80	79					
ASN	70	92		80	79						
BLK	54	69		71	78	80	38				
HSP	38	57	50	62	89	77	36				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	60										
WHT	50	62	67	71	71	71	42				
FRL	49	67	66	69	77	76	34				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science was our lowest performing subject with the 2019 state assessments scores. Our fifth grade team scored at 48% proficiency in comparison to 70% in 2018 and 39% in 2017. The contributing factors were teacher placement, district specialist support availability and the performance of the students overall in fifth grade.

When Greenfield scored at 70% in 2018, we had two experienced teachers that led Science. In 2019, we had one of those teachers moved to fourth grade and added a new teacher to the math and science team in fifth grade. That teacher was in the second year of teaching. The combination of only being a second year teacher and adding another subject (math) to the daily instruction was a contributing factor.

Additionally, in 2018, we had a designated Science Specialist that supported our teachers and students regularly, which contributed to intensive support. The services were not available for the 2018-2019 school year.

A final concern would be the data points for the fifth grade as a whole. When those students were in third and fourth grade, we tracked low testing performance and data for this group of students across the grade level and it continued in to fifth grade.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science showed the greatest decline from 70% to 48%. However, in 2017, the science score was 39%. Greenfield's history for Science scores have been consistently around 50% proficiency. The 70% proficiency was a great achievement for our science teachers.

In comparison with the state and district scores for science, Greenfield was at 48% proficiency this year, with the district average for proficiency at 49% and the state average for proficiency being 53%.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component showing the greatest gap when compared to the state average is English Language Arts Achievement. The school's data reflects 50% proficient, while the state average is 57% proficient.

Grade level breakdown compared to the state:

3rd Grade Proficiency 40% - State Proficiency 58%

4th Grade Proficiency 50% - State Proficiency 58%

5th Grade Proficiency 45% - State Proficiency 56%

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component showing the most improvement is Math lowest 25% with an increase of 18%. The data reflected 51% of the lowest performing students increased in Math in 2019 compared to 33% in 2018.

The increase was a result of administration, instructional coaches, and VE teachers intentionally working with the lowest performing students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Based on the results for our students with disabilities, the current data reflects 38% scored below the district's average of 41% as required by the Every Students Succeed Act (ESSA).

Areas of concern for students with disabilities are:

1. Students lack of attendance
2. Students transferring from multiple schools within a school year
3. Students' work reflecting below grade level standards

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase overall students scores in ELA, Math, and Science by 11% and higher
- 2 Build a collaborate school culture
3. Celebrate achievement for teachers and students
4. Increase parent and family engagement

**Part III: Planning for Improvement**

**Areas of Focus:**



<b>#1</b>	
<b>Title</b>	Maintain and Increase Student Achievement in ELA
<b>Rationale</b>	The 2019 Florida Standards Assessment data reflects 50% of the students in grades 3 through 5 performed at or above the proficiency level in English Language Arts, which matched the state's average of students performing on grade level. The data further shows that students who performed at or above proficiency, 4th-grade students increased by 1%, while 3rd-grade students decreased by 3% and 5th-grade students decreased by 7% as compared to the 2018 school year.
<b>State the measurable outcome the school plans to achieve</b>	The goal is to increase overall student proficiency levels to 55% and above, to increase 4th-grade lowest performing students to 65% and above, and maintain learning gains 63%-100% in English Language Arts.
<b>Person responsible for monitoring outcome</b>	Tangia Anderson (andersont2@duvalschools.org)
<b>Evidence-based Strategy</b>	Utilize Performance Matters - District and School's Standards-Based Assessments Hire Reading Coach and Reading Interventionist Implement Small Group Instruction and Tutoring Provide Leveled Literacy Intervention (LLI) for Grades 3-5 Provide student access to i-Ready and Achieve Provide Reading Mastery Signature Edition (RMSE) Grades K-2 Implement iReady and Achieve 3000 with fidelity
<b>Rationale for Evidence-based Strategy</b>	1. A Reading Coach position will be used to design, monitor, and assess reading achievement progress; provide professional development and coaching for teachers. 2. A Reading Interventionist position will be used to support student learning in small groups to improve reading and writing skills. 3. Materials will be purchased to support the lowest performing students for tutoring. Materials include but are not limited to LLI kits, Reading Mastery, and online subscriptions.
<b>Action Step</b>	
<b>Description</b>	1. Unpack the Standards for effective planning and providing Standards-based Instruction. 2. Analyze data from multiple data sets (i-Ready, Achieve, and Standards Mastery). 3. Use students' data to effectively plan for Tier 2 and Tier 3. 4. Implement supplemental instructional support with fidelity (Leveled-Literacy Intervention-LLI). 5. Weekly Common Planning with Administration and Instructional Coaches. 6. Implementation of interactive learning centers to enhance student engagement. 7. Utilization of classroom libraries, providing opportunities for students to practice concepts, skills, and strategies. 8. Provide Reading Mastery Signature Edition Professional Development Training 9. Engage students in theatrical field experiences which correlates to the ELA Standards.
<b>Person Responsible</b>	Tangia Anderson (andersont2@duvalschools.org)

<b>#2</b>	
<b>Title</b>	Maintain and Increase Student Achievement in Math
<b>Rationale</b>	The 2019 Florida Standards Assessment data reflects 64% of the students in grades 3 through 5 performed at or above the level in Math, which is 1% above the state's average of students performing on grade level. The data further shows that students who performed at or above proficiency, 3rd-grade students increased by 5%, while 4th-grade students maintained 73% proficiency, and 5th-grade students decreased by 10% as compared to the 2018 school year.
<b>State the measurable outcome the school plans to achieve</b>	The goal is to increase overall student proficiency levels to 68% or higher, maintain students' learning gains 81%-100% in Math grades 3 and 4, increase learning gains for students in grade 5 from 38% to 44% or higher, and increase lowest performing students from 43% to 56% or higher in grades 4 and 5.
<b>Person responsible for monitoring outcome</b>	Tangia Anderson (andersont2@duvalschools.org)
<b>Evidence-based Strategy</b>	Utilize Performance Matters - District and School's Standards-Based Assessments Hire Math Coach and Math Tutors Implement Small Group Instruction and Tutoring Provide Acaletics Math Supplement to support instruction
<b>Rationale for Evidence-based Strategy</b>	1. A Math Coach position will be used to design, monitor, and assess math achievement progress; provide professional development and coaching for teachers. 2. Tutors and paras will be used to support small group instruction to improve students' math skills. 3. Materials will be purchased to support the lowest performing students for tutoring. Materials include but are not limited to Acaletics, iReady, and online subscriptions.
<b>Action Step</b>	
<b>Description</b>	1. Unpack the Standards for effective planning and providing Standards-based Instruction. 2. Analyze data from multiple data sets (i-Ready, Achieve, and Standards Mastery). 3. Use students' data to effectively plan for Tier 2 and Tier 3. 4. Implement supplemental instructional support with fidelity (Acaletics). 5. Weekly Common Planning with Administration and Instructional Coaches. 6. Implementation of interactive learning centers to enhance student engagement. 7. Utilization of classroom libraries, providing opportunities for students to practice concepts, skills, and strategies. 8. Provide Acaletics Professional Development Training. 9. Engage students in theatrical field experiences which correlates to the Math Standards.
<b>Person Responsible</b>	Tangia Anderson (andersont2@duvalschools.org)

<b>#3</b>	
<b>Title</b>	Increase Student Achievement in Science
<b>Rationale</b>	The 2019 Next Generation Science Standards data reflects 48% of the students in grade 5 performed 5% below the state's average of students performing on grade level. The data further shows that students proficiency level in Science decreased by 22% compared to the 2018 school year.
<b>State the measurable outcome the school plans to achieve</b>	The goal is to increase overall student proficiency levels to 53% or higher in 5th grade Science.
<b>Person responsible for monitoring outcome</b>	Tangia Anderson (andersont2@duvalschools.org)
<b>Evidence-based Strategy</b>	Utilize Performance Matters - District and School's Science PMAs Use Achieve 3000 Utilize Instructional Coaches to support teacher Provide Small Group Instruction and Tutoring
<b>Rationale for Evidence-based Strategy</b>	1. The Instructional Coaches will be used to design, monitor, and assess reading achievement progress; provide professional development and coaching for teachers. 2. Tutors and paras will be used to support small group instruction to improve students' Science skills. 3. Materials will be purchased to support the lowest performing students for tutoring. Materials include but are not limited to iReady and online subscriptions.
<b>Action Step</b>	
<b>Description</b>	1. Unpack the Standards for effective planning and providing Standards-based Instruction. 2. Analyze data from multiple data sets (Achieve). 3. Use data to effectively plan for Tier 2 and Tier 3. 4. Weekly Common Planning with Administration and Instructional Coaches. 5. Implementation of interactive learning centers to enhance student engagement. 6. Utilization of classroom libraries, providing opportunities for students to practice concepts, skills, and strategies. 7. Engage students in field experiences which correlates to the NGSS Science Standards.
<b>Person Responsible</b>	Gwen Garner (garnerg@duvalschools.org)

<b>#4</b>	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Based on the results of students with disabilities, the current data reflects 38% scored below the district's average of 41% as required by the Every Students Succeed Act (ESSA).
<b>State the measurable outcome the school plans to achieve</b>	The goal is to increase students with disabilities to achieve above 50% or higher.
<b>Person responsible for monitoring outcome</b>	Tangia Anderson (andersont2@duvalschools.org)
<b>Evidence-based Strategy</b>	<p>Utilize Performance Matters - District and School's Standards-Based Assessments</p> <p>Hire Reading Coach and Reading Interventionist</p> <p>Hire Math Coach</p> <p>Implement Small Group Instruction and Tutoring</p> <p>Provide Leveled Literacy Intervention (LLI) for Grades 3-5</p> <p>Provide student access to i-Ready and Achieve</p> <p>Provide Reading Mastery Signature Edition (RMSE) Grades K-2</p> <p>Implement iReady and Achieve 3000 with fidelity</p> <p>Provide Acaletics-Math Supplemental Materials Professional Development Training</p> <ol style="list-style-type: none"> <li>1. General education teachers and varying exceptionalities teachers will collaborate to provide differentiated instruction to support students with disabilities.</li> <li>2. Reading and Math Coach positions will provide professional development training and lesson planning with teachers to implement standards-based differentiated instruction.</li> <li>3. Reading Interventionist position will be used to support student learning in small groups to improve reading and writing skills.</li> <li>4. Paraprofessional and tutors will support student learning in Reading, Math, and Science.</li> <li>5. Materials will be purchased to support the lowest performing students for tutoring. Materials include but are not limited to LLI kits, Reading Mastery, Acaletics, and online subscriptions.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Unpack the Standards for effective planning and providing Standards-based Instruction.</li> <li>2. Analyze data from multiple data sets (i-Ready, Achieve, and Standards Mastery).</li> <li>3. Use students' data to effectively plan for Tier 2 and Tier 3.</li> <li>4. Implement supplemental instructional support with fidelity (Leveled-Literacy Intervention-LLI, Acaletics, RMSE).</li> <li>5. Weekly Common Planning with Administration and Instructional Coaches.</li> <li>6. Implementation of interactive learning centers to enhance student engagement.</li> <li>7. Utilization of classroom libraries, providing opportunities for students to practice concepts, skills, and strategies.</li> <li>8. Provide Reading Mastery Signature Edition Professional Development Training.</li> <li>9. Teachers will engage in a book study learn various strategies to support</li> </ol>

students with disabilities.

10. Engage students in theatrical field experiences which correlates to the ELA Standards.

**Person Responsible**

Gwen Garner (garnerg@duvalschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Greenfield Elementary School will build a strong school culture by increasing parent engagement within the school. Administration, teachers, and parents will collaborate to establish targeted and meaningful family workshops to support and empower student academics and social success. Parents will have an opportunity to volunteer at the school and attend decision-making meetings focused on overall school improvement.

Greenfield's activities/events to increase family engagement include:

Nightly Parent Events to build relationship and empower parent to work with their students.

ELL Parental Workshops

SAC

PTA

Stakeholders Meetings

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Our school's counselor conducts weekly and bi-weekly sessions with students who are having major social and emotional issues. She also has a reward system built within her program for students who are improving in their behavior. We are a Full Service School therefore we are deeply connected to the Englewood Full Service, and they provide consistent services to students who are referred by their teachers. Through Englewood, students receive various services from outside agencies which focus on the WHOLE child. Ms. Luck, our school's guidance counselor, is the liaison for these various out of school initiatives. We implement Sanford Harmony school wide daily. Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom, and develop boys and girls into compassionate and caring adults.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

At the end of the school year, we offer tours to the preschools in our immediate area whose children are slated to attend Greenfield. We expose them to the classroom environment and what Kindergarten entails. We also talk to the parents about what they can be doing during the summer in preparation for the upcoming school year. We offer a packet with skills developmental activities as a ways to support learning before the school year begins. When school begins, we place paraprofessionals in Kindergarten to provide support through baseline testing and intentional, strategic support of those students not mastering standards for entering school, for many, their first time in school. We also provide enrichment for those students who are at or above standard, even to the point of allowing them to join a first grade class for reading or mathematics, they can work on that level with minimal to no instructional issues. There is a developed plan for all outgoing 5th graders, also. We, as a school, have always scheduled a day in which our 5th grade students go to Southside Middle School, our neighborhood school, as to learn about 6th grade, the middle school experience and what it takes to be successful. Our school counselor works in conjunction with their counselor to make it a positive experience, as to keep good students in our neighborhood middle school, versus going to other magnet schools outside our zone or other schools outside the district. We also schedule for their band, administration and student leaders to join our end of the year reading celebration, to inform them our neighborhood middle school's expectations. We also provide them other literature from other magnet programs within the district, specifically our feeder school, Kirby Smith, to help choose the BEST program for their rising 6th grader.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

As funds are available, we allocate for RtI and extended intervention assistance either during or after school. Materials are also purchased utilizing these same funds. The students are selected based upon their performance on state testing and/or periodic progress monitoring of baseline testing, iReady, Achieve 3000 and/or classroom informal assessments. The material is aligned with the new Florida State Assessment. Therefore, students are utilizing curricula materials that are aligned with the current tests, which will expose them to what they will see in the spring of the school year. . Our students will be better prepared for mastering grade level standards and objectives.

The team has been working very hard to ensure that strategies are aligned with daily practice, which will allow the teachers to gather the data that's needed to implement effective interventions for each and every student in their classroom. Everything that's done throughout the process is determined by the driven goals of the school improvement plan. Everything is aligned, with accountability measures in place, to ensure data driven instruction is implemented and it is effective. The school improvement plan is reviewed throughout the year, as it is a living document that's augmented, always focusing on SCHOOL IMPROVEMENT.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Once a year Junior Achievement volunteers come to Greenfield. JA of North Florida's volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students in our community to dream big and reach their potential.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Maintain and Increase Student Achievement in ELA</b>				<b>\$149,910.21</b>
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6400	130-Other Certified Instructional Personnel	2221 - Greenfield Elementary School	Title, I Part A		\$45,951.00	
		<i>Notes: A Reading Coach position will be used to design, monitor, and assess reading achievement progress; provide professional development and coaching for teachers.</i>				
6400	200-Employee Benefits	2221 - Greenfield Elementary School	Title, I Part A		\$17,094.00	
		<i>Notes: Reading Coach Health Benefits.</i>				
5100	640-Furniture, Fixtures and Equipment	2221 - Greenfield Elementary School	Title, I Part A		\$18,432.21	
		<i>Notes: Display monitors, computer laptops and instructional tablets will be purchased to display, monitor, and support Standards-Based Instruction and enhance student learning via technology.</i>				
5100	130-Other Certified Instructional Personnel	2221 - Greenfield Elementary School	Title, I Part A		\$49,878.00	
		<i>Notes: A Reading Interventionist position will be used to support student learning in small groups to improve reading and writing skills.</i>				
5100	200-Employee Benefits	2221 - Greenfield Elementary School	Title, I Part A		\$18,555.00	
		<i>Notes: Reading Interventionist Benefits.</i>				
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Maintain and Increase Student Achievement in Math</b>				<b>\$62,276.00</b>
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6400	130-Other Certified Instructional Personnel	2221 - Greenfield Elementary School	Title, I Part A		\$45,391.00	
		<i>Notes: A Math Coach position will be used to design, monitor, and assess reading achievement progress; provide professional development and coaching for teachers.</i>				
6400	200-Employee Benefits	2221 - Greenfield Elementary School			\$16,885.00	
		<i>Notes: Math Coach Health Benefits.</i>				
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Increase Student Achievement in Science</b>				<b>\$6,925.49</b>
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	390-Other Purchased Services	2221 - Greenfield Elementary School	Title, I Part A		\$6,925.49	
		<i>Notes: Engage students in theatrical field experiences which correlates to the ELA, Math, and/or Science Standards.</i>				
		2221 - Greenfield Elementary School			\$0.00	
		<i>Notes: Students will participate in a variety of field experiences focus on the ecosystems using educational resources and materials focused on Next Generation Science Standards for grades 3-5. Students will get a chance to have an interactive, hands-on experience with various sea and land animals. Students will also learn and understand how to protect and conserve the environment of different animals.</i>				

4	III.A.	Areas of Focus: Students with Disabilities				\$50,949.70
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	2221 - Greenfield Elementary School	Title, I Part A		\$24,170.00
			<i>Notes: Paraprofessional will support student learning in Reading, Math, and Science.</i>			
	5100	150-Aides	2221 - Greenfield Elementary School	Title, I Part A		\$16,013.00
			<i>Notes: Health Benefits for Paraprofessional.</i>			
	5900		2221 - Greenfield Elementary School	Title, I Part A		\$8,813.00
			<i>Notes: Tutors will support student learning in Reading, Math, and Science.</i>			
	5900	200-Employee Benefits	2221 - Greenfield Elementary School	Title, I Part A		\$1,529.00
			<i>Notes: Health Benefits for Tutors.</i>			
	6400	510-Supplies	2221 - Greenfield Elementary School	Title, I Part A		\$424.70
			<i>Notes: Teachers will engage in a book study learn various strategies to support students with disabilities.</i>			
					<b>Total:</b>	<b>\$270,061.40</b>