

District School Board of Madison County

Greenville Elementary School



2015-16 School Improvement Plan

Greenville Elementary School

729 SW OVERSTREET AVE, Greenville, FL 32331

<http://ges.madison.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2011-12	2010-11
Grade	F*	F	F	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Madison County School Board on 12/1/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe and challenging learning environment through the use of effective teaching strategies, and to inspire students to use their creativity, individuality, and minds to succeed beyond the elementary level.

Provide the school's vision statement

Greenville produces successful and well-rounded students who are equipped to handle both academic and life challenges with a positive attitude and determination.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Greenville Elementary School, we believe that a student's cultural background is an important aspect of learning. Connecting students' cultural backgrounds, dialects, families, homes, and communities to their education is imperative. Students and parents are invited to an Open House prior to the beginning of school. They are given an opportunity to meet and greet the staff. We hold parent conferences as needed throughout the year.

Faculty and staff have created a communication link between home and school by asking students to interview their communities, inviting parents to the classroom to talk about their jobs, and allowing students to execute reports on the great leaders of their heritage. Teachers volunteer to eat lunch with their students, they discuss their extra-curricular activities, and attend their recreational sports games (football, baseball, and cheerleading). As our teachers continue to show an interest in our students' cultural backgrounds, a strong bond and mutual respect is established.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Expectations for student behaviors are explained at the beginning of each school year. We have developed a culture based on respect and safety. Our teachers have created a positive classroom environment for all students. This environment is created through the development and reinforcement of classroom rules and norms and the promotion and nurturing of positive peer relationships. Faculty and staff greet students when they walk in the classroom. We use welcoming facial expressions and use kind words such as please and thank you. Staff members spend time eating lunch with their students. Greenville Elementary School has a peer mediating team who works to discuss and solve students' minor issues. We monitor the safety of our students. Students are always in the presence of an adult before, during, and after school hours.

In addition, monthly fire, tornado, and intruder drills are executed to ensure students know how to respond if one of these incident were to occur.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Greenville Elementary has established a school wide classroom management plan to minimize distractions during instructional time. We are using a combination of Champs techniques and a uniform classroom management system. Champs' techniques focus on when and where different voice levels are used. If a rule is broken in the classroom, school-wide classroom management plan interventions are as follows:

- 1) Verbal Warning
- 2) Teacher/Student Conference/Time Out in classroom
- 3) Parent Contact
- 4) Parent/Teacher/Prevention Specialist/Student Conference
- 5) Student/Teacher/Parent/Administrator/Prevention Specialist/Conference
- 6) Office Referral

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

Greenville Elementary School students' social and emotional needs are met through MTSS (Multi-Tiered System of Supports). Teachers may refer students who need mentoring or counseling to the MTSS team. Greenville Elementary School holds frequent meetings and conferences to support the MTSS requirements and strategies. We work in collaboration with the Lori Newman, District support contact, to provide monitored efforts to ensure each child receives the necessary supports and interventions (academic and behavioral).

The MTSS monitors the students closely and allocates appropriate resources based on student needs. They provide additional instructional time depending on the tier in which the student is listed. If counseling or mentoring is needed, services are contracted through the area therapy services. The team meets with parents and the teacher to determine possible solutions. If parents are in agreement, the team refers the students to the appropriate entity for support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	4	1	1	2	0	11
One or more suspensions	0	0	2	2	0	6	10
Course failure in ELA or Math	2	2	0	2	2	1	9
Level 1 on statewide assessment	0	0	0	6	0	10	16

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	3	6	4	13

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by early warning indicators will be targeted for the after-school mentoring program. Teachers will use the toolbox in I-Ready to improve the academic performance in reading and mathematics. Acaletics will also be used to improve students' math skills. They will also be monitored through the school's MTSS (Multi-Tiered System of Supports) process.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

- Open House
- Student Progress Night
- PTO and SAC Meetings
- Parent Taking the Initiative Program
- GES Pride Programs Pre-K-5
- Veterans Day Program
- I.M.A.G.E Celebration
- Fine Arts Program
- May Day
- Field Day
- Honors Day PreK-5
- Pre-K and 5th grade graduation
- Accelerated Reader Celebration
- MTSS (Multi-Tiered System of Supports)/RTI (Response to Interventions) Meetings

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Greenville Elementary School faculty and staff welcome partners in education by soliciting the needs of the school through PTO (Parent Teacher Organization) meetings, SAC (School Advisory Council) meetings, and CAT (Community Advisory Team) meetings. We seek partnerships with parents, community members and other valuable stakeholders.

We invite community members and partners in education to be guest speakers at our GES Pride Program. Our partners in education play an essential role in our students' lives by encouraging them to make good grades during their motivational speeches. After every nine weeks, parents and the community get the opportunity to witness the progress that GES students are making. PTO will provide GES with the majority of the resources which will assist in increasing academic achievement for all students. GES also recognizes our supporters by publishing their names in our weekly newsletter and honoring them during Honor's Day.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Pettiford, Barbara	Principal
Jones, Tracie	Teacher, K-12
Collins, Joi	Instructional Coach
Glenn, Tomiko	Teacher, K-12
Willis, Wendy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school based leadership team collaborated and created a shared vision and mission for Greenville Elementary School. Weekly meetings occur to review student data, interventions, and to collaborate on the expectations of building student success. The school intervention team meets frequently to assess success of academic and behavioral interventions. Parent meetings are scheduled as needed. Students receiving a grade of either a D or F will have a mandatory parent conference that is monitored through the MTSS/RTI process and I-READY instructions and interventions.

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

GES will be using the following data as a Tier 1 baseline:

1. 2014-2015 FSA information and I-Ready formative assessments will be used with all students to determine core instructional needs in Reading and Math.
2. 2014-2015 FCAT 2.0 and Study Island baseline data information will be used to determine core instruction in Science.
3. Mock writing tests that are informative and explanatory styles will be used to determine core instructional needs in ELA/Writing.
4. In all core areas the content has been aligned with the Florida Standards. The blue prints are also going to be used to assist the students in scoring high on the FSA.
5. District Assessments will be used to determine the core instructional needs

Tier 2:

1. Formative assessments, I-Ready, and district assessments will be used to monitor progress.
2. Students will use I-Ready and Acaletics and progress monitoring data will be reviewed monthly.
3. Tier 2 students will be progress monitored more often using I-Ready.
4. The blue prints are also going to be used to assist the students in scoring high on the FSA.

Tier 3:

1. After school Tutorial Program

Methodology for coordinating and supplementing federal, state and local funds, services and programs.

Greenville Elementary School receives support through Federal, State, and local programs. Title I, Part A Basic provides services are provided to ensure students requiring additional remediation are assisted. Title1, Part A provides GES with a half time instructional coach, a full time Highly Qualified Teacher, and a half time HQ paraprofessional. The instructional coach provides job embedded professional development for the teachers in understanding best instructional practices in the classroom. The full time Title I teacher provides instruction so that class size can be minimized so that struggling students receive more one-on-one attention. The half time paraprofessional works under the supervision of a HQ teacher and provides intensive remediation to those students who need it. Title I, Part A also provides funds for materials and supplies are used in the classroom. Title I , Part A also provides uniforms and school supplies for students who qualify as Students in Transition under the McKinney-Vento Act as part of the homeless set aside.

Also, the Title 1 District Parent Facilitator visits GES on a weekly basis in order to work with parents, attend SAC meetings, provide information, and bring resources to the teachers from the District Title I Resource center.

In addition to Title1, Part A, GES students participate in the Boys and Girls Club after school which is funded through a grant funded by the 21st Century Program from the Florida Department of Education.

The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated through the District Chief Academic Officer.

Funds at Greenville Elementary School are used to purchase resource materials and provide professional development training for teachers and paraprofessionals.

The district does not receive any Title III funds.

SAI funds will be used to purchase supplemental services, programs, technology assisted learning(hardware/software/licenses) and instructional materials for improving academic achievement and promotion rate. Targeted students are those not following the normal progression such as third grade retainees, students not meeting proficiency in reading, math, writing, and science, students exhibiting behavior/attendance problems.

Title VI will be used to provide students with field experiences in the STEM areas and will be coordinated through the Chief of Academic Service's Office.

As part of our district's Healthier Generation Program, Greenville Elementary School will continue to offer Choice/Self Serve programs. Our school nurse and health tech personnel help to identify obese children and communicate their concerns confidentially to parents.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cheryl Clemons(Chair)	Business/Community
Travis Jones(Vice-Chair)	Business/Community
Tracie Jones	Teacher
Charmise Lenoir	Teacher
Allyson Norris	Parent
Latarsha Peacock	Business/Community
Dylan Agner	Student
Robin Henderson	Business/Community
Velma Andrews	Business/Community
Emily Dickey	Business/Community
Geraldine Roberson	Business/Community
Calvin Malone	Business/Community
Buddy Crumitie	Business/Community
Joe Reams	Business/Community
Roy Scott	Business/Community
Jeff Bailey	Business/Community
Lucille Day	Business/Community
Alex Ayyad	Business/Community
Lindsey Plummer	Business/Community
Ernest Bruton	Student
Barbara Dansey	Education Support Employee
Michelle Miller	Parent
Margaret Washington	Parent
Shannon Baynard	Parent
Judy Ware	Parent
Joi Collins	Education Support Employee
Barbara Pettiford	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The purpose of GES School Advisory Council is to inform, encourage, and provide opportunities for parents and community members to be involved with the planning and evaluation of the school's instructional program. The SAC team will review I-Ready Data K-5 and FSA data for 2014-15. The FSA data for 2014-15 is not available, however when the results arrive, the chair will be contacted. The team will also review the 2014-15 EWS (early warning signals) such as referrals, attendance, state assessments. and etc. After the team has reviewed the data, they will offer suggestions based on the needs of the school.

Development of this school improvement plan

The school improvement plan will be introduced to School Advisory Council (SAC) and the faculty staff of Greenville Elementary School. Each group may review and offer suggestions. The sole purpose of SAC is to work hand and hand with the school to assist in improving the quality of education that the students are receiving. The first way SAC can support the school for 2015-2016 is to mentor each student weekly or bi-weekly. Mentors will be encouraging each student in academics, attitude, and attendance. Each member will adopt five students who are below grade level in reading and mathematics. They will treat their mentees at the end of each nine weeks if they show improvement in their core areas of reading and mathematics. GES will get permission from mentees' parents to execute this activity. Secondly, SAC can support the students by volunteering and adopting a class to assist during the year. Thirdly, SAC can assist by tutoring and helping to complete homework in the afternoon. Finally, SAC can help my sponsoring field trips to extend students' educational experiences outside the classroom.

Preparation of the school's annual budget and plan

Outside lunch for 80 Mentees each 9 weeks-\$1600.00
 Educational Field-Trips-\$500.00

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC decided to give all their allocated dollars(\$2300.00) to all grade levels to assist with the educational field trip. Students obtained a deeper understanding and were exposed and connected to valuable information concerning wild life. SAC sponsored a trip to Sea World for the entire student body which coincided with the Next Generation Sunshine State Standards in science.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Collins, Joi	Instructional Coach
Irvine, Natalie	Teacher, K-12
Glenn, Tomiko	Teacher, K-12
Mask, Jamie	Teacher, ESE
Pettiford, Barbara	Principal

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team at Greenville Elementary School has taken an initiative to promote reading by having the entire school " drop everything and read" (DEAR). All students participate and read for the first 30 minutes of class. We are also encouraging parents to come out and read with their children on "Family Night". Beginning in October, the media center stays open on "Family Night" from 4:00-5:30 on every 3rd Thursday. We also have competition between grade levels by asking every child to read 25 Accelerated Reader books and pass their tests with 80% accuracy. This year we are executing a class competition called the "100 Book Challenge". The class that has every

student to read 100 books will receive a class reward. Teachers will teach and test students in reading on the Florida Standards. All core teachers are integrating reading and writing throughout the curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Greenville Elementary School builds a positive relationship among teachers by allowing them to study data and create a shared vision, mission, and belief statements for the school. This technique allows teachers to discuss their views on what students really need to learn and accomplish in reading and mathematics. We have supported collaboration by scheduling three to four teachers with the same planning time. During planning, administration has created a meaningful opportunity for teachers to work collaboratively. Also GES is improving the quality of instruction by staying focused on the five essentials (effective leadership, ambitious instruction, collaborative teachers, involved families, and supportive environment).

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When addition staff is needed, our Human Resource Department advertises for the vacant position. Administration makes daily walkthrough visits to address the needs of the students and teachers. This practice provides a level of support that is conducive to the success of retaining new teachers. Those recruited will be maintained by receiving strong support from the administration and mentor teacher. GES is located in an area where teachers are not attracted at first sight; therefore, it is imperative that the district grow "their own". Teachers are more likely to stay in Greenville if they have a true connection to the town.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Greenville Elementary School Mentoring Program will assign each recruit to a teacher that is teaching the same subject and grade level. When possible, the mentor teacher will have at least 10 years of experience. The mentor and mentee will meet regularly and work together to discuss lesson plans, discipline procedures, common assessments, and instructional technology program such as I-Ready. GES portrays a school climate that is family oriented which is a must in order to keep highly qualified people. Although salary is a big issue for new and veterans teachers, a safe and orderly, friendly, and family oriented school usually touches an effective teacher's heart.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The teachers at Greenville Elementary School collaboratively unpack the Florida Standards in the core areas that they have in common during their planning times. They discuss resources such as Journey's and Go Math to ensure that both are aligned with the Florida Standards. By using this type of collaboration, teachers have meaningful dialogue which will promote growth in instructional practice. Also, the District of Madison County has created curriculum and pacing guides to ensure

that all students receive instruction on assessed content. GES teachers are taking an extra step by studying how the FSA questions are formatted in reading, mathematics, and writing. They are also analyzing item specification and the blue prints of the Florida standards which depicts the percentage amount of the content covered on the FSA for each tested area. All teachers are encouraged C-PALMS as a resource for course descriptions and instructional planning. Teachers are also using intervention strategies that will assist students in mastering the standards being taught. Teachers are using strategies that are engaging and have rigor and relevance. This year, we are using acaletics to support students who are below grade level in mathematics.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Due to the baseline data of FSA not being available for grades 3-5, we used the end of the year reading and mathematics diagnostic data of I-Ready for 2014-2015 year for grades K-5, I-Ready baseline for reading and math for K-5, and baseline district assessments for grades 3-5 in reading, math, and science. We have received the FCAT 2.0 results for 5th grade science and will use this data to improve instruction. The 5th grade teacher will also use a baseline assessment from Study Island which will inform her on instruction of the present 5th grade in science. To ensure that students are receiving a balanced approach, our students are receiving 120 minutes in ELA and 120 minutes in Math. We also have an extra hour built into the master schedule so that all students can receive interventions or enrichment in reading. In order to further support our struggling students, I-Ready will be given every 12 or 18 weeks in order to progress monitor all students monthly. Instructors will also execute the MTSS process for those students who are not reading or executing math on grade level. Teachers will analyze unit benchmark tests and district assessments to differentiate instruction in reading, mathematics, and science.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

All teachers have one hour to teach reading. Teachers pre-K through 5th will use reading for 30 minutes the first part of the morning. Students can also receive instruction in reading and mathematics twice a week.

Selected students will stay after school to work on reading and mathematics in the lab using I-Ready. This will be coordinated with their core instruction through an academic instruction plan.

Strategy Rationale

To ensure that all students are reading on or above grade level in reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Pettiford, Barbara, barbara.pettiford@madisonmail.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans, classroom walk-throughs, observing grade level meetings, and I-Ready Reports of student achievement and district assessments.

Strategy: After School Program

Minutes added to school year:

Students in grades 3-5 are offered the opportunity to attend after school tutoring through I-Ready at least three times a week. This tutoring will last for 1 hour. Students will work on reading and math skills.

Strategy Rationale

To ensure that all students can execute reading and mathematics on grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pettiford, Barbara, barbara.pettiford@madisonmail.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be analyzed by the principal and curriculum coordinator.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Headstart unit housed at Greenville Elementary School will transition all of their four year olds into kindergarten along with the VPK and ESE students in the inclusion Pre-K class. These students and their parents are involved in all the activities at GES and will be comfortable to stay at their home school. Fifth graders will transition into sixth grade by executing a tour and discussion with key members at Madison Central. Also, GES plans to have a career day to assist our students in a smoother transition to sixth grade. This year we plan to have the Headstart teacher to plan with the Pre-k teacher so that our students will be better prepared for kindergarten.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase learning gains and proficiency in all academics through using researched based teaching strategies and the MTSS process with consistency and fidelity.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase learning gains and proficiency in all academics through using researched based teaching strategies and the MTSS process with consistency and fidelity. 1a

G071547

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Math - All Students	69.0
Highly Effective Teachers (Performance Rating)	100.0
Discipline incidents	10.0
Students exhibiting two or more EWS indicators (Total)	1.0
Level 1 - All Grades	10.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- I-Ready(tool box, diagnostic, progress monitoring)/Study Island
- Chief Academic Officer/District providing professional development and district assessments/ District Support
- Peer Teaching
- Partners in Education
- MTSS Coordinator at District/MCCS
- DA Support with PD

Targeted Barriers to Achieving the Goal 3

- Effective Implementation of curricular programs and the MTSS process
- Time for teacher collaboration
- Lack of materials and resources
- Lack of parent support to assist students with academics
- Lack of using effective researched based teaching strategies consistently and with fidelity

Plan to Monitor Progress Toward G1. 8

Benchmark assessments, progress reports, report cards, parents conferences for the MTSS

Person Responsible

Barbara Pettiford

Schedule

On 5/27/2016

Evidence of Completion

Lesson plans, report cards, MTSS data, observations, informal observations, and teacher data notebooks

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase learning gains and proficiency in all academics through using researched based teaching strategies and the MTSS process with consistency and fidelity. **1**

 G071547

G1.B1 Effective Implementation of curricular programs and the MTSS process **2**

 B186481

G1.B1.S1 Implementation of programs and the MTSS process will improve teaching effectiveness. **4**

 S197877

Strategy Rationale

Teachers who are trained to used curricular programs and the MTSS process effectively usually increases academic achievement.

Action Step 1 **5**

Teachers will be trained to use the math program called Acaletics effectively.

Person Responsible

Joi Collins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring, collaborative planning, meeting agendas, and students' grades, & assessments

Action Step 2 5

Teachers will be trained on how to use the MTSS Process correctly and effectively.

Person Responsible

Joi Collins

Schedule

Weekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Teacher data notebook, interventions, tier 2 and tier 3 students' grades and report cards

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implementation of Acaletics and MTSS Process

Person Responsible

Barbara Pettiford

Schedule

Daily, from 10/5/2015 to 5/27/2016

Evidence of Completion

Observations, lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Implementation of Acaletics and the MTSS process

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student grades, district assessments, teacher assessments, and state test

G1.B2 Time for teacher collaboration **2**

 B186482

G1.B2.S1 Teacher collaboration produces better planning and interesting task that engages the student in learning. **4**

 S197878

Strategy Rationale

Collaboration is imperative because teachers will plan lessons that will have rigor and relevance which will assist students in mastering the Florida standards in all core areas

Action Step 1 **5**

Teachers will collaborate during planning and assigned half days to ensure the instruction promotes learning.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Walk-throughs, informal observations, small groups, students' grades, proficiency percentages on state tests, lesson plans, & student work

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Administrators and reading coach will observe on regular basis to ensure that students are benefiting from the collaborated planning.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, Teacher data notebooks, students' grades, progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will receive more time to collaborate if the half day is not enough. Administrator will meet with teachers to discuss planning of task for students, common assessments, and interventions used to assist students who are identified as tier 2 and 3 students.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

lesson planning, common assessments, interventions used for tier 2 and 3 students, student tasks with rigor, and team minutes

G1.B3 Lack of materials and resources 2

 B186483

G1.B3.S1 Resources and materials are vital in increasing the proficiency and learning gains of all students. 4

 S197879

Strategy Rationale

Teachers who have the appropriate resources and materials tend to engage all students in learning.

Action Step 1 5

Resources and materials are vital in increasing student achievement.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, observations, grades, assessments, & small group learning profiles

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will ensure that teachers have the resources and materials that are needed to teach the Florida Standards (books, standards, technology, smart boards, professional development in using effective teaching strategies, C-Palms, I-Ready and Study Island, & the MTSS process)

Person Responsible

Barbara Pettiford

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

lesson plans, observations, walk-throughs, informal observations,

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The administrator will be monitored often by meeting with teachers to discuss their needs on a weekly basis during team meeting.

Person Responsible

Barbara Pettiford


Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans, teacher notebooks, observations, walk-throughs, informal and formal observations, students' grades and report cards

G1.B4 Lack of parent support to assist students with academics **2**

 B186484

G1.B4.S1 Parent support will increase proficiency and learning gains in all core areas. **4**

 S197880

Strategy Rationale

Students who obtain assistance with homework, projects, and study skills generally perform better in all academic areas.

Action Step 1 **5**

Parent support can increase learning gains and proficiency in all academics.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Students' grades, parent participation, parent conferences, volunteering, parent contact log, parent sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

GES will invite parents to school to discuss their child's progress every 4 and half weeks. Teachers will also require parents to email them weekly to discuss the assigned homework for the week.

Person Responsible

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Teachers will keep a log on parents who are participating, parent sign in sheets, list of parents who are involved in the parent taking the Initiative program.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will submit a running record of parent participation in all school activities and submit it monthly to the principal.

Person Responsible

Barbara Pettiford


Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

teacher parent log, parent taking an initiative log, and the PTO logs

G1.B5 Lack of using effective researched based teaching strategies consistently and with fidelity 2

 B186485

G1.B5.S1 Using effective researched based teaching strategies consistently and with fidelity 4

 S197881

Strategy Rationale

Struggling readers and math students tend to retain information in their long term memory when teachers uses effective teaching strategies consistently and with fidelity.

Action Step 1 5

Teachers will receive professional development from DA on the following five researched based teaching strategies(Activator, introduction of standard, Vocabulary, Gradual Release Model, and Closing of the lesson).

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Lesson plans, walk-throughs, informal observations, formal observations, students; grades, I-Ready data & Study Island data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Reading Coach, Principal, and Chief Academic officer will conduct workshops to identify strategies being used.

Person Responsible

Barbara Pettiford

Schedule

On 5/27/2016

Evidence of Completion

Lesson plans, informal observations, walk-throughs, formal observations, student grades, students' portfolios, students' interactive journals

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teacher will receive feed back from administrators and reading coach on daily basis. Also Differentiated Accountability personnel will do follow-ups on teachers who need more training. Teachers will also execute peer coaching.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 11/2/2015 to 5/27/2016

Evidence of Completion

lesson plans, walk-throughs, informal observations, students' grades, progress monitoring data, and benchmark data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be trained to use the math program called Acaletics effectively.	Collins, Joi	8/24/2015	Progress monitoring, collaborative planning, meeting agendas, and students' grades, & assessments	5/27/2016 monthly
G1.B2.S1.A1	Teachers will collaborate during planning and assigned half days to ensure the instruction promotes learning.	Pettiford, Barbara	10/5/2015	Walk-throughs, informal observations, small groups, students' grades, proficiency percentages on state tests, lesson plans, & student work	5/27/2016 monthly
G1.B3.S1.A1	Resources and materials are vital in increasing student achievement.	Pettiford, Barbara	8/17/2015	Lesson plans, observations, grades, assessments, & small group learning profiles	5/27/2016 monthly

Madison - 0091 - Greenville Elementary School - 2015-16 SIP
Greenville Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Parent support can increase learning gains and proficiency in all academics.	Pettiford, Barbara	10/5/2015	Students' grades, parent participation, parent conferences, volunteering, parent contact log, parent sign in sheet	5/27/2016 monthly
G1.B5.S1.A1	Teachers will receive professional development from DA on the following five researched based teaching strategies(Activator, introduction of standard, Vocabulary, Gradual Release Model, and Closing of the lesson).	Pettiford, Barbara	10/19/2015	Lesson plans, walk-throughs, informal observations, formal observations, students; grades, I-Ready data & Study Island data	5/27/2016 monthly
G1.B1.S1.A2	Teachers will be trained on how to use the MTSS Process correctly and effectively.	Collins, Joi	9/4/2015	Teacher data notebook, interventions, tier 2 and tier 3 students' grades and report cards	5/27/2016 weekly
G1.MA1	Benchmark assessments, progress reports, report cards, parents conferences for the MTSS	Pettiford, Barbara	8/17/2015	Lesson plans, report cards, MTSS data, observations, informal observations, and teacher data notebooks	5/27/2016 one-time
G1.B1.S1.MA1	Implementation of Acaletics and the MTSS process	Pettiford, Barbara	10/5/2015	Student grades, district assessments, teacher assessments, and state test	5/27/2016 weekly
G1.B1.S1.MA1	Implementation of Acaletics and MTSS Process	Pettiford, Barbara	10/5/2015	Observations, lesson plans, and walk-throughs	5/27/2016 daily
G1.B2.S1.MA1	Teachers will receive more time to collaborate if the half day is not enough. Administrator will meet with teachers to discuss planning of task for students, common assessments, and interventions used to assist students who are identified as tier 2 and 3 students.	Pettiford, Barbara	10/5/2015	lesson planning, common assessments, interventions used for tier 2 and 3 students, student tasks with rigor, and team minutes	5/27/2016 monthly
G1.B2.S1.MA1	Administrators and reading coach will observe on regular basis to ensure that students are benefiting from the collaborated planning.	Pettiford, Barbara	8/17/2015	Lesson plans, Teacher data notebooks, students' grades, progress monitoring data	5/27/2016 daily
G1.B3.S1.MA1	The administrator will monitored often by meeting with teachers to discuss their needs on a weekly basis during team meeting.	Pettiford, Barbara	8/17/2015	Lesson plans, teacher notebooks, observations, walk-throughs, informal and formal observations, students' grades and report cards	5/27/2016 weekly
G1.B3.S1.MA1	Administrators will ensure that teachers have the resources and materials that are needed to teach the Florida Standards(books, standards, technology, smart boards, professional development in using effective teaching strategies, C-Palms, I-Ready and Study Island, &the MTSS process)	Pettiford, Barbara	8/17/2015	lesson plans, observations, walk-throughs, informal observations,	5/27/2016 daily
G1.B4.S1.MA1	Teachers will submit a running record of parent participation in all school activities and submit it monthly to the principal.	Pettiford, Barbara	10/5/2015	teacher parent log, parent taking an initiative log, and the PTO logs	5/27/2016 monthly
G1.B4.S1.MA1	GES will invite parents to school to discuss their child's progress every 4 and half weeks. Teachers will also require parents to email them weekly to discuss the assigned homework for the week.		10/5/2015	Teachers will keep a log on parents who are participating, parent sign in sheets, list of parents who are involved in the parent taking the Initiative program.	5/27/2016 monthly
G1.B5.S1.MA1	Teacher will receive feed back from administrators and reading coach on daily basis. Also Differentiated Accountability personnel will do follow-ups on teachers who need more training. Teachers will also execute peer coaching.	Pettiford, Barbara	11/2/2015	lesson plans, walk-throughs, informal observations, students' grades, progress monitoring data, and benchmark data	5/27/2016 daily
G1.B5.S1.MA1	Reading Coach, Principal, and Chief Academic officer will conduct	Pettiford, Barbara	10/19/2015	Lesson plans, informal observations, walk-throughs, formal observations,	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	workshops to identify strategies being used.			student grades, students' portfolios, students' interactive journals	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase learning gains and proficiency in all academics through using researched based teaching strategies and the MTSS process with consistency and fidelity.

G1.B1 Effective Implementation of curricular programs and the MTSS process

G1.B1.S1 Implementation of programs and the MTSS process will improve teaching effectiveness.

PD Opportunity 1

Teachers will be trained to use the math program called Acaletics effectively.

Facilitator

Dr. Walker

Participants

GES Teachers

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G1.B5 Lack of using effective researched based teaching strategies consistently and with fidelity

G1.B5.S1 Using effective researched based teaching strategies consistently and with fidelity

PD Opportunity 1

Teachers will receive professional development from DA on the following five researched based teaching strategies(Activator, introduction of standard, Vocabulary, Gradual Release Model, and Closing of the lesson).

Facilitator

DA Representative

Participants

GES Faculty

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be trained to use the math program called Acaletics effectively.				\$0.00
2	G1.B1.S1.A2	Teachers will be trained on how to use the MTSS Process correctly and effectively.				\$0.00
3	G1.B2.S1.A1	Teachers will collaborate during planning and assigned half days to ensure the instruction promotes learning.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0091 - Greenville Elementary School			\$0.00
4	G1.B3.S1.A1	Resources and materials are vital in increasing student achievement.				\$0.00
5	G1.B4.S1.A1	Parent support can increase learning gains and proficiency in all academics.				\$0.00
6	G1.B5.S1.A1	Teachers will receive professional development from DA on the following five researched based teaching strategies(Activator, introduction of standard, Vocabulary, Gradual Release Model, and Closing of the lesson).				\$0.00
					Total:	\$0.00