

Greenville Elementary School

729 SW OVERSTREET AVE, Greenville, FL 32331

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	F*	F	

**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 10/4/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Greenville Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Greenville Elementary School's 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.

b. 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.

2. School Environment

a. 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 diverse cultural background is an important aspect of learning. Therefore, by making a connection with awareness and understanding of a student's cultural background, dialect, family structure, home environment, individual needs and the community in which the student lives, staff is able to foster a positive relationship between the child, family and the school. As a result, this relationship allows students to achieve at a higher rate due to strategic measures that can be applied on an individual, as needed basis.

Greenville Elementary School, like other schools provide activities such as Open-House, Parent Nights, SAC/PTO Organizations, Pride Programs (honor roll), and I Must Achieve Greatness Everyday (I.M.A.G.E) Celebrations for effort, good attendance, and positive citizenship. Parents are invited to volunteer, and witness their children's participation. These activities allow parents get familiar with the layout of the campus and get to know the staff that serve their children. The school host parent conferences to discuss academics and behavioral issues, and make ed-connects on the phone system to deliver important information about events occurring at the school.

Teachers and staff talk to parents on campus daily at parent pick-up with open dialog and information about their individual child as a way to keep parents informed about academics, conduct, or positive notes. Parents are allowed to attend special lunches in the cafeteria (Grandparents' Day, Thanksgiving), and Doughnuts with Dads. All of these help to build better relationships with the students and parents. The school holds student chats, parent chats, conferences, and maintained a live data information systems that allow parents to see the child's progress, attendance and discipline status. Engaging the parent is the tool to building the relationship between the teacher and the student.

Furthermore, the faculty and staff have created a communication link between home and school by asking students to interview persons who live in their community. The school invites parents to the classroom to share information about their various jobs, and allows 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 cheer-leading). As our teachers continue to show an interest in our students' cultural backgrounds, a strong bond and mutual respect is established.

b. 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. A school-wide expectation is evident and fostered. The school has developed a culture based on respect and safety. Students have a slogan that is read on the morning announcements daily about being cooperative and respectful to their teachers and paying attention to the learning process in class. Students are required to report to the cafeteria each morning as a holding area that is supervised with adequate staff.

Staff is posted at various locations on campus to provide adequate supervision for student arriving to school by car, walk, of bus. All staff is utilized at some point during the day. Teachers escort students from point A to B and are always checking where students are going if in the hallways and the reason why. Students who arrive late to school have to check into the front office to sign in and then are given a note to report to class. Parents and visitors also have to check into the main office before gaining access to the campus.

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 in either the cafeteria, or classroom. The Principal will implement a new idea of "Lunch with the Principal" on a periodic basis. Greenville Elementary School staff serve as mediators who work toward resolving students' minor issues.

In addition to the required monthly fire drills, tornado drills are executed to ensure students know how to respond if one of these incident were to occur. Visitors are asked to use the entrance nearest the front office during the school day to ensure safety. Signage directs visitors to the front office to sign in as being on campus.

c. 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/Student Conference
- 5) Student/Teacher/Parent/Administrator Conference
- 6) Office Referral

d. 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 the use of Positive Behavioral Support. Teachers exercise the use of token systems daily in classrooms and other reward systems are utilized each nine weeks. A P.ride Program is held at the end of each nine weeks to reward students who have earned high grades on the honor roll. Parents are invited to attend the program. Subsequently, an I Must Achieve Greatness Everyday (I.M.A.G.E.) Program is

held to recognize and encourage students who have maintained at least a 75% grade point average in their core subject areas of Reading/Language, Math, Science and Social Studies as well as those who have demonstrated good conduct and attendance. These students are allowed to celebrate their successes with a movie, popcorn, or ice cream party, etc. The School Advisory Council assist the school by mentoring designated students identified by staff by tutoring in the classrooms and offering incentives, tokens, healthy edibles, and rewards to students as a measure of encouragement. They also sponsor outside lunches and assist with covering the cost of educational field trips.

Additionally, the Multi-Tiered System of Supports System (MTSS) model is used. Teachers may refer students who need academic/ behavior support or interventions, mentoring or counseling to the Multi-Tiered System of Supports System MTSS/SIT Team. Greenville Elementary School holds frequent meetings and conferences to support the MTSS/SIT program. Strategies and interventions are developed for individual students. Teachers and staff work in collaboration with the RTI Coordinator/ Reading Coach, Joi Collins and the Support Facilitator, Natalie Irvine to meet the needs of the students. Lee McNutt, is the Exceptional Student Education Specialist assigned to Greenville Elementary, and Lori Newman is the Coordinator of Exceptional Student Education and Student Services. As a team, they all provide guidance and support to the staff at the school. The district monitors the efforts of the team to ensure each child receives the necessary support and intervention strategies needed for academics and behavior..

The MTSS monitors the students closely and allocates appropriate resources based on student needs. They provide additional instructional time based on Tier 1, 2, or 3 services that the particular student needs. If counseling or mentoring is needed, services are contracted through designated professional service providers. The team meets with parent(s) and the teacher(s) to determine possible solutions. If parents are in agreement, the team refers the students to the appropriate entity for support.

3. Early Warning Systems

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

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

The Multi-Tiered System of Supports System (MTSS)/RTI team is comprised of School Leadership, Multi-Tiered System of Supports System MTSS/RTI/Reading Coach, Support Facilitator and teachers who meet regularly to discuss issues concerning struggling students. The information will be then shared through team leader meetings, literacy committee meetings and Student Intervention Team meetings. The information will be used to determine scheduling needs, curriculum materials, and interventions resources based on identified needs derived from data analysis. In addition, the team members are responsible for developing solutions for system problems identified and plans for professional development that may be necessary for leadership and/or teachers,

The Principal functions as a school overseer of the Multi-Tiered System of Supports System MTSS/ RTI process. The Principal will be responsible for attending the Student Intervention Team (SIT) meetings as schedule permits and providing the team with overall guidance while addressing system level issues. An Administrator is also responsible for revisiting and proposing changes to School Improvement Plan to ensure the document is ongoing and relevant to the school's operation of programs.

The Multi-Tiered System of Supports System MTSS/Rtl person is responsible for facilitating SIT meetings, gathering system level data for presentation and housing folders for students involved in the SIT process. The facilitator networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary.

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

1. 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	4	5	2	3	0	6	0	0	0	0	0	0	0	20
One or more suspensions	5	1	19	3	2	3	0	0	0	0	0	0	0	33
Course failure in ELA or Math	5	1	3	1	3	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	5	4	7	0	0	0	0	0	0	0	16

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. 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, Boys and Girls Club and encouraged to join with parental permission.. Teachers will use the toolbox in I-Ready to improve the academic performance in reading and mathematics, supplemented with a component of the Acaletics math resource. Students will be able to hone math skills. Students will also be monitored through the school's MTSS (Multi-Tiered System of Supports) process.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Greenville Elementary School begins its year by advertising and hosting an Open-House, prior to the start of School. The school maintains a website at the school level and updates important information. At the meeting, teachers and staff are introduced and parents get to visit the child' new teacher's class for a short orientation about the new school year. A parent letter is is sent home to parents to highlight and welcome the children back to school. The school also hold's a parent night for parents to be able to come back to the school and spend more time in their child's teacher's classroom getting more information about their students academic year and learning goals.

Parents are encouraged and invited to join the and asked to volunteer at the school as partners. Greenville Elementary School offers two reward programs to highlight student academic achievement, attendance, citizenship and behavior. We celebrate Veteran's day, coordinated by our School Advisory Council and Parents Teachers Organization and local veterans from the community.

The students are a part of the program, write essays and present them as a portion of the program. The program is held on our campus. Just before the Christmas break, the students perform as a part of a Fine Arts Program and parents fill the building. The school hosts May/Day, Field/Day and participate in the county's homecoming festivities. The 5th grade class will get an orientation as they transition to middle school. A fifth grade graduation exercise is held. The school vision and mission is included in the Parent/Student Handbook and displayed on mini-posters throughout the school. We work closely with businesses and community partners and have a very active and vocal SAC/PTO that supports the school interest and academic goals.

2. 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 for the needs of the school through Parent Teacher Organization (PTO) and School Advisory Council (SAC) meetings.. We seek partnerships with parents, community members and other valuable stakeholders.. We display a bulletin board identifying the partners. These stakeholders help to support the school with human and financial resources.

We invite community members and partners in education to be guest speakers at our our various programs. 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 Greenville Elementary students are making. PTO will provide Greenville Elementary School with the majority of the resources which will assist in increasing academic achievement for all students. Greenville Elementary School also recognizes our supporters by publishing their names in the local newspaper and honoring them during programs.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Wildgoose, Geraldine	Principal
Collins, Joi	Teacher, K-12
Jackson, Natalie	Teacher, K-12
Willis, Wendy	Teacher, K-12
Smith, Alena	Teacher, K-12
Glenn, Tomiko	Teacher, K-12
Jones, Tracie	Teacher, K-12

b. Duties

1. 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, the type of interventions needed to be implemented, and collaboration 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 an important part of the Multi-Tiered System of Supports System MTSS/RTI process. The I-READY Program is used for progress monitoring.

2. 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. 2015-2016 FSA and I-Ready formative assessments results will be used with all students to determine core instructional needs in Reading and Math.
2. 2015-2016 FCAT 2.0 and Study Island baseline data results will be used to determine core instruction in Science for Grade 5.
3. Mock writing tests that are informative and explanatory styles will be used to determine core instructional needs in ELA/Writing for grades 4 and 5 .
4. Assessments from the Journeys and Go Math curriculum are used in the classrooms.
5. In all core areas, the content has been aligned with the Florida Standards. Curriculum guides are used to monitor the standards that will be covered and assessments for each student.
6. 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 progress monitoring data will be reviewed monthly.
3. Tier 2 students will be progress monitored more often using I-Ready.

Tier 3:

1. A Literacy toolkit, a product by Journey's is used as a source for strategies and interventions. It includes five reading strands. 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 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. 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 Office. 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 District 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cheryl Clemons (Co-Chair)	Business/Community
Travis Jones (Chair)	Business/Community
Tracie Jones	Teacher
Natarsha Peacock (Vice-Chair)	Business/Community
Robin Henderson (PTO Secretary)	Business/Community
Velma Andrews	Business/Community
Emily Dickey (Treasurer)	Business/Community
Geraldine Roberson (Veteran's Day Coordinator)	Business/Community
Calvin Malone	Business/Community
Buddy Crumitie (PTO President)	Business/Community
Joe Reams	Business/Community
Roy Scott	Business/Community
Jeff Bailey	Business/Community
Alex Ayyad	Business/Community
Lindsey Plummer	Business/Community
Barbara Dansey (SAC- Secretary)	Education Support Employee
Michelle Miller	Parent
Shannon Baynard	Parent
Joi Collins	Teacher
Geraldine S. Wildgoose	Principal

b. Duties

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

a. 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. Greenville Elementary School' Reading Coach will present data from the I-Ready program and FSA results. The SAC team will review I-Ready Data K-5 and FSA data for 2015-16. The team will also review the 2015-16 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.

b. 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 2016-2017 is to mentor specific students weekly or bi-weekly as identified by teachers. 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.

c. Preparation of the school's annual budget and plan

SACS has planned to continue to allocate funds that would cover the financial cost of outsidelunches for approximately 80 mentees each 9 weeks.

SACS also pledges to assist with educational trips as needed as their budget allows.

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

The SAC plans to allocated 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Collins, Joi	Instructional Coach
Jackson, Natalie	Teacher, ESE
Glenn, Tomiko	Teacher, K-12
Jones, Tracie	Teacher, K-12
Smith, Alena	Teacher, K-12
Willis, Wendy	Teacher, K-12
Wildgoose, Geraldine	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 by participating in a oral discussion during their Social Studies period daily. This is as a result of a partnership with Green Publishing as they donate newspapers to the school twice a week. Students are able to explore local news in their very on community and discuss with their parents. 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.

D. Public and Collaborative Teaching

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

1. 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).

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

When additional staff is needed, our Human Resource Department advertises for the vacant position. Administration makes daily walk-through 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 a rural remote area, where teachers who reside here are likely to stay and have a true connection or interest in the town. This provides stability to the school.

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

Greenville Elementary School Mentoring Program will assign each new teacher mentor to a new teacher.. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Florida Standard Assessment 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 Florida Standard Assessment. for each tested area.

All teachers are encouraged to use the C-PALMS website as a resource. C - Palms is the official State of Florida's source for standards and course descriptions. It an online tool box of information with vetted resources and interactive tools that help teachers effectively implement teaching standards. 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 Eureka Math and Go Math as core resources and other supplemental materials are use to support students who are below grade level in mathematics.

b. Instructional Strategies

1. 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.

Based-line data for 2015-2016 year reading and mathematics diagnostic testing will be used in addition to FSA test results for grades K-5. We will use results for 5th grade science 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. Students will also 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. Teachers 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.

2. 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: After School Program

Minutes added to school year: 0

Teachers will use 60 minutes 2- 3 days per week to tutor struggling students. This will include the areas of reading math and science.. Approximately, 75 students will attend the after school program and will use the I-Ready program to work on reading and mathematics in the lab. This will be coordinated with Boys and Girls Club staff and the regular staff at Greenville Elementary.

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

Jones, Tracie, tracie.jones@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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 for both teachers to collaborate with each other as well as to share a gardening project in preparation of incoming students being better prepared for kindergarten.

b. College and Career Readiness

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

Greenville Elementary School will participate in a Career Fair that is annually planned and executed by the School Advisory Council and community partners. Professionals from the local community will be invited to attend and present on different job opportunities to the students.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G085272

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

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

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Geraldine Wildgoose

Schedule

On 5/26/2017

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**

 G085272

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

 B226758

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

 S239246

Strategy Rationale

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

Action Step 1 **5**

Teachers continue to attend training on how to use the MTSS Process correctly and effectively.

Person Responsible

Joi Collins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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 Quick Pick Book from the Acaletics as a supplemental resource and MTSS Process

Person Responsible

Schedule

Daily, from 10/3/2016 to 5/26/2017

Evidence of Completion

Observations, lesson plans, and walk-throughs

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

Review the implementation and use of Quick Pick Book strategies from the Acaletics Program as a supplemental resource and the MTSS process

Person Responsible

Schedule

Weekly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Walk-thru's, teacher conferences, evidence of student grades, district assessments, teacher assessments, and state test

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

 B226759

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

 S239248

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

Schedule

Monthly, from 10/3/2016 to 5/27/2017

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

Geraldine Wildgoose

Schedule

Daily, from 8/10/2016 to 5/26/2017

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

Geraldine Wildgoose

Schedule

Monthly, from 10/3/2016 to 5/26/2017

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

 B226760

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

 S239250

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

Geraldine Wildgoose

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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

Geraldine Wildgoose

Schedule

Daily, from 8/10/2016 to 5/26/2017

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

Geraldine Wildgoose

Schedule

Weekly, from 8/10/2016 to 5/26/2017


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**

 B226761

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

 S239251

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

Joi Collins

Schedule

Monthly, from 10/3/2016 to 5/26/2017

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 by designing a calendar where parent can schedule appointments during teacher's planning periods and through use of a parent night designated for individual parent student data chats. Parents may contact teachers by phone, email, or Dojo for 4th and 5th grade.

Person Responsible

Joi Collins

Schedule

Monthly, from 10/5/2016 to 5/27/2017

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

Geraldine Wildgoose

Schedule

Monthly, from 10/3/2016 to 5/26/2017

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

 B226762

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

 S239252

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 use research based teaching strategies consistently and with fidelity.

Person Responsible

Geraldine Wildgoose

Schedule

On 5/26/2017

Evidence of Completion

Evidence will be demonstrated in lesson plans, visible in classroom walk-thru's, classroom observations.

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

Reading Coach, Principal, and District Support Staff will conduct workshops to identify strategies being used.

Person Responsible

Geraldine Wildgoose

Schedule

On 5/26/2017

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

Geraldine Wildgoose

















Schedule

Daily, from 11/1/2016 to 5/26/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M317118	Benchmark assessments, progress reports, report cards, parents conferences for the MTSS	Wildgoose, Geraldine	8/10/2016	Lesson plans, report cards, MTSS data, observations, informal observations, and teacher data notebooks	5/26/2017 one-time
G1.B1.S1.MA1  M317108	Review the implementation and use of Quick Pick Book strategies from the Acaletics Program as a...		10/5/2016	Walk-thru's, teacher conferences, evidence of student grades, district assessments, teacher assessments, and state test	5/26/2017 weekly
G1.B1.S1.MA1  M317109	Implementation of Quick Pick Book from the Acaletics as a supplemental resource and MTSS Process		10/3/2016	Observations, lesson plans, and walk-throughs	5/26/2017 daily
G1.B1.S1.A1  A309834	Teachers continue to attend training on how to use the MTSS Process correctly and effectively.	Collins, Joi	8/10/2016	Teacher data notebook, interventions, tier 2 and tier 3 students' grades and report cards	5/26/2017 weekly
G1.B2.S1.MA1  M317110	Teachers will receive more time to collaborate if the half day is not enough. Administrator will...	Wildgoose, Geraldine	10/3/2016	Lesson planning, common assessments, interventions used for tier 2 and 3 students, student tasks with rigor, and team minutes	5/26/2017 monthly
G1.B2.S1.MA1  M317111	Administrators and reading coach will observe on regular basis to ensure that students are...	Wildgoose, Geraldine	8/10/2016	Lesson plans, Teacher data notebooks, students' grades, progress monitoring data	5/26/2017 daily
G1.B3.S1.MA1  M317112	The administrator will monitored often by meeting with teachers to discuss their needs on a weekly...	Wildgoose, Geraldine	8/10/2016	Lesson plans, teacher notebooks, observations, walk-throughs, informal and formal observations, students' grades and report cards	5/26/2017 weekly
G1.B3.S1.MA1  M317113	Administrators will ensure that teachers have the resources and materials that are needed to teach...	Wildgoose, Geraldine	8/10/2016	lesson plans, observations, walk-throughs, informal observations,	5/26/2017 daily
G1.B3.S1.A1  A309836	Resources and materials are vital in increasing student achievement.	Wildgoose, Geraldine	8/10/2016	Lesson plans, observations, grades, assessments, & small group learning profiles	5/26/2017 monthly
G1.B4.S1.MA1  M317114	Teachers will submit a running record of parent participation in all school activities and submit...	Wildgoose, Geraldine	10/3/2016	Teacher parent log, parent taking an initiative log, and the PTO logs	5/26/2017 monthly
G1.B4.S1.A1  A309837	Parent support can increase learning gains and proficiency in all academics.	Collins, Joi	10/3/2016	Students' grades, parent participation, parent conferences, volunteering, parent contact log, parent sign in sheet	5/26/2017 monthly
G1.B5.S1.MA1  M317116	Teacher will receive feed back from administrators and reading coach on daily basis. Also...	Wildgoose, Geraldine	11/1/2016	Lesson plans, walk-throughs, informal and formal observations, students' grades, progress monitoring data, and benchmark data	5/26/2017 daily
G1.B5.S1.MA1  M317117	Reading Coach, Principal, and District Support Staff will conduct workshops to identify strategies...	Wildgoose, Geraldine	10/17/2016	Lesson plans, informal observations, walk-throughs, formal observations, student grades, students' portfolios, students' interactive journals	5/26/2017 one-time
G1.B5.S1.A1  A309838	Teachers will use research based teaching strategies consistently and with fidelity.	Wildgoose, Geraldine	8/2/2016	Evidence will be demonstrated in lesson plans, visible in classroom walk-thru's, classroom observations.	5/26/2017 one-time
G1.B4.S1.MA1  M317115	GES will invite parents to school to discuss their child's progress by designing a calendar where...	Collins, Joi	10/5/2016	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.	5/27/2017 monthly
G1.B2.S1.A1  A309835	Teachers will collaborate during planning and assigned half days to ensure the instruction promotes...		10/3/2016	Walk-throughs, informal observations, small groups, students' grades, proficiency percentages on state tests, lesson plans, & student work	5/27/2617 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers continue to attend training on how to use the MTSS Process correctly and effectively.				\$0.00
2	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	2016-17
		140-Substitute Teachers	0091 - Greenville Elementary School			\$0.00
3	G1.B3.S1.A1	Resources and materials are vital in increasing student achievement.				\$0.00
4	G1.B4.S1.A1	Parent support can increase learning gains and proficiency in all academics.				\$0.00
5	G1.B5.S1.A1	Teachers will use research based teaching strategies consistently and with fidelity.				\$0.00
					Total:	\$0.00