Greenville Elementary School

2017-18 Schoolwide Improvement Plan

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)	**2016-17 Title I School**	**2016-17 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	77%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 11/7/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Greenville Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 Elementary School will produce 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. Making a connection and developing an understanding of a students' cultural background, dialect, family structure, and home environment, fosters a positive relationship between home and school. As a result, this relationship allows students to achieve at a higher level due to strategic measures that can be applied on an individual, as needed basis.

Greenville Elementary School provides 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 to naturally engage students and parents with learning. Parents are invited to volunteer and witness their children's participation. These activities allow parents to familiarize themselves with the culture of the school and become acquainted with the staff who serves their children. The school hosts parent conferences to discuss academics, data, and behavioral issues. GES also uses facebook, newsletters, school websites, and ed-connect's phone system to deliver important information and messages regarding events occurring at the school.

Teachers and staff talk to parents on campus daily at parent pick-up, which is another way to keep parents informed about academics, attendance, and conduct. Parents are allowed to attend special lunches in the cafeteria during Grandparents' Day, Thanksgiving Luncheon, Doughnuts with Dads, and Muffins for Moms. All of these programs help to build better relationships with the students and parents. The school holds student and parent data chats by introducing real time data that allows parents to view the child's progress in academics, attendance, and discipline. Engaging the parent is a vital tool in building relationships between the teachers, parents, and students.

Furthermore, the faculty and staff have created a communication link between home and school by asking students to interview community members who have made contributions to society. 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 often volunteer to eat lunch with their students. During lunch they discuss their extra-curricular activities with them, and plan to 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.

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

Expectations for student behavior are explained at the beginning of each school year during a school-wide orientation and during class orientation. 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 daily morning announcements about being cooperative and respectful to their teachers and paying attention to the learning process in classes. Students are required to report to the cafeteria each morning as the cafeteria is used as a holding area that is supervised with adequate staff.

Staff are posted at various locations on campus to provide adequate supervision for students arriving to school by walking, car, or bus. All staff is utilized at some point during the day. Teachers escort students to and from classes and are always aware of their whereabouts. Teachers are aware of who is in the building and if they have checked in through the front office as required. Students who arrive late to school have to check into the front office to sign in and then are given a pass to report to class. Parents and visitors also have to check into the main office before gaining access to the campus. They are required to sign in and return to the main office to sign out.

Teachers routinely create a positive classroom environment for all students. This environment is created through the development and reinforcement of classroom rules and procedures 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. Greenville Elementary School staff serve as mentors who work toward resolving students' minor issues so they can stay focused on learning.

In addition to the required monthly fire drills, tornado drills are executed to ensure students know how to respond if one of these incidents 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 visitors enters the 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. GES Pride Program is held at the end of each nine weeks to reward students who have earned good grades. Parents are invited to attend the

program and are allowed to treat their child to lunch following 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 ELA, Math, Science and Social Studies as well as those who have demonstrated good conduct and attendance. These students are allowed to celebrate their success with a movie, popcorn, ice cream party, or a fun activity. The School Advisory Council and community members assist the school by mentoring designated students identified by the faculty and staff. They encourage these students once a week by discussing their academics, attendance and discipline reports. SAC has also faithfully sponsored educational field trips for our students every year.

Additionally, the Multi-Tiered System of Supports System (MTSS) model is used to fill in gaps of learning. Teachers may refer students who need academic/ behavior support and 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 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 principal and 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 coordinator 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Multi-Tiered Support System (MTSS/RTI team) is comprised of School Leadership, RTI coordinator/support facilitator, and teachers who meet regularly to discuss issues concerning struggling students. The information discussed will be shared through team leader meetings, and Student Intervention Team meetings. The information will be used to determine scheduling needs, curriculum materials, and interventions 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 Support System (MTSS) process. The Principal will be responsible for attending the Student Intervention Team (SIT) meetings, as scheduling permits, and providing the team with overall guidance while addressing system level issues. An administrator is also responsible for revisiting and proposing changes to the School Improvement Plan to ensure the document is ongoing and relevant to the school's operation of programs.

The Multi-Tiered Support System MTSS/RTI coordinator, Natalie Irvine is responsible for facilitating SIT meetings, gathering system level data for presentation, organizing and housing folders for students involved in the SIT process. The RTI coach, Ms. Irvine is also responsible for observing the

interventions that are delivered by the classroom teacher to the students. 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	0	1	8	6	0	2	0	0	0	0	0	0	0	17
One or more suspensions	1	4	2	0	12	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	4	0	0	1	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	2	12	7	0	0	0	0	0	0	0	21

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	2	2	0	0	4	0	0	0	0	0	0	0	0	8

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. Teachers will use the toolbox in i-Ready consistently and with fidelity to improve academic performance in reading and mathematics. Students will also receive additional support in reading and mathematics from instructors at Boys and Girls Club. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 strives to maintain a website at the school level and aims to update important information.
At the open-house meeting, teachers and staff are introduced and parents get to visit the child's class for a short orientation about the new school year. A parent letter is sent home to parents in order to highlight and welcome the children back to school. The school also holds 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. This visit allows parents to obtain more information about their student's academic year and learning goals.

Parents are encouraged and invited to join the PTO Organization and SAC. Greenville Elementary School offers two reward programs to highlight students' academic achievements and attendance: the GES Pride Program and IMAGE Celebration. Our students play an essential part at the Veteran's Day Program by writing an essay titled, "Why I am Proud to be an American." The program is held in the gymnasium just before the Christmas break. The school hosts May Day, Field Day, and participates in the county's homecoming festivities. A fifth grade graduation exercise is held during the last week of school. 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's interests and academic goals.

This year we are going to engage parents by having data chats and discussing what we are doing to improve their students weaknesses in reading and mathematics. We are also going to offer parents resources that will assist in building foundational skills in both core areas. Parents will also be recognized for pledging their time assisting in a teacher's classroom.

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 discussing the needs of the school through Parent Teacher Organization (PTO). The School Advisory Council (SAC) also supports the needs of the teachers, students, and parents by donating money for an educational field trip and giving sound advice about the operation of the school. We seek partnerships with parents, community members, and other valuable stakeholders. We display a bulletin board identifying the partners who have supported us in the past.

We invite community members and partners in education to be guest speakers at 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 and SAC will be instrumental to Greenville Elementary School by providing 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

1. School Leadership Team

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

Name	Title
Pettiford, Barbara	Principal
Jackson, Natalie	Teacher, ESE
Willis, Wendy	Teacher, K-12
Glenn, Tomiko	Teacher, K-12
Jones, Tracie	Teacher, K-12
Collins, Joi	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 to discuss FSA and i-Ready data. Students receiving a grade of either 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, remediation, and enrichment.

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. 2016-2017 FSA and I-Ready formative assessments results will be used with all students to determine core instructional needs in Reading and Math.
2. 2016-2017 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, explanatory, and opinion text based styles will be used to determine core instructional needs in ELA/Writing for grades 4 and 5 .
4. Assessments from the I-Ready, Journeys, and Eureka 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, I-Ready Diagnostic Test, Standard Mastery Tests will be used to determine the core instructional needs of all students.

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. The toolkit in i-Ready will also be used to build fundamental skills that students are missing.

Greenville Elementary School receives support through federal, state, and local programs. Title I, Part A provides basic services to ensure students requiring additional remediation are assisted. Title 1, Part A provides GES with a full time paraprofessional and a full time Highly Qualified Teacher. The curriculum director of the district will provide job embedded professional development for the teachers in understanding best instructional practices in the classroom. The full 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 school supplies for students who qualify as Students in Transition under the McKinney-Vento Act as part of the homeless qualifications. The Title 1 District Parent Facilitator visits GES on a weekly(Tuesday) 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, and students exhibiting behavioral/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
Travis Jones (Chairman)	Business/Community
Cheryl Clemons (Co-Chair)	Business/Community
Tracie Jones	Teacher
Natarsha Peacock (Vice-Chair)	Parent
Velma Andrews	Business/Community
Emily Dickey (Treasurer)	Business/Community
Buddy Crumitie	Parent
Jeff Bailey	Business/Community
Alex Ayyad	Parent
Lindsey Plummer	Business/Community
Barbara Dansey (SAC- Secretary)	Education Support Employee
Michelle Miller	Parent
Shannon Baynard	Parent
Joi Collins	Teacher
Michelle Dansey	Business/Community
Barbara Pettiford	Principal
Kristi Gilley(PTO President)	Parent
Sharia Dansey	Parent
Jackie Rooks	Parent
Jamaica McNutt	Parent
Shatoria Livingston	Parent
Emily Buchanan	Parent
Sharon Dawkins	Parent
Louis Dawkins	Parent
Sharita Hamilton	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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's principal will present data from the FSA and i-Ready reports. The SAC team will review i-Ready Data K-5 and FSA data for 2016-17. The team will also review the 2016-17 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 the School Advisory Council (SAC) and the faculty and 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 2017-2018 is to mentor specific students as identified by teachers. Mentors will encourage the selected student in academics, attitude, and attendance. Members will be assigned to 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.

SAC can support the students by volunteering and adopting a class to assist during the year, for example, SAC can assist by tutoring and helping to complete homework in the afternoon. This year, SAC will be involved in monitoring the cleanliness of the building and the operation of the cafeteria. As always the GES faculty and staff looks forward to SAC sponsoring field trips to extend students' educational experiences outside of the classroom.

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

SAC has planned to continue to allocate funds that would support the efforts of the school and its programming. SAC 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 allocate funds to all grade levels to assist with an educational field trip. SAC sponsored a trip to Sea World for the entire student body which coincided with the Next Generation Sunshine State Standards in science. Students obtained a deeper understanding and were exposed and connected to valuable information concerning wild life.

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
Willis, Wendy	Teacher, K-12
Pettiford, Barbara	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 students tour the world by reading 10 books each in order to reach each continent. Students will also receive a Book-It coupon after they have read 5 books. Grade levels K-5 will participate in the competition. Students will be motivated to read as they witness their class's magical carpets move from continent to continent. We also have competition between grade levels by asking every child to read 25 Accelerated Reader books and pass their tests with 80% accuracy. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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. Collaboration will also allow teachers to create common assessments and standards mastery tests. 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, the 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. Teachers who are 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 and interest in the town. A low teacher turnover provides stability to the school.

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

The Greenville Elementary School Mentoring Program will assign each new teacher a mentor. 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 programs 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 veteran teachers, however a safe, 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 i-Ready, Ready, Journey's and Eureka to ensure that they all 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 Standards Assessment for each tested area. Teachers will also be introducing students to FSA-type questions from item specifications by discussing them as one of the bell ringers.

All teachers are encouraged to use the C-PALMS website as a resource. C-Palms is the official site of Florida's source for standards and course descriptions. It is an online tool box of information with vetted resources and interactive tools that help teachers effectively implement and teach the 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 only as a core resource. We will also use other supplemental materials 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.

We will analyze the first diagnostic i-Ready base-line data for 2016-2017, and FSA test results to inform and improve instruction in reading and mathematics. We will use results from the 5th grade science to identify content that needs to be taught before testing. 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 and mathematics. In order to further support our struggling students, i-Ready progress monitoring tests will be given every 12 or 18 weeks in order to monitor the progress of all students. Teachers will also execute the MTSS process by providing interventions for those students who are not reading or executing math on grade level. Teachers will analyze unit benchmark tests, district assessments, and standard mastery tests 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, in order 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 computer lab. This will be coordinated with Boys and Girls Club staff and the regular staff at Greenville Elementary School.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 County Central School. Also, GES plans to have a career day to assist our students in a smoother transition to sixth grade.

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 different job opportunities to the students. The Career Fair will express the importance of obtaining a college education to our 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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 proficiency in all core areas by using standard-based instruction and supporting all students through 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 proficiency in all core areas by using standard-based instruction and supporting all students through the MTSS process with consistency and fidelity. 1a

🔍 G095983

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA Mathematics Achievement	
Highly Effective Teachers (Performance Rating)	100.0
Discipline incidents	10.0
Level 1 - All Grades	10.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Time for teacher collaboration
- Professional Development for Standard-Based Instruction throughout the year
- Lack of teachers using effective teaching strategies with consistency and with fidelity
- Lack of personnel support in the classroom which sometimes overwhelms the teacher
- Lack of parent engagement with student learning
- Lack of community members interested in the educational future of our students

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready(tool box, diagnostic, progress monitoring)/Study Island, Reflex, Math Seeds, Reading Eggs, Myon, Saxon Phonics
- District Team Members Assigned to Greenville
- Curriculum Director providing PD to improve instruction
- Partners in Education (SAC & PTO)
- MTSS Coordinator at District

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Natalie Jackson

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

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

Plan to Monitor Progress Toward G1. 8

Report Cards, Lesson Plans, Student Portfolios, Observations, Common Assessments, and I-ready Reports

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Progress Report, Report Card, Students Portfolios, I-Ready Reports, and Observations

Plan to Monitor Progress Toward G1. 8

We will review i-ready diagnostic reports/progress monitoring, report cards, progress reports, state and district assessments and student work to determine progress toward our goal.

Person Responsible

Natalie Jackson

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

I-Ready Diagnostics, Observations, Report Cards, Student Work,

Plan to Monitor Progress Toward G1. 8

The administrator and MTSS coordinator will observe the support personnel weekly to ensure that they are using effective teaching strategies that will assist tier 1, 2, and 3 students.

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Obesrvations, I-ready Reports, RTI folders, Lesson Plans, Report Cards, Students Work and Progress Reports

Plan to Monitor Progress Toward G1. 8

The MTSS coordinator will make calls monthly to answer any of the parents' questions concerning the standards or I-Ready reports discussed in the principal's data chats.

Person Responsible

Natalie Jackson

Schedule

Monthly, from 10/12/2017 to 5/18/2018

Evidence of Completion

I-Ready Progress Monitoring Reports, Standards Mastery Report, Report Cards, Progress Reports, and Student Work

Plan to Monitor Progress Toward G1. 8

The principal will analyze reports monthly concerning students' grades, attendance, and discipline referrals.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Report Cards, Progress Reports, Attendance Reports, and Discipline Referrals, and Student and Mentor Surveys

Plan to Monitor Progress Toward G1. 8

The principal will monitored and analyze students' progress in class, AR Reports, and i-Ready Reports and discussed with the parent group how well the school is doing as a whole.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Progress Reports, Report Cards, i-Ready Reports, AR Reports, and Student Work

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 proficiency in all core areas by using standard-based instruction and supporting all students through the MTSS process with consistency and fidelity. 1

🔑 G095983

G1.B1 Time for teacher collaboration 2

🔑 B258415

G1.B1.S1 Teachers will collaborate monthly to discuss lesson plans, assessments, teaching strategies, and RTI students 4

🔑 S273548

Strategy Rationale

The purpose for teacher collaboration is to provide a quality education for all students. Teachers will gleam from each other effective teaching strategies, interventions for struggling students, and the ability to construct assessments that covers the standards being taught.

Action Step 1 5

Teachers will be trained to collaborate effectively in order to provide a quality education for all students.

Person Responsible

Natalie Jackson

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Lesson Plans, Common Assessments, quizzes, Chapter tests, Report Cards, Progress Reports, and Student Work

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

Teachers will be observed often by using walk-thrus, informal assessments, and formal evaluations.

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

lesson plans, common assessments, observations, RTI folders, grades, and student work

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

Teachers will be observed frequently. They will also submit their lesson plans on a weekly basis. During their collaboration training they will also be observed during that process.

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Lesson plans, Assessments, Observations,& Grades

G1.B2 Professional Development for Standard-Based Instruction throughout the year 2

🔑 B258416

G1.B2.S1 Teachers will be trained to teach the standards by keeping the taught standards focused on the students' minds which will enable them to learn the content. 4

🔑 S273549

Strategy Rationale

The purpose of training teachers to use standard based instruction is to ensure that students understand what they are learning and what they should be able to do.

Action Step 1 5

Teachers will be able to teach the standards by focusing students on what they are learning.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 9/25/2017 to 5/18/2018

Evidence of Completion

Lesson Plans, Report Cards, Progress Reports, Common Assessments, and Student Work

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

Teachers will be observed on a weekly basis

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Lesson plans, Word Walls, Standard Based Bulletin Boards, Common Board Configurations, Progress Reports, Report Cards, and Observations

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

The administration will monitor the effectiveness of standard based instruction by analyzing the results of students' grades

Person Responsible

Barbara Pettiford

Schedule

On 5/18/2018

Evidence of Completion

Progress Reports, Report Cards, Student Portfolios, Lesson Plans, and Observations

G1.B3 Lack of teachers using effective teaching strategies with consistency and with fidelity `2`

🔑 B258417

G1.B3.S1 Teachers will use effective teaching strategies daily in all core areas. `4`

🔑 S273550

Strategy Rationale

Teachers will use effective teaching strategies daily in order for all students to master the standards.

Action Step 1 `5`

Teachers will be monitored daily using effective teaching strategies through observations.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 9/25/2017 to 5/18/2018

Evidence of Completion

Observations, Lesson Plans, Report Cards, Progress Reports, and Student work,

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

Administrator will observe classroom daily by using a variety of observation instruments.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 9/25/2017 to 5/18/2018

Evidence of Completion

Observations, Lesson Plans, Report Cards, Progress Reports ,and Student Work

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

Administrator will observe teachers using the strategies daily during their presentations of the standards.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 9/25/2017 to 5/18/2018

Evidence of Completion

Lesson Plan, Observations, Report Cards, Progress Reports, and Student Work

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

Administrator will observe teachers using effective strategies daily through observations.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 9/1/2017 to 5/18/2018

Evidence of Completion

Lesson plans, Observations, Report Cards, and Student Work

G1.B4 Lack of personnel support in the classroom which sometimes overwhelms the teacher [2]

🔑 B258418

G1.B4.S1 Every teacher needs personnel support in the classroom in order to provide a quality education for all students. [4]

🔑 S273551

Strategy Rationale

Teachers need an assistant in every classroom so that students can receive one on one or small group instruction.

Action Step 1 [5]

Teachers will use support personnel to work in small groups in order to fill in missing foundational skills in reading and mathematics.

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/29/2017 to 5/18/2018

Evidence of Completion

I-Ready Reports, RTI folders, Report Cards, Progress Reports, Lesson Plans & Student Work

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

The administrator will execute daily observations of small group instruction and provide feedback.

Person Responsible

Barbara Pettiford

Schedule

Daily, from 9/29/2017 to 5/18/2018

Evidence of Completion

Observations, I-Ready Reports, Student work, Reports Cards, and Progress Reports

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

The administrator will give feed back and strategies to assist the teacher on how to use the support personnel efficiently. The teacher will also observe her support personnel to ensure that students are receiving effective instruction during small groups.

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/29/2017 to 5/18/2018

Evidence of Completion

Observations, I-Ready Reports, Lesson Plans, RTI folders, and Student Work

G1.B5 Lack of parent engagement with student learning 2

🔑 B258419

> **G1.B5.S1** Parents will be notified and engaged in the progress of students in reading and mathematics 4
>
> 🔑 S273552

Strategy Rationale

Parents will be engaged in order to assist with students' progress in reading and mathematics

Action Step 1 5

The principal will have data chats with parents whose students have scored a level 1 or 2 on the FSA in reading and/or mathematics. She will also discussed the results of the first i-Ready Diagnostic. Parents will also be given various websites where they can assist their struggling students in reading and mathematics.

Person Responsible

Barbara Pettiford

Schedule

Triannually, from 9/7/2017 to 5/18/2018

Evidence of Completion

Progress monitoring data, Progress Reports, Report Cards, Parent Surveys, and Student Work

Action Step 2 5

The Principal will formulate a group of parents from each grade level that will give constant feedback throughout the year on how to engage parents in their children's learning process.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Sign in sheets for PTO, SAC, GES Pride Program, Visitor and Volunteer, Progress Reports, Report Cards, i-Ready percentage of lessons passed, and the number of AR books read and passed

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

Parents will complete a survey that states whether the data chats and websites have assisted them in comprehending the standards that their children are learning in reading and mathematics.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 9/7/2017 to 5/18/2018

Evidence of Completion

Parent Conferences, Phone logs, Report Cards, Progress Reports, Student Work

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

The principal will ensure that the parents will meet on a regular and monthly basis to execute surveys and discuss concerns and solutions to the engagement of parents involving student learning.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

sign in sheets, agendas, surveys, progress reports, report cards,

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

Parents will be called monthly to support them through using the websites and strategies used to assist their struggling students in reading and mathematics.

Person Responsible

Natalie Jackson

Schedule

Monthly, from 9/7/2017 to 5/18/2018

Evidence of Completion

Parent Surveys, Report Cards, Parent participation, Progress Reports, and Student Work

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

The instructor will observe students' grades and have parent's to evaluate the process that was used to engage them in the learning process of their children.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Progress Reports, Report Cards, AR Reports, i-Ready Reports and Student Work

G1.B6 Lack of community members interested in the educational future of our students `2`

🔑 B258420

G1.B6.S1 Community members taking an interest in students will improve student achievement of struggling students in reading and mathematics `4`

🔑 S273553

Strategy Rationale

Students from high poverty areas grades improve drastically when adults take a genuine interest in their well-being and success in education.

Action Step 1 `5`

Adults in the neighborhood or those who belong in organizations will assist in encouraging students to make good grades, come to school regularly, and accept their education by not interfering with the learning process.

Person Responsible

Barbara Pettiford

Schedule

Weekly, from 9/14/2017 to 5/18/2018

Evidence of Completion

Report Cards, Progress Reports, Attendance Reports, and Discipline Referrals

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Mentors and Students will be surveyed and monitored on how the interaction with students are progressing weekly.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 9/21/2017 to 5/18/2018

Evidence of Completion

Report Cards, Attendance Reports, Discipline Referrals, Progress Reports, and Student Work

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Students and Mentors will be interviewed by the principal.

Person Responsible

Barbara Pettiford

Schedule

Monthly, from 10/5/2017 to 5/18/2018

Evidence of Completion

Student and Mentor Surveys, Report Cards, Progress Reports, Attendance Reports, Discipline referrals and Student Work

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 🔍 A367271	Teachers will be trained to collaborate effectively in order to provide a quality education for all...	Jackson, Natalie	9/1/2017	Lesson Plans, Common Assessments, quizzes, Chapter tests, Report Cards, Progress Reports, and Student Work	5/1/2018 monthly
G1.MA2 🔍 M394006	Report Cards, Lesson Plans, Student Portfolios, Observations, Common Assessments, and I-ready...	Pettiford, Barbara	9/25/2017	Progress Report, Report Card, Students Portfolios, I-Ready Reports, and Observations	5/18/2018 weekly
G1.MA3 🔍 M394007	We will review i-ready diagnostic reports/progress monitoring, report cards, progress reports,...	Jackson, Natalie	9/1/2017	I-Ready Diagnostics, Observations, Report Cards, Student Work,	5/18/2018 weekly
G1.MA4 🔍 M394008	The administrator and MTSS coordinator will observe the support personnel weekly to ensure that...	Pettiford, Barbara	9/25/2017	Obesrvations, I-ready Reports, RTI folders, Lesson Plans, Report Cards, Students Work and Progress Reports	5/18/2018 weekly
G1.MA5 🔍 M394009	The MTSS coordinator will make calls monthly to answer any of the parents' questions concerning the...	Jackson, Natalie	10/12/2017	I-Ready Progress Monitoring Reports, Standards Mastery Report, Report Cards, Progress Reports, and Student Work	5/18/2018 monthly
G1.MA6 🔍 M394010	The principal will analyze reports monthly concerning students' grades, attendance, and discipline...	Pettiford, Barbara	10/2/2017	Report Cards, Progress Reports, Attendance Reports, and Discipline Referrals, and Student and Mentor Surveys	5/18/2018 monthly
G1.B1.S1.MA1 🔍 M393990	Teachers will be observed frequently. They will also submit their lesson plans on a weekly basis....	Pettiford, Barbara	9/1/2017	Lesson plans, Assessments, Observations,& Grades	5/18/2018 weekly
G1.B1.S1.MA1 🔍 M393991	Teachers will be observed often by using walk-thrus, informal assessments, and formal evaluations.	Pettiford, Barbara	9/5/2017	lesson plans, common assessments, observations, RTI folders, grades, and student work	5/18/2018 weekly
G1.B2.S1.MA1 🔍 M393992	The administration will monitor the effectiveness of standard based instruction by analyzing the...	Pettiford, Barbara	10/2/2017	Progress Reports, Report Cards, Student Portfolios, Lesson Plans, and Observations	5/18/2018 one-time
G1.B2.S1.MA1 🔍 M393993	Teachers will be observed on a weekly basis	Pettiford, Barbara	10/2/2017	Lesson plans, Word Walls, Standard Based Bulletin Boards, Common Board Configurations, Progress Reports, Report Cards, and Observations	5/18/2018 weekly
G1.B2.S1.A1 🔍 A367272	Teachers will be able to teach the standards by focusing students on what they are learning.	Pettiford, Barbara	9/25/2017	Lesson Plans, Report Cards, Progress Reports, Common Assessments, and Student Work	5/18/2018 daily
G1.B3.S1.MA1 🔍 M393994	Administrator will observe teachers using the strategies daily during their presentations of the...	Pettiford, Barbara	9/25/2017	Lesson Plan, Observations, Report Cards, Progress Reports, and Student Work	5/18/2018 daily
G1.B3.S1.MA3 🔍 M393995	Administrator will observe teachers using effective strategies daily through observations.	Pettiford, Barbara	9/1/2017	Lesson plans, Observations, Report Cards, and Student Work	5/18/2018 daily
G1.B3.S1.MA1 🔍 M393996	Administrator will observe classroom daily by using a variety of observation instruments.	Pettiford, Barbara	9/25/2017	Observations, Lesson Plans, Report Cards, Progress Reports ,and Student Work	5/18/2018 daily
G1.B3.S1.A1 🔍 A367273	Teachers will be monitored daily using effective teaching strategies through observations.	Pettiford, Barbara	9/25/2017	Observations, Lesson Plans, Report Cards, Progress Reports, and Student work,	5/18/2018 daily
G1.B4.S1.MA1 🔍 M393997	The administrator will give feed back and strategies to assist the teacher on how to use the...	Pettiford, Barbara	9/29/2017	Observations, I-Ready Reports, Lesson Plans, RTI folders, and Student Work	5/18/2018 weekly
G1.B4.S1.MA1 🔍 M393998	The administrator will execute daily observations of small group instruction and provide feedback.	Pettiford, Barbara	9/29/2017	Observations, I-Ready Reports, Student work, Reports Cards, and Progress Reports	5/18/2018 daily

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 A367274	Teachers will use support personnel to work in small groups in order to fill in missing...	Pettiford, Barbara	9/29/2017	I-Ready Reports, RTI folders, Report Cards, Progress Reports, Lesson Plans & Student Work	5/18/2018 weekly
G1.B5.S1.MA1 M393999	Parents will be called monthly to support them through using the websites and strategies used to...	Jackson, Natalie	9/7/2017	Parent Surveys, Report Cards, Parent participation, Progress Reports, and Student Work	5/18/2018 monthly
G1.B5.S1.MA1 M394001	Parents will complete a survey that states whether the data chats and websites have assisted them...	Pettiford, Barbara	9/7/2017	Parent Conferences, Phone logs, Report Cards, Progress Reports, Student Work	5/18/2018 monthly
G1.B5.S1.A1 A367275	The principal will have data chats with parents whose students have scored a level 1 or 2 on the...	Pettiford, Barbara	9/7/2017	Progress monitoring data, Progress Reports, Report Cards, Parent Surveys, and Student Work	5/18/2018 triannually
G1.B6.S1.MA1 M394003	Students and Mentors will be interviewed by the principal.	Pettiford, Barbara	10/5/2017	Student and Mentor Surveys, Report Cards, Progress Reports, Attendance Reports, Discipline referrals and Student Work	5/18/2018 monthly
G1.B6.S1.MA1 M394004	Mentors and Students will be surveyed and monitored on how the interaction with students are...	Pettiford, Barbara	9/21/2017	Report Cards, Attendance Reports, Discipline Referrals, Progress Reports, and Student Work	5/18/2018 monthly
G1.B6.S1.A1 A367277	Adults in the neighborhood or those who belong in organizations will assist in encouraging students...	Pettiford, Barbara	9/14/2017	Report Cards, Progress Reports, Attendance Reports, and Discipline Referrals	5/18/2018 weekly
G1.MA1 M394005	Benchmark assessments, progress reports, report cards, parents conferences for the MTSS	Jackson, Natalie	8/10/2017	Lesson plans, report cards, MTSS data, observations, informal observations, and teacher data notebooks	5/25/2018 quarterly
G1.MA7 M394011	The principal will monitored and analyze students' progress in class, AR Reports, and i-Ready...	Pettiford, Barbara	9/5/2017	Progress Reports, Report Cards, i-Ready Reports, AR Reports, and Student Work	5/25/2018 monthly
G1.B5.S1.MA4 M394000	The instructor will observe students' grades and have parent's to evaluate the process that was...	Pettiford, Barbara	9/5/2017	Progress Reports, Report Cards, AR Reports, i-Ready Reports and Student Work	5/25/2018 monthly
G1.B5.S1.MA3 M394002	The principal will ensure that the parents will meet on a regular and monthly basis to execute...	Pettiford, Barbara	9/5/2017	sign in sheets, agendas, surveys, progress reports, report cards,	5/25/2018 monthly
G1.B5.S1.A2 A367276	The Principal will formulate a group of parents from each grade level that will give constant...	Pettiford, Barbara	9/5/2017	Sign in sheets for PTO, SAC, GES Pride Program, Visitor and Volunteer, Progress Reports, Report Cards, i-Ready percentage of lessons passed, and the number of AR books read and passed	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. To increase proficiency in all core areas by using standard-based instruction and supporting all students through the MTSS process with consistency and fidelity.

G1.B2 Professional Development for Standard-Based Instruction throughout the year

G1.B2.S1 Teachers will be trained to teach the standards by keeping the taught standards focused on the students' minds which will enable them to learn the content.

PD Opportunity 1

Teachers will be able to teach the standards by focusing students on what they are learning.

Facilitator

Standard Based Presenter

Participants

Teachers

Schedule

Daily, from 9/25/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. To increase proficiency in all core areas by using standard-based instruction and supporting all students through the MTSS process with consistency and fidelity.

G1.B1 Time for teacher collaboration

G1.B1.S1 Teachers will collaborate monthly to discuss lesson plans, assessments, teaching strategies, and RTI students

TA Opportunity 1

Teachers will be trained to collaborate effectively in order to provide a quality education for all students.

Facilitator

Natalie Irvine

Participants

K-5 teachers

Schedule

Monthly, from 9/1/2017 to 5/1/2018

VII. Budget

1	G1.B1.S1.A1	**Teachers will be trained to collaborate effectively in order to provide a quality education for all students.**				**$0.00**
2	G1.B2.S1.A1	**Teachers will be able to teach the standards by focusing students on what they are learning.**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Greenville Elementary School	Title, I Part A		$2,000.00
			0091 - Greenville Elementary School	Title, I Part A		$2,000.00
3	G1.B3.S1.A1	**Teachers will be monitored daily using effective teaching strategies through observations.**				**$0.00**
4	G1.B4.S1.A1	**Teachers will use support personnel to work in small groups in order to fill in missing foundational skills in reading and mathematics.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0091 - Greenville Elementary School			$0.00

			0091 - Greenville Elementary School	Title, I Part A		$0.00
			Notes: Support personnel will be paid out of Title 1 funds.			
5	G1.B5.S1.A1	**The principal will have data chats with parents whose students have scored a level 1 or 2 on the FSA in reading and/or mathematics. She will also discussed the results of the first i-Ready Diagnostic. Parents will also be given various websites where they can assist their struggling students in reading and mathematics.**				**$0.00**
6	G1.B5.S1.A2	**The Principal will formulate a group of parents from each grade level that will give constant feedback throughout the year on how to engage parents in their children's learning process.**				**$0.00**
7	G1.B6.S1.A1	**Adults in the neighborhood or those who belong in organizations will assist in encouraging students to make good grades, come to school regularly, and accept their education by not interfering with the learning process.**				**$0.00**
					Total:	**$4,000.00**