

Gadsden County Schools

# Greensboro Elementary School



2017-18 Schoolwide Improvement Plan

## Greensboro Elementary School

559 GREENSBORO HWY, Quincy, FL 32351

[www.gadsdenschools.org](http://www.gadsdenschools.org)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-3	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

*\*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 Gadsden County School Board on 2/27/2018.

### 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>.

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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 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 Greensboro Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of the Greensboro Elementary School, is to foster a love of learning in an innovative, cooperative climate using research based programs and educational best practices.

##### b. Provide the school's vision statement.

Our vision at Greensboro Elementary, is to provide students with opportunities to learn valuable skills in Reading , Writing, Math, and Science from caring and supportive teachers and staff.

#### 2. School Environment

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

Greensboro Elementary teachers and staff are culturally aware of the students and their community. Administration ensures that all new teachers are acclimated to the community by taking teachers on tours of the community. Parent EXPOS and Parent involvement nights also give teachers an opportunity to interact with parents/guardians in an effort to build by in from parents.

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

Greensboro Elementary teachers take an active role in securing the safety of its students. All students are instructed to inform adults about any situation they need help with. Furthermore, they are instructed to report any situation the teacher does not address to the Principal, Assistant Principal, or Guidance Counselor. The guidance counselor works with individual students and small groups of students on conflict resolution strategies. Teachers and parents are encouraged to communicate frequently so the students progress academically and socially can be discussed.

##### 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.

The school wide behavioral system or PBS is a positive reinforcement system that rewards good behavior and outlines the behaviors that are expected from the students on a daily basis. Bulldog bucks are used to track students behavior a compliance to expected behaviors. There are dates on the calendar that are set aside so students earning Bulldog Bucks have an opportunity to spend on different activities or items.

##### 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.

The school's Student Study Team is responsible for monitoring students needs as reported by teachers, The team meets weekly when teachers have any concerns about academics or behavior that may influence a child's well being.

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 school's procedure for tracking attendance is initiated with the classroom teachers. They take attendance daily and make parental contact with any student missing more than 3 consecutive days in a row or 6 days during the 9 week period. If the problem continues the student is referred to the guidance counselor that sends a certified letter to the parent outlining the rights and responsibilities of the parent in regard to school attendance. Suspensions are minimal but are monitored by guidance and administration. Any student with more than one suspension is subject to a student study team meeting to discuss behavior plans and management strategies for home and school. Course data and state assessment data are monitored and used to identify students that may be at risk.

**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	15	18	6	6	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22

**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	8	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.**

We try and target students at risk by enrolling them in the after school program. We give incentive rewards to students with good attendance. The PBS helps reward students for positive behaviors and encourage students to become better students socially and academically.

**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**

The school will continue to utilize Parent Expo's, School Advisory Council and PTA meetings to communicate the expectations and engage parents in our efforts. Parent conference will also be a venue to share students' process and inform parents on ways to improve student performance. Meetings will be held at times that are convenient for parents.

**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.**

The school district is working to build partnerships that will support community engagement. Local restaurants have agreed to support the superintendent's efforts to facilitate school attendance by offering discounts and other incentives to students who maintain perfect attendance each grading period. The retired teachers' association has also agreed to support school efforts.

**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
Akins, Zola	Assistant Principal
Pitts, Stephen	Principal
Weeks, Dawn	Instructional Media
Joseph, Sandra	Teacher, K-12
Bates-Jackson, Erica	Teacher, K-12
Castenada, Gloria	Teacher, K-12
Murphy, Sallie	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.**

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. School coaches assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

**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.**

The effectiveness of core intervention is assessed by analyzing student performance on measures such as I-Ready and District assessments as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, I-Ready Diagnostics, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which support and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

#### Title I, Part A

Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), and free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

#### Title I, Part C- Migrant

#### Title I, Part D

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school support for Level 1 readers

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Greensboro Methodist Church	Business/Community
Gloria Castenada	Teacher
Sycamore Methodist Church	Business/Community
Stephen Pitts	Principal
Latina Pride-Gadeo	Parent
Maria Flores	Parent
Rosalvia Ortiz	Parent
Martha Trejo	Parent
Leslie Childress	Parent
Dawn Weeks	Education Support Employee
Pine Bloom Primitive Baptist Church	Business/Community
Sherinika Wilson	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 SAC met and discussed the school performance from the previous year in relation to the goals that were created. We looked at what goals needed to be addressed for the current year and came up with strategies to best help us meet those goals.

##### b. Development of this school improvement plan

The SAC met at the beginning of the school year to discuss the school's previous year's performance and recommendations to foster student achievement. The plan is presented to the SAC to approve after revising with their input.

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

.

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

School improvement funds when available are dispersed under the guidance of the School Advisory Council. When ever a need arises, a proposal is presented to the SAC for their approval. Also, when School recognition money is available the SAC helps develop a plan for teacher and staff bonuses.

#### 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
Akins, Zola	Assistant Principal
Clark, Debra	
Murphy, Sallie	Teacher, K-12
Taylor, Jeanne	Teacher, ESE
Weeks, Dawn	Instructional Media
Castenada, Gloria	Teacher, K-12
Kauffman, Megan	Teacher, K-12

#### b. Duties

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

The team will work to effectively use the results of the I-Ready Diagnostic test to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work to significantly increase the complexity of our reading instruction and student tasks to better align with Florida Standards. The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. The Read N Quiz program was selected to by the LLT team to give students more eye to print opportunities and devise a rewards program for participation. Professional development needs will also be discussed, planned and implemented through the input of the team. Some modeling and PD opportunities will be provided by the LLT. Community involvement activities will be planned to bridge the gap between home and school literacy. GES participated in the Read for the Record during Literacy Week to boost student independent reading.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning times are established to ensure that all teachers have adequate time to plan with colleagues and participate in lesson study.

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

1. In order to assist instructors and paraprofessionals who are not highly qualified to satisfy the requirements for becoming highly qualified employees, the district/school level support includes, but is not limited to the following:

1) Securing highly knowledgeable subject area trainers and mentors;

2) Continuing partnership with Panhandle Area Educational Consortium (PAEC), Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), Tallahassee Community College (TCC),

and the Department of Education Teacher Recruitment and Retention Office;

The focus of the partnership above is to continue to utilize the expertise and services offered by each of the constituents to provide resources and/or professional development opportunities that will help the district to develop, as well as recruit and/or retain highly qualified personnel; and

3) The district's Human Resource Department and the school level administrators are also assisting instructional employees with meeting the requirements for highly qualified through the HOUSSSE process, Alternative Certification, and by providing assistance with tuition or examination fees to targeted employees.

4) In addition to district efforts to recruit teachers , the school has fostered a relationship with FSU's and FAMU's college of education. This relationship gives their students opportunities to interact on our campus and become familiar with faculty and administration.

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

New teachers are paired with highly effective veteran teachers to guide them through their first year of teaching. The mentoring teacher is responsible for answering questions and providing opportunities for the new teacher to grow. Shadowing and modeling opportunities are provided so the new teacher has a frame of reference when setting up his/her classroom and behavior plan.

## **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.**

All instructional programs go through a review process at the school level. Teachers are selected to review different programs and meet in their respective grade groups to discuss how each program addresses the standards and the overall needs of the school. Representatives from the school are then sent to the district adoption meeting, where they will give the schools selection to the and insight to the district committee.

#### **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.**

Standardized Test Data is reviewed at the beginning of each year so teachers are aware of students that need intervention. Small group and center activities are used to allow teachers an opportunity to do teacher led groups with students. Data from I-Ready is used to determine student needs and provide the appropriate intervention material.

##### **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: 36,720**

The 21st Century After School program is offered to 1st - 5th grade students. Preference is given to students that scored a level 1 or 2 on FCAT 2.0 Math or Reading.

**Strategy Rationale**

Through the use of PBLs students will use math and reading skills to complete thematic projects.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready CAI is used daily for students that attend the after school program. This system allows us to take a look at time on task, grade level equivalence, and percentage correct.

**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Increase Reading instruction for an additional hour daily.

**Strategy Rationale**

Increased time on task and eye to print should improve reading skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready will be used to progress monitor and determine growth for all students.

**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, Â§ 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.**

There is currently 1 Pre-K class on campus funded by Title I and VPK. Pre-K parents will be invited to a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum, and discipline. They

will meet the principal and special area teachers, as well. During the last week of school the Pre-K class will be divided among the three kindergarten classes and they will attend lunch, and special area classes with kindergarten. Informational materials pertaining to this transition from the district's Pre-K office will be shared with parents. The success of these efforts will be monitored by evaluating students during the early weeks of school. The school in conjunction with West Gadsden High School provides rising sixth grades a day to visit the High School and meet the administration and staff. It also gives them an opportunity to fill out registration papers.

## **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.**

NA

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

NA

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

NA

**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.**

NA

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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" 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%.
  
- G2.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA ELA, will increase by 10%.

## 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.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%. 1a

G099314

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	41.0

**Targeted Barriers to Achieving the Goal** 3

- Time Constraints

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- GO Math
- Acaletics
- i-Ready

**Plan to Monitor Progress Toward G1.** 8

I-Ready Diagnostics, Acaletics testing and FSA results..

**Person Responsible**

Stephen Pitts

**Schedule**

On 5/18/2018

**Evidence of Completion**

Increased number of students scoring at or above Level 3 on FSA Mathematics

**G2.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA ELA, will increase by 10%. 1a

G099315

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	21.0

**Targeted Barriers to Achieving the Goal** 3

- Core Reading program being taught without fidelity.
- Insufficient amount of time spent actively engaged with text on a daily basis.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Journeys Core Reading Program
- i-Ready
- Journeys Intervention Program for tier 2 students.
- Florida Ready Workbooks aligned with FL Standards
- Accelerated Reader

**Plan to Monitor Progress Toward G2.** 8

Progress monitoring

**Person Responsible**

Stephen Pitts

**Schedule**

Monthly, from 9/11/2017 to 5/14/2018

**Evidence of Completion**

Accelerated Reader Reports

## 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.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%. **1**

 G099314

**G1.B1** Time Constraints **2**

 B267476

**G1.B1.S1** Teachers will utilize small group instruction/centers to address the individual needs of students. After school will be prioritized for struggling students. **4**

 S283349

### Strategy Rationale

By creating instructional groups, teachers will be able to differentiate instruction and increase the amount of time available to assist students.

### Action Step 1 **5**

Establish instructional groups using i-Ready diagnostic data.

#### Person Responsible

Zola Akins

#### Schedule

On 5/25/2018

#### Evidence of Completion

Lesson plans reflecting the instructional groups

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

Administrators will review lesson plans and conduct walk throughs

**Person Responsible**

Stephen Pitts

**Schedule**

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

***Evidence of Completion***

Summary of walk throughs

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

Review progress monitoring data

**Person Responsible**

Zola Akins

**Schedule**

On 5/31/2018

***Evidence of Completion***

Improved student performance in i-Ready and Acaletics

**G2.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA ELA, will increase by 10%. 1

G099315

**G2.B1** Core Reading program being taught without fidelity. 2

B267478

**G2.B1.S1** Reading Coach will assist teachers with Journeys implementation. 4

S283351

### Strategy Rationale

#### Action Step 1 5

Reading Coach will work with teachers in grades K-3 to strengthen their delivery of the Journeys Reading Program

#### Person Responsible

Zola Akins

#### Schedule

Weekly, from 9/11/2017 to 5/14/2018

#### Evidence of Completion

Reading Coach will observe instruction, plan with teachers , model for teachers, and debrief with administration.

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Planning schedules for teachers will be set to meet with ETO and administration.

#### Person Responsible

#### Schedule

Quarterly, from 9/1/2016 to 5/26/2017

#### Evidence of Completion

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administrators will participate in the planning between grade group levels and ETO.

**Person Responsible**

Stephen Pitts

**Schedule**

On 5/26/2017

**Evidence of Completion**

Walk-throughs and observations

**G2.B3** Insufficient amount of time spent actively engaged with text on a daily basis. 2

 B267480

**G2.B3.S1** Students will be participate in the Accelerated Reader Program to increase the amount of time they spend actively engaged in eye to print reading. 4

 S283352

**Strategy Rationale**

**Action Step 1** 5

Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.

**Person Responsible**

Dawn Weeks

**Schedule**

Monthly, from 9/11/2017 to 5/14/2018

**Evidence of Completion**

Accelerated Reader Reports

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Reports will be turned in monthly to administration.

**Person Responsible**

Dawn Weeks

**Schedule**

Biweekly, from 8/17/2015 to 5/20/2016

***Evidence of Completion***

Read N Quiz reports will be monitored bi-weekly.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Check to see if student Lexile level is increasing.

**Person Responsible**

Stephen Pitts

**Schedule**

Monthly, from 10/25/2017 to 5/1/2018

***Evidence of Completion***

 S283353

### **Strategy Rationale**

Additional hour mandated for lowest 300 schools.

### **Action Step 1** 5

All students will participate in an additional hour of Reading instruction daily.

#### **Person Responsible**

Zola Akins

#### **Schedule**

On 5/14/2018

#### ***Evidence of Completion***

FL Ready Pre and Post Test

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B3.S1.MA1 M416096	Reports will be turned in monthly to administration.	Weeks, Dawn	8/17/2015	Read N Quiz reports will be monitored bi-weekly.	5/20/2016 biweekly
G2.B1.S1.MA1 M416093	Administrators will participate in the planning between grade group levels and ETO.	Pitts, Stephen	9/2/2016	Walk-throughs and observations	5/26/2017 one-time
G2.B1.S1.MA1 M416094	Planning schedules for teachers will be set to meet with ETO and administration.		9/1/2016		5/26/2017 quarterly
G2.B3.S1.MA1 M416095	Check to see if student Lexile level is increasing.	Pitts, Stephen	10/25/2017		5/1/2018 monthly
G2.MA1 M416097	Progress monitoring	Pitts, Stephen	9/11/2017	Accelerated Reader Reports	5/14/2018 monthly
G2.B1.S1.A1 A382542	Reading Coach will work with teachers in grades K-3 to strengthen their delivery of the Journeys...	Akins, Zola	9/11/2017	Reading Coach will observe instruction, plan with teachers , model for teachers, and debrief with administration.	5/14/2018 weekly
G2.B3.S1.A1 A382543	Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.	Weeks, Dawn	9/11/2017	Accelerated Reader Reports	5/14/2018 monthly
G2.B3.S2.A1 A382544	All students will participate in an additional hour of Reading instruction daily.	Akins, Zola	9/11/2017	FL Ready Pre and Post Test	5/14/2018 one-time
G1.MA1 M416092	I-Ready Diagnostics, Acaletics testing and FSA results..	Pitts, Stephen	9/29/2017	Increased number of students scoring at or above Level 3 on FSA Mathematics	5/18/2018 one-time
G1.B1.S1.MA1 M416089	Administrators will review lesson plans and conduct walk throughs	Pitts, Stephen	9/25/2017	Summary of walk throughs	5/25/2018 monthly
G1.B1.S1.A1 A382540	Establish instructional groups using i-Ready diagnostic data.	Akins, Zola	9/4/2017	Lesson plans reflecting the instructional groups	5/25/2018 one-time
G1.B1.S1.MA1 M416088	Review progress monitoring data	Akins, Zola	9/29/2017	Improved student performance in i-Ready and Acaletics	5/31/2018 one-time

## V. Professional Development Opportunities

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

**G1.** By the end of the 2017-2018 school year, the number of students scoring level 3 or above on the FSA mathematics, will increase by 10%.

### **G1.B1** Time Constraints

**G1.B1.S1** Teachers will utilize small group instruction/centers to address the individual needs of students. After school will be prioritized for struggling students.

#### **PD Opportunity 1**

Establish instructional groups using i-Ready diagnostic data.

##### **Facilitator**

Dr. Ida Walker

##### **Participants**

All classroom teachers

##### **Schedule**

On 5/25/2018

## 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	Establish instructional groups using i-Ready diagnostic data.				\$17,500.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
6300	200-Employee Benefits	0141 - Greensboro Elementary School			\$2,500.00	
<i>Notes: Benefits for instructional specialist for mathematics</i>						
6300	160-Other Support Personnel	0141 - Greensboro Elementary School	Title, I Part A		\$15,000.00	
<i>Notes: Instructional specialist for mathematics</i>						
2	G2.B1.S1.A1	Reading Coach will work with teachers in grades K-3 to strengthen their delivery of the Journeys Reading Program				\$30,600.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
6300	160-Other Support Personnel	0141 - Greensboro Elementary School	Title, I Part A	0.2	\$25,000.00	
<i>Notes: Salaries for instructional specialist for reading</i>						
6300	200-Employee Benefits	0141 - Greensboro Elementary School	Title, I Part A		\$5,600.00	
<i>Notes: Benefits for instructional specialist for reading</i>						
3	G2.B3.S1.A1	Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.				\$3,300.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		0141 - Greensboro Elementary School	Title I, Part A		\$3,300.00	
4	G2.B3.S2.A1	All students will participate in an additional hour of Reading instruction daily.				\$72,000.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		0141 - Greensboro Elementary School			\$72,000.00	
<b>Total:</b>					<b>\$123,400.00</b>	