

District School Board of Madison County

Greenville Elementary School



2019-20 Schoolwide Improvement Plan

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Greenville Elementary School

729 SW OVERSTREET AVE, Greenville, FL 32331

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

Demographics

Principal: Wallace Selph

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: B (61%) 2014-15: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Madison County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	82%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	B

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Davis, Yolanda	Principal	The job and duties of the principal is to create a positive culture, create a long term plan for student academic success, cultivate leadership in others, improve school leadership, and manage data.
Jackson, Natalie	Teacher, ESE	Support staff to ensure they are using effective teaching strategies that will assist Tier 1, 2, and 3 students. Provide support services to students with disabilities. Oversee MTSS/RTI process. Provide resources for teachers and parents to accommodate student learning.
Collins, Joi	Teacher, K-12	Develop and execute lesson plans that align fourth and fifth grade Florida Standards. Implement and maintain eminent expectations for a productive classroom environment. Sustain one-on-one attention to individual students, while maintaining focus of the entire class. Establish differentiated learning environment to meet the needs of all pupils. Encourage students to exhibit supreme work ethic at all times. Incorporate technology within the classroom. Maintain an effective rapport with parents on student performance and behavior through written, phone or email. Collaborate with other educators to deliver instruction to a specific group of students.
Loisy, Markita	Teacher, K-12	Develop and execute lesson plans that align with first grade Florida Standards. Implement and maintain eminent expectations for a productive classroom environment. Sustain one-on-one attention to individual students, while maintaining focus of the entire class. Establish differentiated learning environment to meet the needs of all pupils. Encourage students to exhibit supreme work ethic at all times. Incorporate technology within the classroom. Maintain an effective rapport with parents on student performance and behavior through written, phone or email. Collaborate with other educators to deliver instruction to a specific group of students.
Moore, Jakira	Teacher, K-12	Develop and execute lesson plans that align third grade Florida Standards. Implement and maintain eminent expectations for a productive classroom environment. Sustain one-on-one attention to individual students, while maintaining focus of the entire class. Establish differentiated learning environment to meet the needs of all pupils. Encourage students to exhibit supreme work ethic at all times. Incorporate technology within the classroom. Maintain an effective rapport with parents on student performance and behavior through written, phone or email. Collaborate with other educators to deliver instruction to a specific group of students.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	20	17	24	17	22	0	0	0	0	0	0	0	124
Attendance below 90 percent	0	1	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	7	1	3	0	2	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	7	5	0	0	0	0	0	0	0	12

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	1	3	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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

8

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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	1	5	6	3	1	0	0	0	0	0	0	0	0	16
One or more suspensions	0	4	6	0	0	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	4	2	0	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

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

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	5	6	3	1	0	0	0	0	0	0	0	0	16
One or more suspensions	0	4	6	0	0	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	4	2	0	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	52%	57%	44%	51%	55%
ELA Learning Gains	41%	50%	58%	44%	47%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	47%	52%
Math Achievement	40%	57%	63%	75%	72%	61%
Math Learning Gains	31%	49%	62%	61%	60%	61%
Math Lowest 25th Percentile	0%	43%	51%	0%	48%	51%
Science Achievement	54%	56%	53%	33%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	24 (0)	20 (0)	17 (0)	24 (0)	17 (0)	22 (0)	0 (0)	124 (0)
Attendance below 90 percent	0 (1)	1 (5)	0 (6)	0 (3)	0 (1)	0 (0)	0 (0)	1 (16)
One or more suspensions	0 (0)	0 (4)	0 (6)	1 (0)	2 (0)	0 (2)	0 (0)	3 (12)
Course failure in ELA or Math	7 (4)	1 (2)	3 (0)	0 (0)	2 (0)	0 (0)	0 (0)	13 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	7 (1)	5 (3)	0 (0)	12 (4)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	6%	40%	-34%	58%	-52%
	2018	100%	55%	45%	57%	43%
Same Grade Comparison		-94%				
Cohort Comparison						
04	2019	81%	50%	31%	58%	23%
	2018	79%	48%	31%	56%	23%
Same Grade Comparison		2%				
Cohort Comparison		-19%				
05	2019	44%	46%	-2%	56%	-12%
	2018	29%	38%	-9%	55%	-26%
Same Grade Comparison		15%				
Cohort Comparison		-35%				
06	2019					
	2018					
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	18%	45%	-27%	62%	-44%
	2018	100%	60%	40%	62%	38%
Same Grade Comparison		-82%				
Cohort Comparison						
04	2019	43%	51%	-8%	64%	-21%
	2018	79%	56%	23%	62%	17%
Same Grade Comparison		-36%				
Cohort Comparison		-57%				
05	2019	56%	44%	12%	60%	-4%
	2018	53%	44%	9%	61%	-8%
Same Grade Comparison		3%				
Cohort Comparison		-23%				
06	2019					
	2018					
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	42%	14%	53%	3%
	2018	12%	38%	-26%	55%	-43%
Same Grade Comparison		44%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	47	42		42	31		60				
WHT	30			30							
FRL	44	48		41	36		55				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	71	69		77	42		15				
FRL	70	65		80	50		15				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	41	40		71	60		36				
FRL	46	45		71	60						

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	210
Total Components for the Federal Index	5
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The data with the lowest components were our 3rd Grade ELA Reading (6%) and Math (18%) scores. The contributing factors for such low performance were school dysfunction, an overpopulated classroom environment, and interruption in leadership. The school and district were in turmoil and the district was undecided on closing the school due to school size. During the middle of the academic school year, the school was forced to reduce to one building resulting in the loss of instruction for over a week. Teachers and students were unsure as to what will happen to their jobs and the school. Additionally, the district superintendent resigned in March and our school principal was appointed as Interim Superintendent for the district leaving the school with no leadership.

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

The greatest decline from the previous school year was the third grade ELA and Math scores. The contributing factors for such low performance were school dysfunction, an overpopulated classroom environment, and interruption in leadership. The school and district were in turmoil and the district was undecided on closing the school due to school size. During the middle of the academic school year, the school was forced to reduce to one building resulting in the loss of instruction for over a week. Teachers and students were unsure as to what will happen to the their jobs and their school. Additionally, the district superintendent resigned in March and our school principal was appointed as Interim Superintendent for the district leaving the school with no leadership.

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

The greatest gap when compared to the state average was the third grade ELA Reading (-52%) and Math scores (-44%). The contributing factors for such low performance were school dysfunction, an overpopulated classroom environment, and interruption in leadership. The school and district were in turmoil and the district was undecided on closing the school due to school size. During the middle of the academic school year, the school was forced to reduce to one building resulting in the loss of instruction for over a week. Teachers and students were unsure as to what will happen to the their jobs and their school. Additionally, the district superintendent resigned in March and our school principal was appointed as Interim Superintendent for the district leaving the school with no leadership. Furthermore, the third grade ELA Reading teacher was on medical leave for a duration of six weeks.

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

The data component that showed the most improvement was fifth grade science (44%). The new actions implemented to enhance these scores were contributed to the Science Model that Mrs. Rains used in her class. She used the I do, We do, and You do teaching strategy. She also contributes the scores to the FCIM activities, Discovery Ed Activities, and Science Quick Picks.

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

One of the greatest areas of potential concern is the third grade class being as though the class is large and they will be testing for the first time. The next area of potential concern is the Kindergarten class based on the size and number of retainers.

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

1. Increasing proficiency and learning gains in fourth grade ELA and Math.
2. Implementing standard based strategies for Kindergarten.
3. Increase proficiency and learning gains in our Caucasian subgroup.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing proficiency and learning gains in fourth grade ELA and Math
Rationale	Last year our third grade students scored 6% proficient on the ELA FSA and 18% on the Math FSA.
State the measurable outcome the school plans to achieve	The school plans to achieve a minimum of 25% proficiency in ELA and Math and a minimum of 50% in overall learning gains.
Person responsible for monitoring outcome	Yolanda Davis (yolanda.davis@mcsbfl.us)
Evidence-based Strategy	<p>Differentiated instruction and Kagan strategies.</p> <p>Each strategy ensures students individual needs are met.</p> <p>Differentiated instruction: iReady, Small grouping, and school-wide intervention</p>
Rationale for Evidence-based Strategy	<p>Kagan Strategies: Each strategy will assist in motivating a cooperative learning environment in the classroom.</p> <p>Multi-Sensory-These strategies will assist in enhance student achievement by catering to all students learning styles.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. During mandatory school intervention block, evidence-based strategies will be intentionally implemented by each teacher. 2. District Reading Coach will monitor teacher's implementation of Kagan strategies in the classroom and give specific feedback of teacher effectiveness, and possible suggestions, during bi-weekly PLCs. 3. Students will receive at least 45 minutes a week on iReady in ELA and Math to enhance proficiency in deficient areas. 4. Teacher's will purposely design small group lessons that are data driven. 5. Data will be reported and analyzed monthly to monitor student growth and the effectiveness of the evidence-based strategies.
Person Responsible	Yolanda Davis (yolanda.davis@mcsbfl.us)

#2	
Title	Implement standard based strategies for Kindergarten.
Rationale	Kindergarten class from previous academic school year was overpopulated, due to the loss of an instructor in the middle of the year, resulting in a large percentage (40%) of retainees.
State the measurable outcome the school plans to achieve	The school plans to decrease the number of Kindergarten retainees by 20% .
Person responsible for monitoring outcome	Yolanda Davis (yolanda.davis@mcsbfl.us)
Evidence-based Strategy	Saxon Phonics, Flickers, Standard based report cards, Kagan strategies, and Multi-Sensory Training Saxon Phonics: Teachers: Flickers: Standard based reports cards: Kagan Strategies: Each strategy will assist in motivating a cooperative learning environment in the classroom. Multi-Sensory-These strategies will assist in enhance student achievement by catering to all students learning styles.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Standard based reports will provide data throughout the year to report student mastery of standards. Students who are not mastering particular standards during each grading period will receive small group instruction. 2. District Reading Coach will monitor teacher's implementation of Kagan strategies in the classroom and give specific feedback of teacher effectiveness, and possible suggestions, during bi-weekly PLCs. 3. Students will receive at least 45 minutes a week on iReady in ELA and Math to enhance proficiency in standards. 4. Teachers will purposely design small group lessons that are data driven. 5. Data will be reported and analyzed monthly to monitor student growth and the effectiveness of the evidence-based strategies.
Person Responsible	Yolanda Davis (yolanda.davis@mcsbfl.us)

#3	
Title	Increase proficiency and learning gains in our Caucasian subgroup.
Rationale	Based off FSA reports, only 30% were proficient in ELA and Math.
State the measurable outcome the school plans to achieve	The school plans to increase subgroup proficiency by at least 10%.
Person responsible for monitoring outcome	Yolanda Davis (yolanda.davis@mcsbfl.us)
Evidence-based Strategy	Differentiated instruction, Kagan strategies, and Standard Based Instructional Strategies Each strategy ensures students individual needs are met.
Rationale for Evidence-based Strategy	Differentiated instruction: iReady, Small grouping, and school-wide intervention Kagan Strategies: Each strategy will assist in motivating a cooperative learning environment in the classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. During mandatory school intervention block, evidence-based strategies will be intentionally implemented by each teacher. 2. District Reading Coach will monitor teacher's implementation of Kagan strategies in the classroom and give specific feedback of teacher effectiveness, and possible suggestions, during bi-weekly PLCs. 3. Students will receive at least 45 minutes a week on iReady in ELA and Math to enhance proficiency in deficient areas. 4. Teachers will purposely design small group lessons that are data driven. 5. Data will be reported and analyzed monthly to monitor student growth and the effectiveness of the evidence-based strategies.
Person Responsible	Yolanda Davis (yolanda.davis@mcsbfl.us)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The school plans to build positive relationships with parents, families, and other community stakeholders by establishing effective communication through the use of Class Dojo, Facebook and an automated

phone service. Additionally, the school will host events, such as Grandparents Day, Donuts for Dad, Muffins for Mom, Fall Carnival, and various holiday programs, that will extend an invitation to show their support to our students. We will also have Parent Family Night where we will discuss student progress and suggestions on how to implement strategies which will assist in student achievement.

PFEF Link

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

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

The school ensures that the social-emotional needs of all students are met through its utilization of district appointed mental health counselors and outside agencies, such as Apalachee. The school will provide teachers and staff with ongoing mental health training to provide effective support to students as they cope with various social-emotional changes. (Leaps and Kognitio)

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

Strategies the school employs to support incoming cohorts of Greenville Elementary School is to partner with the Headstart unit housed at Greenville Elementary School. Kindergarten teachers will have common planning with Headstart teachers to discuss Kindergarten prerequisites. Kindergarten teachers will provide screening to incoming Kindergarten students prior to fall academic school term. The school will also reach out to local Daycare Providers and share with them the prerequisites for Kindergarten. Strategies the school employs to support outgoing cohorts of students at GES is to ensure Fifth Grade students attend orientation at Madison County Central School.

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.

Tier 1:

Journey's, Ready, Saxon Phonics (K-2), Great Minds-Eureka Math, McGraw Hill Florida Social Studies (K-5), and Pearson Elevate Florida Science (K-5) Accelerated Reader, and I-Ready.

Tier 2:

1. Formative assessments, i-Ready, Saxon Phonics (K-2), I-Ready Teacher Toolbox Interventions, Read Naturally, FCCR Activities, I-Ready, Accelerated Reader
2. Students will use i-Ready and progress monitoring data will be reviewed weekly during PLCs we will look at our Instructional Usage and the Percentage of students passing rate. .

Tier 3:

1. The toolkit in i-Ready will be used to build fundamental skills that students are missing. The curriculum used will be Journey's, Saxon Phonics (K-2), I-Ready Teacher Toolbox Interventions, Read Naturally, FCCR Activities, and RAVEO.

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 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 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 Reading Coach visits GES on a bi-weekly (Tuesday) basis in order to work with teachers, to provide information, and bring resources to the teachers that would enhance teaching strategies. In addition to Title 1, Part A, GES students participate in the Boys and Girls Club after school which is funded through a grant provided by the 21st Century Program from the Florida Department of Education.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Increasing proficiency and learning gains in fourth grade ELA and Math	\$0.00
2	III.A.	Areas of Focus: Implement standard based strategies for Kindergarten.	\$0.00
3	III.A.	Areas of Focus: Increase proficiency and learning gains in our Caucasian subgroup.	\$0.00
Total:			\$0.00