2013-2014 SCHOOL IMPROVEMENT PLAN

Greenville Elementary School

729 SW OVERSTREET AVE

Greenville, FL 32331

850-973-5033

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	53%

Alternative/ESE Center	Charter School	Minority Rate
No	No	76%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	F	F	D	F

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Greenville Elementary School

Principal

Valencia Barnes

School Advisory Council chair

Cheryl Clemons

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dabra Lofton	Curriculum Coordinator/Guidance
Janet C. Cook	Reading Coach
Latanja Peoples	Math/Science Coach

District-Level Information

District

Madison

Superintendent

Mr. Doug Brown

Date of school board approval of SIP

11/5/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and appropriately balanced numbers of teachers, education support employees, parents and other business and community citizens who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The school improvement plan will be reviewed and discussed with the SAC committee and changes will be made if appropriate.

Activities of the SAC for the upcoming school year

Some of the activities include FALL festival, curtain for the stage and recognition for students and staff.

Projected use of school improvement funds, including the amount allocated to each project

Fall Festival $250
Recognition of students and staff on a monthly basis $300
Incentives for FCAT - $500

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Valencia Barnes		
Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Bachelors Degree in English Minor in Education and Spanish Reading Endorsed Master's Degree
Performance Record	2011-2012 while serving as Assistant Principal at Madison County Central School Learning Gains in Reading 56%, Math 58%, High Standards in Reading 37%, Lowest 25% Reading 57%, Math 65%. 2012-2013 GES showed overall growth of 24 points.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Janet Cook		
Full-time / School-based	Years as Coach: 8	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor of Business Administration Professional Educator's Business Education 6-12 Media Specialist ESOL Endorsed Reading Endorsed
Performance Record	58% Learning gains in Reading, 23% learning gains in Math for all students. Learning gains for lowest 25% for Reading – 58% and for Math – 23%.

Latanja Peoples		
Full-time / School-based	Years as Coach:	Years at Current School:

Areas	[none selected]
Credentials	Bachelors of Science in Mathematics Masters in Secondary Education – Mathematics Education
Performance Record	9th Grade Geometry – 86% 10th Grade Geometry – 36.36% Algebra - 39%

Classroom Teachers

# of classroom teachers
12

 # receiving effective rating or higher
8, 67%

 # Highly Qualified Teachers
100%

 # certified in-field
11, 92%

 # ESOL endorsed
2, 17%

 # reading endorsed
1, 8%

 # with advanced degrees
3, 25%

 # National Board Certified
, 0%

 # first-year teachers
4, 33%

 # with 1-5 years of experience
2, 17%

 # with 6-14 years of experience
4, 33%

 # with 15 or more years of experience
2, 17%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Retention and Recruitment bonus, District Human Resource Coordinator attends Teacher Recruitment Fairs at local colleges.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers will be matched with a veteran teacher to assist and collaborate about pertinent information. Rational for pairing of teachers is past experience with working with the mentoring program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Baseline data: Reading K-5: Progress Monitoring and Reporting Network (PMRN), Florida Assessment of Instruction and

Reading (FAIR), Write Score and Discovery Assessment (Grades K-5 Reading, Math and Science grades 3-5).
Progress Monitoring: Reading K-5: Progress Monitoring and Reporting Network (PMRN), Florida Assessment of Instruction and
Reading (FAIR), Discovery Assessment (Grades K-5 Reading, Math and Science grades 3-5).
Midyear: Reading K-12: Progress Monitoring and Reporting Network (PMRN), Florida Assessment of Instruction and Reading
(FAIR), Discovery Assessment (Grades K-5 Reading, Math and Science grades 3-5).

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Weekly meetings occur to review student data and interventions. School intervention team meets frequently to assess success of academic and behavioral interventions. Parent meetings will be scheduled as needed. Students receiving a grade of either a D or F will have a mandatory parent conference.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Weekly meetings occur to review student data and interventions. School intervention team meets frequently to assess success of academic and behavioral interventions. Parent meetings will be scheduled as needed. Students receiving a grade of either a D or F will have a mandatory parent conference.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Discovery Education Assessment
Progress Monitoring: PMRN, CIM Assessments, SRA Benchmark Assessments, Previous year discipline referrals
Midyear: FAIR, FCAT Simulation, Discovery Education Assessment, Olweus Bullying Program, GBG (Good Behavior Group)
End of Year: FAIR, FCAT, Discovery Education Assessment, Olweus Bullying Program, GBG (Good Behavior Group)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development in the problem-solving process, elements of the tiers, and data collection/graphing will be provided by the District. Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.
The MTTS team will meet twice a month to discuss the needs of individual students based on recent data. The administrative team meets weekly and after progress reports to discuss current trends in data.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)–(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 8,100

Teachers take the students in grades 3 – 5 to the computer lab for an additional 15 minutes using a rotating schedule. We have implemented Drop Everything Read (DER) during the last 30 minutes of each school day. Teachers in grades K - 2 spend an additional 30 minutes of reading with the students. All teachers have an additional 30 minutes planning at the end of the school day for Teacher Collaboration, Planning and Professional development.
All students grade (K-5) have the opportunity to attend Summer Enrichment Camp at the end of the school term.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Lesson plans, professional development sign in sheets and classroom walkthroughs.

Who is responsible for monitoring implementation of this strategy?

Principal, Instructional Coaches, Turn-around Staff

Strategy: Summer Program

Minutes added to school year: 10,800

Summer Enrichment Academy

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

GES will offer a summer Enrichment camp for all students. The program will run concurrently with summer School offered by the District. The Academy for grades K-5 will integrate hands-on science and targeted instruction in math and/or Reading to bring students to grade level or above,

Who is responsible for monitoring implementation of this strategy?

Principal, Instructional Staff and turnaround staff.

| **Strategy:** Before or After School Program |
| **Minutes added to school year:** 6,480 |

Students in grades 3 - 5 are offered the opportunity to attend afterschool tutoring twice a week for 1.5 hours per day. Students will work on academic skills during this time.

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Students were given a baseline assessment, mid-point, and end of the year assessment. Based on the results students were given materials to assist them in remediation of weak areas.

Who is responsible for monitoring implementation of this strategy?

Principal, Instructional Coaches, Turn Around Staff

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Valencia T. Barnes	Principal
Dabra Lofton	Curriculum Coordinator
Janet Cook	Instructional Reading Coach
Latanja Peoples	Instructional Math/Science Coach
Wendy Willis	Kindergarten Teacher
Joi Collins	Fifth Grade Teacher

How the school-based LLT functions

The Literacy team will meet the 1st Monday of each month to discuss school based literacy issues and track student progress.

Major initiatives of the LLT

Infusing common core standards in K-2 with a blended curriculum in grades 3 - 5

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

On a daily basis we have infused a 30 minute Drop Everything and Read (DER) period – this is a time that Teachers can do a Read-A-Loud or that the students can be reading a book of choice.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The HEADSTART unit housed at GES will transition all of their 4 year olds into kindergarten along with the VPK and ESE students in the inclusion PreK class. These students and their parents are involved in all the activities at GES and will be comfortable to stay at their home school to continue their education.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	32%	No	57%
American Indian				
Asian				
Black/African American	48%	32%	No	54%
Hispanic				
White	68%	0%	No	72%
English language learners				
Students with disabilities				
Economically disadvantaged	52%		No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	20%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			50%
Students in lowest 25% making learning gains (FCAT 2.0)			50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%		No	60%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic				
White	68%		No	72%
English language learners				
Students with disabilities				
Economically disadvantaged	54%		No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	24%	50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	4	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	6	4%	2%
Students who are not proficient in reading by third grade	11	48%	24%
Students who receive two or more behavior referrals	34	23%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	15%	7%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Monthly PTO and SAC meetings
Fall Festival and Field Day
Awards Ceremony and 5th Grade Graduation
Open House and Parent Night

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC and PTO monthly meetings	23	75%	85%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.

G2.   Increase student attendance and decrease behavior referrals.

G3.   Increase student time on task to increase student achievement.

G4.   Increase Parental Engagement

G5.   Increase student engagement by peer to peer interaction.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Increase student attendance and decrease behavior referrals.

Targets Supported

Resources Available to Support the Goal
  • Effective implementation of the MTSS program and child study teams.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Increase student time on task to increase student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Provide teachers with additional Professional Development and effective planning.

- Increased Learning Time opportunities (ILT)

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Increase Parental Engagement

Targets Supported

Resources Available to Support the Goal
- 1. District Parent Liason 2. Monthly PTO/SAC meetings 3. Soliticing Parent help with school activities (ie. Fall Festival, Field Day, etc.)

Targeted Barriers to Achieving the Goal
- 1. The parent's work schedule. 2. Parents are not familiar with core programs.

Plan to Monitor Progress Toward the Goal

Parental Engagement

Person or Persons Responsible
Principal, Instructional Coaches, Teachers and Staff

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Increased parental engagement

G5. Increase student engagement by peer to peer interaction.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- 1. Implementation of Journeys 2. 30 minutes Drop Everything and Read 3. Implementation of Focus Calendars and Curriculum Maps 4. Professional Development on the implementation of small groups 5. Unpacking of Standards for Common Core and Course Descriptions 6. Turnaround Office 7.Instructional Coaches 8. National Geographic on-line resources 9. Go Math Online Resources 10. Write Score 11. Study Island and Successmaker 12. Achieve 3000 (Kid Biz)

Targeted Barriers to Achieving the Goal
- 1. Additional Professional Development needed 2. Not Implementing with fidelity 3. Understanding of lexile levels for students 4. Lack of Differentiated small group instruction 5. Lack of basic understanding of Common Core Standards and Course Descriptions 6. Lack of effective planning 7. Lack of understanding in disaggregating the data to group students for instruction.

Plan to Monitor Progress Toward the Goal

Students will be sharing with each other using academic language, asking relevant and higher order thinking questions.

Person or Persons Responsible
School Based Administrative Team

Target Dates or Schedule:
November 2013 - May 2014

Evidence of Completion:
Classroom walkthrough forms and lesson plans

Action Plan for Improvement

Problem Solving Key

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

G5. Increase student engagement by peer to peer interaction.

G5.B1 1. Additional Professional Development needed 2. Not Implementing with fidelity 3. Understanding of lexile levels for students 4. Lack of Differentiated small group instruction 5. Lack of basic understanding of Common Core Standards and Course Descriptions 6. Lack of effective planning 7. Lack of understanding in disaggregating the data to group students for instruction.

G5.B1.S1 Additional Professional Development for our Core Programs.

Action Step 1

Set up Professional Development for all Core Programs.

Person or Persons Responsible

Valencia Barnes, Principal Janet Cook, Instructional Coach Latanja Peoples, Instructional Coach Dabra Lofton, Curriculum Coordinator

Target Dates or Schedule

9/13/13

Evidence of Completion

Signed contracts or Sign In sheets, Agendas

Facilitator:

Consultant or Instructional Coaches

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Professional Development - Signed contract

Person or Persons Responsible

Valencia Barnes, Principal

Target Dates or Schedule

September 30, 2013

Evidence of Completion

Copy of contract and Purchase order

Plan to Monitor Effectiveness of G5.B1.S1

Journeys Core Program - Walkthroughs and Lesson Plans

Person or Persons Responsible

School Based Administrative Team

Target Dates or Schedule

Weekly after training is completed

Evidence of Completion

Increased student engagement and peer to peer interaction through classroom walkthrough forms.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Greenville Elementary School receives support through Federal, State, and local programs. Title I funds such as Basic A and School Improvement Grant (SIG) are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs (Boys and Girls Club) or summer school.

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

The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated through the District Director of Teaching and Learning.

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

The district does not receive any Title III funds.

Homeless services are provided through the District Title I office.

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

The District receives funds for programs that support prevention of violence in the school. Programs include the Olweus Bullying Prevention Program, Positive Action (part of the Safe Schools/Healthy Students Program), and Learning for Life (part of the Boy Scouts Program). These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting student achievement. Good Behavior Group will be implemented this school and will focus on 1st and 2nd grades. This group will work hand in hand with our Positive Behavior support program.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. Increase student engagement by peer to peer interaction.

G5.B1 1. Additional Professional Development needed 2. Not Implementing with fidelity 3. Understanding of lexile levels for students 4. Lack of Differentiated small group instruction 5. Lack of basic understanding of Common Core Standards and Course Descriptions 6. Lack of effective planning 7. Lack of understanding in disaggregating the data to group students for instruction.

G5.B1.S1 Additional Professional Development for our Core Programs.

PD Opportunity 1

Set up Professional Development for all Core Programs.

Facilitator

Consultant or Instructional Coaches

Participants

All staff

Target Dates or Schedule

9/13/13

Evidence of Completion

Signed contracts or Sign In sheets, Agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	Increase student engagement by peer to peer interaction.	$2,600
	Total	$2,600

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Improvement Grant	$2,600	$2,600
Total	$2,600	$2,600

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G5. Increase student engagement by peer to peer interaction.

G5.B1 1. Additional Professional Development needed 2. Not Implementing with fidelity 3. Understanding of lexile levels for students 4. Lack of Differentiated small group instruction 5. Lack of basic understanding of Common Core Standards and Course Descriptions 6. Lack of effective planning 7. Lack of understanding in disaggregating the data to group students for instruction.

G5.B1.S1 Additional Professional Development for our Core Programs.

Action Step 1

Set up Professional Development for all Core Programs.

Resource Type

Professional Development

Resource

Consultant (Journeys)

Funding Source

School Improvement Grant

Amount Needed

$2,600