



## Greenville Elementary School

729 SW OVERSTREET AVE, Greenville, FL 32331

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
53%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
76%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F		F	D

### School Board Approval

This plan was approved by the Madison County School Board on 10/21/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>41</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>44</b>
Professional Development Opportunities	45
Technical Assistance Items	48
<b>Appendix 3: Budget to Support Goals</b>	<b>49</b>

## 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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our 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 will be a school that produces successful and well-rounded students who are equipped to handle both academic and life challenges with a positive attitude and determination.

#### School Environment

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

At GES we believe that a student's cultural background is an important aspect of learning. Although teaching the Florida Standards are essential, student's cultural background, the dialects, the family, the home and community truly makes the connection for the student. The faculty and staff created a link between home and school by asking students to interview their communities, inviting parents to the classroom to talk about their jobs, and allowing students to execute reports on great leaders of their heritage. As our teachers continue to show an interest in our student's cultural background, students and teachers will create a strong bond and mutual respect for each other.

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

Our teachers created a positive classroom environment for all students. They created this environment by developing and reinforcing classroom rules and norms, promoting positive peer relationships, and nurturing positive relationships with all students. The faculty and staff greet students when they walk in the classroom, use warm facial expressions, ask students personal questions, use words such as please, thank you, yes sir or mam, and spend time eating lunch with their students. GES has a peer mediating team that will discuss and solve students' minor issues.

##### **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**

GES has established a school wide discipline plan to minimize distractions during instructional time. We are using a combination of Champs techniques and a uniform classroom management system. The Champs techniques consist of when and where the different voice levels are used. The school wide classroom management plan interventions are as follows if a rule is violated in the classroom:

- 1) Verbal Warning
- 2) Teacher/Student Conference/Time Out in classroom
- 3) Parent Contact
- 4) Parent/Teacher/Prevention Specialist/Student Conference
- 5) Student/Teacher/Parent/Admin/Prevention Specialist/Conference
- 6) Office Referral



**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**

GES students social and emotional needs are met through our prevention specialist, Ms. Stacy Beckford. During the students' Specials block of 45 minutes, Ms. Beckford teaches a program called "New Horizon". This program ensures that our students learn about positive decision making skills, having a healthy self esteem, anger management techniques, healthy versus unhealthy relationships, coping skills, communication skills, and the dangers of alcohol, tobacco and other drugs as well as personal responsibility of their behaviors and choices.

**Early Warning Systems**

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	6	4	5	3	0	24
One or more suspensions	2	1	4	7	10	0	24
Course failure in ELA or Math	1	1	1	4	6	1	14
Level 1 on statewide assessment	0	0	0	14	9	0	23

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	5	1	7

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students identified by early warning indicators will be targeted for the afterschool mentoring programs. They will also be monitored through the school's MTSS process.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

- Open House
- Monthly PTO and SAC meetings
- Parent Taking the Initiative Program
- GES Pride Programs Pre-K-2 and 3-5
- Veteran's Day Program
- I.M.A.G.E Celebration
- Academic Intramurals
- Fine Arts Program
- May Day
- Field Day
- Honors Day PreK-2 and 3-5
- Awards Ceremony and 5th Grade Graduation

**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**

GES faculty and staff welcomes partners in education by soliciting the needs of the school through parents, pto meetings, sac meetings, community members, and other valuable stakeholders. We also invite community members and partners in education to be guest speakers on our GES Pride Program. Our partners in education play an essential role in our student lives by encouraging them to make good grades during their motivational speech. Parents and the community will witness after each nine weeks the progress that GES students are making in student achievement.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Pettiford, Barbara	Principal
McDaniel, Regina	Instructional Coach
Jones, Tracie	Teacher, K-12
Collins, Joi	Teacher, K-12
Glenn, Tomiko	Teacher, K-12
Willis, Wendy	Teacher, K-12
Lenoir, Charmise	Teacher, K-12
Buechner, Kathryn	Teacher, PreK
Beckford, Stacy	Other

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The school based leadership team collaborated and created a shared vision and mission for GES. Weekly meetings occur to review student data and interventions collaboratively with expectations of

building students' success. 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 and monitored through the MTSS/ RTI process and iREADY instructions and interventions.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

GES will be using the following data as a Tier 1 baseline:

1. 2013-2014 FCAT 2.0 information and iReady formative assessments will be used with all students to determine core instructional needs in Reading and Math.
2. 2013-2014 FCAT 2.0 information will be used to determine core instruction in Science.
3. Mock writing tests that are informative and explanatory styles will be used to determine core instructional needs in ELA/Writing.
4. In all core areas the content has been aligned with the 2014-2015 Florida Standards. The blue prints are also going to be used to assist the students in scoring high on the FSA.

Tier 2:

1. Formative assessments in iReady will be used to monitor progress.
2. Students will use iReady and progress monitoring data will be reviewed monthly.
3. Tier 2 students will be progress monitored more often than iReady.
4. The blue prints are also going to be used to assist the students in scoring high on the FSA.

Tier 3:

1. Afterschool Tutorial Program

Methodology for coordinating and supplementing federal, state and local funds, services and programs.

Greenville Elementary School receives support through Federal, State, and local programs. Title I, Part A Basic provides services are provided to ensure students requiring additional remediation are assisted. Title1, Part A provides GES with a half time instructional coach, a full time Highly Qualified Teacher, and a half time HQ paraprofessional. The instructional coach provides job embedded professional development for the teachers in understanding Best Instructional Practices in the classroom. The full time Title I teacher provides instruction so that class size can be mimimized so that struggling students receive more one on one attention. The half time paraprofessional works under the supervision of a HQ teacher and provides intensive remediation to those students who need it. Title I, Part A also provides funds for materials and supplies are are used in the classroom. Title I , Part A also provides uniforms and school supplies for students who qualify as Homeless or Students in Transition under the McKinney-Vento Act as part of the homeless set aside.

Also, the Title 1 District Parent Facilitator visits GES on a weekly basis

to work with parents, attend SAC meetings, provide information, and bring resources to the teachers from the District Title I Resource center.

In addition to Title1, Part A, GES students participate in the Boys and Girls Club after school which is funded through a grant funded by the 21st Century Program from the Florida Department of Education.

The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated through the District Chief Academic Officer.

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

The district does not receive any Title III funds.

SAI funds will be used to purchase supplemental services, programs, technology assisted learning(hardware/software/licenses) and instructional materials for improving academic achievement and promotion rate. Targeted students are those not following the normal progression such as third

grade retainees, students not meeting proficiency in reading, math, writing, and science, students exhibiting behavior/attendance problems.

Title VI will be used to provide students with field experiences in the STEM areas and will be coordinated through the Chief of Academic Service's Office.

As part of our district's Healthier Generation Program, Greenville Elementary School will continue to offer Choice/Self Serve programs. Our school nurse and health tech personnel help to identify obese children and communicate their concerns confidentially to parents.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Cheryl Clemons	Business/Community
Barbara Pettiford	Principal
Dylan Agner	Student
Alyson Norris	Parent
Charmise Lenoir	Teacher
Tracie Jones	Teacher
Lindsey Plummer	Business/Community
Lucille Day	Business/Community
Tony Hill	Parent
Alex Ayyad	Business/Community
Ernest Bruton	Business/Community
Travis Jones	Business/Community
Cheryl James	Education Support Employee
Charla Bauer	Education Support Employee
	Student

#### Duties

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

##### *Evaluation of last year's school improvement plan*

The purpose of GES School Advisory Council is to inform, encourage, and provide opportunities for parents and community members to be involved with the planning and evaluation of the school's instructional program and quality improvement processes. There were no notes in the box where SAC in 2013-2014 evaluated the SIP plan.

##### *Development of this school improvement plan*

This school year 2014-15 SAC will be given a presentation of the SIP Plan by the SBLT. They will be allowed to discuss and ask questions on any concerns that they have. We will work hand in hand with SAC to ensure that the education our students are getting at GES will be transparent to the public. GES expects SAC to assist with funds on the following items:

- Cash Prizes for FSA
- Parent University Night

Family Night  
 GES Pride Programs  
 Academic Intramurals  
 Recognition of GES Faculty and Staff  
 Honor's Day Awards- trophies/ medallions  
 Stage Curtain  
 Field Day T-shirts

*Preparation of the school's annual budget and plan*

Cash Prizes for passing the FSA-\$2,760.00(reading 20.00 and math-20.00)  
 Family Night- coffee, soft drinks, cookies, hot chocolates- \$100.00  
 GES Pride Program- certificates- \$50.00  
 Academic Intramurals- balloons,white boards, cold drinks for parents- \$50.00  
 Honor's Day-trophies/medallions-\$600.00  
 Stage Curtain- \$7,890.00  
 Field Day T-shirts-\$600.00  
 Parent University Night- \$100.00  
 Recognition of GES Employees- \$300.00

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McDaniel, Regina	Instructional Coach
Beckford, Stacy	Other
Irvine, Natalie	Teacher, K-12
Lenoir, Charmise	Teacher, K-12
Collins, Joi	Teacher, K-12
Pitta, Mickey	Teacher, ESE
Smith, Dee	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The literacy leadership team at GES has taken an initiative to promote reading by having the entire school to drop everything and read (DEAR). All students participate and read for the first 30 minutes.

Also the team have created a bulletin board of students and teachers "caught" reading to enlighten students on reading can be pleasurable and is a necessary skill. This "caught " reading board also pointed out that students don't always have to read books, they may read magazines, newspapers, emails, or any print that is readable. We are also encouraging parents to come out and read with their children on "Family Night". The media center will stay open on "Family Night" from 4:00-5:30 on every 3rd Thursday beginning in September. We will also have competition between grade levels by asking every child to read 25 AR books and pass their tests with 80% accuracy. As you know, teachers will teach and test students in reading on the Florida Standards. All core teachers are integrating reading and writing throughout the curriculum.

## Public and Collaborative Teaching

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

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

GES began building a positive relationship among teachers by allowing them to study data and create a shared vision and mission for the school. This technique allowed the teachers to discuss their views on what do our students really need to learn and be able to do in reading and mathematics. We have supported collaboration by scheduling three to four teachers the same planning time. During planning, administrators have created a meaningful opportunity for teachers to work collaboratively.

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

GES plans to send teacher leaders to the recruitment sites such as Valdosta State University, Florida A&M University ,and Florida State University to obtain the best candidates. Teacher leaders are more likely to attract candidates that are strong instructional leaders than a district person who has been out of the classroom. Recruiters will be maintained by receiving strong support from the administration and mentor teacher.

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

GES Mentoring Program will assigned the recruit to a teacher that is teaching the same subject and grade level. The mentor teacher will have at least 10 years of experience. Every question that the new recruit has will be directed toward his or her mentor teacher. The mentor and mentee will meet regularly and work together to discuss lesson plans, discipline procedures, common assessments, and instructional technology program such as I-Ready. GES portrays a school climate that is family oriented which is a must to keep highly qualified people. Although salary is a big issue in these parts for new and veterans teachers, but a safe and orderly, friendly, and family oriented school usually touches an effective teacher's heart.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The teachers at GES are collaboratively unpacking the Florida Standards in the core areas that they have in common during their planning times. They are discussing resources such as Journey's and Go Math to ensure that both are aligned with the Florida Standards. By using this type of

collaboration, teachers are having meaningful dialogue which will promote growth in instructional practice. Also the District of Madison County has created curriculum and pacing guides to ensure that all students receive instruction on assessed content. GES teachers are taking an extra step by studying how the FSA questions are formatted in reading, mathematics, and writing. They are also analyzing item specification and the blue prints of the Florida standards which depicted the percentage amount of the content covered on the FSA for each tested area. All teachers are encouraged C-Palms as a resource for course descriptions and instructional planning.

### **Instructional Strategies**

***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***

GES faculty and staff has analyze a 3 year trend of FCAT data in reading and mathematics. We have identified the strengths and weaknesses in reading and math by observing and discussing the why about the 2014 FCAT data. We have also identified the students who have made level 1s and 2s on the FCAT of 2014. We plan to execute the MTSS/RTI process for those who needs tier 2 instruction by analyzing I-ready progress monitoring data. We will aslo examine I-Ready diagnostic data to determine which students are on or below grade level. I-Ready also can be used as intervention/ enrichment for those students who are working below or above grade level. To ensure that students are receiving a balanced approach, our students are receiving 120 minutes in ELA and 90 minutes in Math. We also have an extra hour built into the master schedule so that all students can receive interventions or enrichment in reading. In order to further support our struggling students, I-Ready will be given every 12 or 18 weeks in order to progress monitor all students monthly. Teachers will analyze unit benchmark tests to differentiate instruction in reading, mathematics, and science.

***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: Extended School Day**

**Minutes added to school year:**

All teachers have one hour to teach reading. Teachers pre-K through 5 are reading for 30 minutes the first part of the morning. Students can also receive instruction in reading and mathematics twice a week.

Selected students will stay after school to work on reading and mathematics in the lab using I-Ready. This will be coordinated with their core instruction through an academic instruction plan.

**Strategy Rationale**

To ensure that all students are reading on or above grade level in reading.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

Pettiford, Barbara, barbara.pettiford@madisonmail.us

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

Lesson plans, classroom walk throughs, observing grade level meetings, and I-Ready Reports of student achievement

**Strategy: After School Program**

**Minutes added to school year:**

Students in grades 3-5 are offered the opportunity to attend after school tutoring through I-Ready at least three times a week. This tutoring will last for 1 hour. Students will work on reading and math skills.

**Strategy Rationale**

To ensure that all students can execute reading and mathematics on grade level.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Pettiford, Barbara, barbara.pettiford@madisonmail.us

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

The data will be analyzed by the principal and curriculum coordinator.

**Student Transition and Readiness**

**PreK-12 Transition**



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

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

The HEADSTART unit housed at 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. The fifth graders transition into sixth grade by executing a tour and discussion with key members at Madison Central. Also GES plans to have a career day to assist our students in a smoother transition to sixth grade.

**College and Career Readiness**

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

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

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

***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***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Greenville provides differentiated instruction in all academic areas and MTSS support in all classrooms, then we will develop a culture of high expectations and proficiency and learning gains will increase.
- G2.** If Greenville Elementary provides a strong communication with parents, then behavioral issues and discipline referrals will decrease.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If Greenville provides differentiated instruction in all academic areas and MTSS support in all classrooms, then we will develop a culture of high expectations and proficiency and learning gains will increase. **1a**

G041709

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	50.0
Highly Effective Teachers (Performance Rating)	100.0
Students exhibiting two or more EWS indicators (Total)	1.0
Level 1 - All Grades	10.0
Discipline incidents	10.0

**Resources Available to Support the Goal 2**

- professional development
- Volunteers to sub while teachers trained
- peer coaching
- District personnel to provide training in reading strategies
- Teachscape
- DA support
- Reading Coach and Math Coach available from another site.
- Iready and Fair(Kindergarten only)
- Community Volunteers
- Partnership with SIG school

**Targeted Barriers to Achieving the Goal 3**

- Lack of funds for professional development
- Few teachers have knowledge and skills of differentiation
- Few students have motivation to learn the content
- Students lack of exposure to real world experiences
- No school base math coach
- Unstable Environment for students and teachers

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

We will analyze classroom data. Also we can check the progress of all students through the MTSS process and I-Ready progress monitoring system in reading. Also students' grades will help us determine the progress toward the target. Teacher Observations of using differentiation and small group instruction in reading.

**Person Responsible**

Barbara Pettiford

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Students' progress report, report card, RTI progress monitoring report, lesson plans, and I-ready progress monitoring report, final essay writings

**G2.** If Greenville Elementary provides a strong communication with parents, then behavioral issues and discipline referrals will decrease. 1a

G040517

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	34.0
Level 1 - All Grades	10.0

**Resources Available to Support the Goal** 2

- parent visitation in classroom
- Parent Conferences
- District Parent Liason
- phone/ Newsletter/Email
- PTO
- Professional development on the protocol for parent conferences
- Open door policy
- Parent Taking the Initiative(PTI)
- Parent University Night

**Targeted Barriers to Achieving the Goal** 3

- Parent preconceived negative experiences with schools
- Parents lack knowledge of the student content for grade promotion and career readiness

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

decrease negative behavior in the classroom and at home; fewer absences and referrals; higher attendance rates; increased student achievement

**Person Responsible**

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

The number of referrals listed on Focus(TO, ISS, OSS) , the number of parent contacts concerning discipline, and the number of parents who visited the classroom concerning disruptive behavior.

## 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.** If Greenville provides differentiated instruction in all academic areas and MTSS support in all classrooms, then we will develop a culture of high expectations and proficiency and learning gains will increase. **1**

 G041709

**G1.B1** Lack of funds for professional development **2**

 B101355

**G1.B1.S1** GES teachers will participate with MCCS and receive the same EDI training by sending 4 teachers to the training without paying a fee. This training will address differentiation and small group instruction for all core areas. **4**

 S112647

### Strategy Rationale

MCCS is having a training concerning Explicit Direct Instruction. They have already paid for it, where my teachers can attend free or receive Title I funds. Also the four that attend will be able to redeliver to the six that could not attend.

### Action Step 1 **5**

Attend MCCS training for EDI

#### Person Responsible

Regina McDaniel

#### Schedule

On 9/10/2014

#### Evidence of Completion

training records; lessons plans

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

teachers will use EDI practices while teaching

**Person Responsible**

Regina McDaniel

**Schedule**

Daily, from 10/6/2014 to 6/5/2015

***Evidence of Completion***

teacher walk-throughs and lesson plans; informal evaluations

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

teachers will use EDI practices while teaching

**Person Responsible**

Regina McDaniel

**Schedule**

On 6/5/2015

***Evidence of Completion***

classroom walk-throughs

**G1.B1.S2** GES teachers will receive training from the D.A. consultant. 4

 S112648

**Strategy Rationale**

The D.A. team that has been assigned to GES specializes in the building support systems for all instruction. All teachers will be trained during their planning times.

**Action Step 1** 5

The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in all content areas.

**Person Responsible**

Barbara Pettiford

**Schedule**

Weekly, from 10/6/2014 to 10/30/2014

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

This strategy will be monitored by leaders executing walk throughs, observations, and checking lesson plans

**Person Responsible**

Barbara Pettiford

**Schedule**

Weekly, from 10/16/2014 to 6/5/2015

***Evidence of Completion***

lesson plans, progress reports, report cards, iREADY reports, FSA Reading, FSA 4th and 5th Writing



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Allow the teachers to execute peer coaching and discussed the strategies(differentiate and small group) that were used effectively and why.

**Person Responsible**

Barbara Pettiford


**Schedule**

Monthly, from 9/3/2014 to 6/5/2015

**Evidence of Completion**

walk-throughs and debriefing notes of the discussion

**G1.B1.S3** Teachers will have ongoing PLC meetings with DA and Coaches to review learning data and plan instruction. 4

 S137626

**Strategy Rationale**

To build stability through ongoing support and teacher capacity, meeting will be held weekly.

**Action Step 1 5**

Ongoing PLC meetings with coaches and DA support team

**Person Responsible**

Regina McDaniel

**Schedule**

Weekly, from 10/16/2014 to 6/5/2015

**Evidence of Completion**

attendance and meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

observable differentiation in classroom instruction

**Person Responsible**

Regina McDaniel

**Schedule**

Daily, from 10/16/2014 to 6/5/2015

**Evidence of Completion**

visible evidence of differentiation in small group instruction

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

observable differentiation in classroom instruction

**Person Responsible**

Regina McDaniel

**Schedule**

Daily, from 10/16/2014 to 6/5/2015

**Evidence of Completion**

observable differentiation in classroom instruction

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

movement in data demonstrated in data visualizations (data displays)

**Person Responsible**

Regina McDaniel


**Schedule**

Monthly, from 10/16/2014 to 6/5/2015

**Evidence of Completion**

data

**G1.B1.S4** Trainings in Google Chrome applications will be utilize to enhance differentiated instructional practice. 4

 S137632

### Strategy Rationale

The Annenburg Grant was awarded last year which enable the purchase of Google Chrome notebooks for each student.

### Action Step 1 5

Tech training in using Google Notebooks

#### Person Responsible

Regina McDaniel

#### Schedule

Monthly, from 11/13/2014 to 6/5/2015

#### Evidence of Completion

participation in tech training

### Action Step 2 5

Support in utilizing computerized instructional practices

#### Person Responsible

Regina McDaniel

#### Schedule

Monthly, from 11/28/2014 to 6/5/2015

#### Evidence of Completion

teachers utilizing laptops for instruction

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

classroom walk-throughs

**Person Responsible**

Regina McDaniel

**Schedule**

On 6/5/2015

***Evidence of Completion***

increased use of laptops integrated with classroom instruction in differentiated settings

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Teachers will integrate computer assisted instruction into differentiated lessons

**Person Responsible**

Regina McDaniel


**Schedule**

Daily, from 1/1/2015 to 6/5/2015


***Evidence of Completion***

all teachers utilizing computer-assisted instruction

**G1.B2** Few teachers have knowledge and skills of differentiation **2**

 B101356

**G1.B2.S2** GES teachers will receive training from the D.A. consultant. [copy] **4**

 S137654

**Strategy Rationale**

The D.A. team that has been assigned to GES specializes in the building support systems for all instruction. All teachers will be trained during their planning times.

**Action Step 1** **5**

The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in reading and writing.

**Person Responsible**

Barbara Pettiford

**Schedule**

On 10/6/2014

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** **6**

This strategy will monitored by leaders executing walk throughs, observations, and checking lesson plans

**Person Responsible**

Barbara Pettiford

**Schedule**

Daily, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

lesson plans, progress reports, report cards, iREADY reports, FSA Reading, FSA 4th and 5th Writing

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Allow the teachers to execute peer coaching and discussed the strategies(differentiate and small group) that were used effectively and why.

**Person Responsible**

Barbara Pettiford


**Schedule**

Monthly, from 9/3/2014 to 6/5/2015


**Evidence of Completion**

walk-throughs and debriefing notes of the discussion

**G1.B4** Students lack of exposure to real world experiences 2

 B107281

**G1.B4.S1** Trainings in Google Chrome applications will be utilize to enhance differentiated instructional practice. [copy] 4

 S137641

**Strategy Rationale**

The Annenburg Grant was awarded last year which enable the purchase of Google Chrome notebooks for each student.

**Action Step 1** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G1.B5** No school base math coach 2

B125737

**G1.B5.S1** GES teachers will receive training from the D.A. consultant. [copy] 4

S137658

**Strategy Rationale**

The D.A. team that has been assigned to GES specializes in the building support systems for all instruction. All teachers will be trained during their planning times.

**Action Step 1** 5

The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in reading and writing.

**Person Responsible**

Barbara Pettiford

**Schedule**

Weekly, from 10/6/2014 to 10/6/2014

**Evidence of Completion**

weekly meetings with teachers

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

This strategy will be monitored by leaders executing walk throughs, observations, and checking lesson plans

**Person Responsible**

Barbara Pettiford

**Schedule**

Daily, from 9/3/2014 to 6/5/2015

**Evidence of Completion**

lesson plans, progress reports, report cards, iREADY reports, FSA Reading, FSA 4th and 5th Writing

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

Allow the teachers to execute peer coaching and discussed the strategies(differentiate and small group) that were used effectively and why.

**Person Responsible**

Barbara Pettiford


**Schedule**

Monthly, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

walk-throughs and debriefing notes of the discussion

**G1.B5.S2** Create and data display that will be updated monthly to show student movement toward proficiency. [copy] 4

 S137668

**Strategy Rationale**

Making data visible will motivate and inspire all teachers.

**Action Step 1** 5

**Person Responsible**

**Schedule**


***Evidence of Completion***



**G1.B6 Unstable Environment for students and teachers** 2

 B125738

**G1.B6.S1** Teachers will have ongoing PLC meetings with DA and Coaches to review learning data and plan instruction. [copy] 4

 S137664

**Strategy Rationale**

To build stability through ongoing support and teacher capacity, meeting will be held weekly.


**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B6.S2** Create and data display that will be updated monthly to show student movement toward proficiency. [copy] 4

 S137667

**Strategy Rationale**

Making data visible will motivate and inspire all teachers.

**Action Step 1** 5

visible data displays showing student progress

**Person Responsible**

Regina McDaniel

**Schedule**

Monthly, from 11/13/2014 to 5/29/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B6.S2** 6

visible data displays

**Person Responsible**

Regina McDaniel

**Schedule**

Monthly, from 11/13/2014 to 5/29/2015

***Evidence of Completion***

student performance data

**Plan to Monitor Effectiveness of Implementation of G1.B6.S2** 7

visible data displays

**Person Responsible**

Regina McDaniel

**Schedule**

Monthly, from 11/13/2014 to 5/29/2015

***Evidence of Completion***

movement in student performance data

**G2.** If Greenville Elementary provides a strong communication with parents, then behavioral issues and discipline referrals will decrease. 1

G040517

**G2.B1** Parent preconceived negative experiences with schools 2

B097989

**G2.B1.S1** Utilize district parent liaison at PTO Meetings and parent events 4

S112655

### Strategy Rationale

GES need the parent liaison so that the teachers and parents will keep an open line of communication. This parent liaison will not operate as a GES employee, but someone who cares about the welfare of the student.

### Action Step 1 5

Utilize district parent liaison at PTO Meetings and parent events

#### Person Responsible

Stacy Beckford

#### Schedule

Monthly, from 9/8/2014 to 6/5/2015

#### Evidence of Completion

providing support programs for parents to support student success

### Action Step 2 5

Collaborate with district to identify Homeless students

#### Person Responsible

Stacy Beckford

#### Schedule

Monthly, from 10/6/2014 to 6/5/2015

#### Evidence of Completion

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

Mrs. Beckford will survey her parents monthly to feel a pulse of how parents are really feeling about how positive the climate is at GES. Also the principal will be present in all meetings.

**Person Responsible**

Stacy Beckford

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

The results of the surveys and number of referrals,

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

The principal and the parent liaison will discuss the findings of the survey with the faculty, and create interventions that will decrease parents negative school experiences which will decrease referrals.

**Person Responsible**

Stacy Beckford


**Schedule**

Monthly, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

referrals, parent contact sheets, and parent conference sheet, and surveys

**G2.B1.S2** Teachers can randomly send kind notes to parents about their children. Teachers may have socials and invite parents for refreshments for becoming more acquainted with them. 4

 S112656

### Strategy Rationale

This strategy will make it easier for the parent and teacher to talk when the child does disrupts class.

### Action Step 1 5

Teachers can randomly send kind notes to parents about their children. Teachers may have socials and invite parents for refreshments for becoming more acquainted with them.

#### Person Responsible

Stacy Beckford

#### Schedule

On 6/5/2015

#### Evidence of Completion

### Action Step 2 5

Create a welcoming environment.

#### Person Responsible

Stacy Beckford

#### Schedule

Daily, from 9/8/2014 to 6/5/2015

#### Evidence of Completion

### Action Step 3 5

Establish a regular family night to support all families

#### Person Responsible

Stacy Beckford

#### Schedule

Monthly, from 9/8/2014 to 6/5/2015

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

parent contact log

**Person Responsible**

Stacy Beckford

**Schedule**

On 6/5/2015

***Evidence of Completion***

contact information

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

parent visits, including family nights

**Person Responsible**

Stacy Beckford

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

attendance

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

check parent contact log

**Person Responsible**

Stacy Beckford

**Schedule**

On 6/5/2015

***Evidence of Completion***

more parent contact for positive reinforcement

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

check parent contact log

**Person Responsible**

Stacy Beckford


**Schedule**

On 6/5/2015

**Evidence of Completion**

more parent contact for positive reinforcement

**G2.B1.S3** Utilize prevention specialist to build relationships between community and Greenville Elementary schools. Identify roles and responsibilities to build partnerships that support students at Greenville Elementary. 4

 S137704

**Strategy Rationale**

The prevention specialist is a trained social worker and provided by DisVillage.

**Action Step 1** 5

Utilize prevention specialist to build relationships between community and Greenville Elementary schools. Identify roles and responsibilities to build partnerships that support students at Greenville Elementary.

**Person Responsible**

Stacy Beckford

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

providing support programs for parents to support student success

**Action Step 2** 5

Utilize district parent liaison at PTO Meetings and parent events [copy]

**Person Responsible**

Stacy Beckford

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

providing support programs for parents to support student success

**Action Step 3** 5

Prevention Specialist will survey parents and analyze data to determine specific concerns of parents.

**Person Responsible**

Stacy Beckford

**Schedule**

On 6/5/2015

**Evidence of Completion**

survey results

**Action Step 4** 5

Monitoring phone logs to support positive parent contact

**Person Responsible**

Stacy Beckford

**Schedule**

Daily, from 10/6/2014 to 6/5/2015

**Evidence of Completion**

more positive phone calls



**Plan to Monitor Fidelity of Implementation of G2.B1.S3 6**

survey results

**Person Responsible**

Stacy Beckford

**Schedule**

On 10/31/2014

**Evidence of Completion**

report of results

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

parents develop positive relationships with GES staff and leadership

**Person Responsible**

Stacy Beckford

**Schedule**

Daily, from 1/1/2015 to 6/5/2015

**Evidence of Completion**

positive school/parent visits, more contact with teachers, higher attendance at PTO and SACS meetings

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Utilize district parent liaison at PTO Meetings and parent events	Beckford, Stacy	9/8/2014	providing support programs for parents to support student success	6/5/2015 monthly
G1.B1.S2.A1	The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in all content areas.	Pettiford, Barbara	10/6/2014		10/30/2014 weekly
G1.B2.S2.A1	The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in reading and writing.	Pettiford, Barbara	10/6/2014		10/6/2014 one-time
G1.B5.S1.A1	The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small	Pettiford, Barbara	10/6/2014	weekly meetings with teachers	10/6/2014 weekly

**Madison - 0091 - Greenville Elementary School - 2014-15 SIP**  
*Greenville Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	group instruction to increase proficiency in reading and writing.				
G2.B1.S2.A1	Teachers can randomly send kind notes to parents about their children. Teachers may have socials and invite parents for refreshments for becoming more acquainted with them.	Beckford, Stacy	9/8/2014		6/5/2015 one-time
G2.B1.S3.A1	Utilize prevention specialist to build relationships between community and Greenville Elementary schools. Identify roles and responsibilities to build partnerships that support students at Greenville Elementary.	Beckford, Stacy	9/8/2014	providing support programs for parents to support student success	6/5/2015 daily
G1.B1.S1.A1	Attend MCCS training for EDI	McDaniel, Regina	9/10/2014	training records; lessons plans	9/10/2014 one-time
G1.B1.S3.A1	Ongoing PLC meetings with coaches and DA support team	McDaniel, Regina	10/16/2014	attendance and meeting notes	6/5/2015 weekly
G1.B1.S4.A1	Tech training in using Google Notebooks	McDaniel, Regina	11/13/2014	participation in tech training	6/5/2015 monthly
G1.B6.S1.A1	[no content entered]			one-time	
G1.B5.S2.A1	[no content entered]			one-time	
G1.B4.S1.A1	[no content entered]			one-time	
G1.B6.S2.A1	visible data displays showing student progress	McDaniel, Regina	11/13/2014		5/29/2015 monthly
G2.B1.S3.A2	Utilize district parent liaison at PTO Meetings and parent events [copy]	Beckford, Stacy	9/8/2014	providing support programs for parents to support student success	6/5/2015 daily
G2.B1.S1.A2	Collaborate with district to identify Homeless students	Beckford, Stacy	10/6/2014		6/5/2015 monthly
G2.B1.S2.A2	Create a welcoming environment.	Beckford, Stacy	9/8/2014		6/5/2015 daily
G1.B1.S4.A2	Support in utilizing computerized instructional practices	McDaniel, Regina	11/28/2014	teachers utilizing laptops for instruction	6/5/2015 monthly
G2.B1.S3.A3	Prevention Specialist will survey parents and analyze data to determine specific concerns of parents.	Beckford, Stacy	9/17/2014	survey results	6/5/2015 one-time
G2.B1.S2.A3	Establish a regular family night to support all families	Beckford, Stacy	9/8/2014		6/5/2015 monthly
G2.B1.S3.A4	Monitoring phone logs to support positive parent contact	Beckford, Stacy	10/6/2014	more positive phone calls	6/5/2015 daily
G1.MA1	We will analyze classroom data. Also we can check the progress of all students through the MTSS process and I-Ready progress monitoring system in reading. Also students' grades will help us determine the progress toward the target. Teacher Observations of using differentiation and small group instruction in reading.	Pettiford, Barbara	8/18/2014	Students' progress report, report card, RTI progress monitoring report, lesson plans, and I-ready progress monitoring report, final essay writings	6/5/2015 monthly
G1.B1.S1.MA1	teachers will use EDI practices while teaching	McDaniel, Regina	10/6/2014	classroom walk-throughs	6/5/2015 one-time
G1.B1.S1.MA1	teachers will use EDI practices while teaching	McDaniel, Regina	10/6/2014	teacher walk-throughs and lesson plans; informal evaluations	6/5/2015 daily
G1.B5.S1.MA1	Allow the teachers to execute peer coaching and discussed the strategies(differentiate and small group) that were used effectively and why.	Pettiford, Barbara	9/3/2014	walk-throughs and debriefing notes of the discussion	6/5/2015 monthly
G1.B5.S1.MA1	This strategy will monitored by leaders executing walk throughs, observations, and checking lesson plans	Pettiford, Barbara	9/3/2014	lesson plans, progress reports, report cards, iREADY reports, FSA Reading, FSA 4th and 5th Writing	6/5/2015 daily

**Madison - 0091 - Greenville Elementary School - 2014-15 SIP**  
*Greenville Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Allow the teachers to execute peer coaching and discussed the strategies(differentiate and small group) that were used effectively and why.	Pettiford, Barbara	9/3/2014	walk-throughs and debriefing notes of the discussion	6/5/2015 monthly
G1.B1.S2.MA1	This strategy will monitored by leaders executing walk throughs, observations, and checking lesson plans	Pettiford, Barbara	10/16/2014	lesson plans, progress reports, report cards, iREADY reports, FSA Reading, FSA 4th and 5th Writing	6/5/2015 weekly
G1.B2.S2.MA1	Allow the teachers to execute peer coaching and discussed the strategies(differentiate and small group) that were used effectively and why.	Pettiford, Barbara	9/3/2014	walk-throughs and debriefing notes of the discussion	6/5/2015 monthly
G1.B2.S2.MA1	This strategy will monitored by leaders executing walk throughs, observations, and checking lesson plans	Pettiford, Barbara	9/3/2014	lesson plans, progress reports, report cards, iREADY reports, FSA Reading, FSA 4th and 5th Writing	6/5/2015 daily
G1.B6.S2.MA1	visible data displays	McDaniel, Regina	11/13/2014	movement in student performance data	5/29/2015 monthly
G1.B6.S2.MA1	visible data displays	McDaniel, Regina	11/13/2014	student performance data	5/29/2015 monthly
G1.B1.S3.MA1	observable differentiation in classroom instruction	McDaniel, Regina	10/16/2014	observable differentiation in classroom instruction	6/5/2015 daily
G1.B1.S3.MA3	movement in data demonstrated in data visualizations (data displays)	McDaniel, Regina	10/16/2014	data	6/5/2015 monthly
G1.B1.S3.MA1	observable differentiation in classroom instruction	McDaniel, Regina	10/16/2014	visible evidence of differentiation in small group instruction	6/5/2015 daily
G1.B1.S4.MA1	Teachers will integrate computer assisted instruction into differentiated lessons	McDaniel, Regina	1/1/2015	all teachers utilizing computer-assisted instruction	6/5/2015 daily
G1.B1.S4.MA1	classroom walk-throughs	McDaniel, Regina	11/28/2014	increased use of laptops integrated with classroom instruction in differentiated settings	6/5/2015 one-time
G2.MA1	decrease negative behavior in the classroom and at home; fewer absences and referrals; higher attendance rates; increased student achievement		8/18/2014	The number of referrals listed on Focus(TO, ISS, OSS) , the number of parent contacts concerning discipline, and the number of parents who visited the classroom concerning disruptive behavior.	6/5/2015 monthly
G2.B1.S1.MA1	The principal and the parent liaison will discuss the findings of the survey with the faculty, and create interventions that will decrease parents negative school experiences which will decrease referrals.	Beckford, Stacy	9/3/2014	referrals, parent contact sheets, and parent conference sheet, and surveys	6/5/2015 monthly
G2.B1.S1.MA1	Mrs. Beckford will survey her parents monthly to feel a pulse of how parents are really feeling about how positive the climate is at GES. Also the principal will be present in all meetings.	Beckford, Stacy	9/8/2014	The results of the surveys and number of referrals,	6/5/2015 monthly
G2.B1.S2.MA1	check parent contact log	Beckford, Stacy	9/8/2014	more parent contact for positive reinforcement	6/5/2015 one-time
G2.B1.S2.MA1	check parent contact log	Beckford, Stacy	9/8/2014	more parent contact for positive reinforcement	6/5/2015 one-time
G2.B1.S2.MA1	parent contact log	Beckford, Stacy	9/8/2014	contact information	6/5/2015 one-time
G2.B1.S2.MA4	parent visits, including family nights	Beckford, Stacy	9/8/2014	attendance	6/5/2015 daily
G2.B1.S3.MA1	parents develop positive relationships with GES staff and leadership	Beckford, Stacy	1/1/2015	positive school/parent visits, more contact with teachers, higher attendance at PTO and SACS meetings	6/5/2015 daily
G2.B1.S3.MA1	survey results	Beckford, Stacy	10/6/2014	report of results	10/31/2014 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If Greenville provides differentiated instruction in all academic areas and MTSS support in all classrooms, then we will develop a culture of high expectations and proficiency and learning gains will increase.

**G1.B1** Lack of funds for professional development

**G1.B1.S2** GES teachers will receive training from the D.A. consultant.

### **PD Opportunity 1**

The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in all content areas.

#### **Facilitator**

Mrs. Charla Bauer

#### **Participants**

GES K-5 teachers

#### **Schedule**

Weekly, from 10/6/2014 to 10/30/2014

**G1.B1.S3** Teachers will have ongoing PLC meetings with DA and Coaches to review learning data and plan instruction.

### **PD Opportunity 1**

Ongoing PLC meetings with coaches and DA support team

#### **Facilitator**

Charla Bauer and Regina McDaniels

#### **Participants**

all staff

#### **Schedule**

Weekly, from 10/16/2014 to 6/5/2015

**G1.B1.S4** Trainings in Google Chrome applications will be utilize to enhance differentiated instructional practice.

**PD Opportunity 1**

Tech training in using Google Notebooks

**Facilitator**

Shane Roland/April Holmes; TBD

**Participants**

all teachers

**Schedule**

Monthly, from 11/13/2014 to 6/5/2015

**PD Opportunity 2**

Support in utilizing computerized instructional practices

**Facilitator**

MTSS support person

**Participants**

all teachers

**Schedule**

Monthly, from 11/28/2014 to 6/5/2015

**G1.B2** Few teachers have knowledge and skills of differentiation

**G1.B2.S2** GES teachers will receive training from the D.A. consultant. [copy]

**PD Opportunity 1**

The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in reading and writing.

**Facilitator**

Mrs. Charla Bauer

**Participants**

GES K-5 teachers

**Schedule**

On 10/6/2014

**G1.B5** No school base math coach

**G1.B5.S1** GES teachers will receive training from the D.A. consultant. [copy]

**PD Opportunity 1**

The D.A. coaches and team will execute ongoing support on how to use differentiated instruction and small group instruction to increase proficiency in reading and writing.

**Facilitator**

Mrs. Charla Bauer

**Participants**

GES K-5 teachers

**Schedule**

Weekly, from 10/6/2014 to 10/6/2014

## Technical Assistance Items

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

**G1.** If Greenville provides differentiated instruction in all academic areas and MTSS support in all classrooms, then we will develop a culture of high expectations and proficiency and learning gains will increase.

### **G1.B6** Unstable Environment for students and teachers

**G1.B6.S2** Create and data display that will be updated monthly to show student movement toward proficiency. [copy]

#### **PD Opportunity 1**

visible data displays showing student progress

##### **Facilitator**

DA team

##### **Participants**

all faculty

##### **Schedule**

Monthly, from 11/13/2014 to 5/29/2015



## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> If Greenville Elementary provides a strong communication with parents, then behavioral issues and discipline referrals will decrease.	1,000
<b>Grand Total</b>	<b>1,000</b>

### Goal 2: If Greenville Elementary provides a strong communication with parents, then behavioral issues and discipline referrals will decrease.

Description	Source	Total
<b>B1.S1.A1</b> - Buying Coffee, Creamer, and snacks while discussing the issues. Meeting with parents monthly and explaining the educational process in detail.	General Fund	300
<b>B1.S2.A3</b>	Other	100
<b>B1.S3.A1</b> - Buying Coffee, Creamer, and snacks while discussing the issues. Meeting with parents monthly and explaining the educational process in detail.	General Fund	300
<b>B1.S3.A2</b> - Buying Coffee, Creamer, and snacks while discussing the issues. Meeting with parents monthly and explaining the educational process in detail.	General Fund	300
<b>Total Goal 2</b>		<b>1,000</b>