

# District School Board of Madison County

**Greenville Elementary School**

**2019-20 School Improvement Plan**

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**Greenville Elementary School**

729 SW OVERSTREET AVE, Greenville, FL 32331

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

**Demographics**

**Principal: Yolanda Davis** Start Date for this Principal: 7/1/2019

|  |  |
| --- | --- |
| **2019-20 Status**  (per MSID File) | Active |
| **School Type and Grades Served**  (per MSID File) | Elementary School PK-5 |
| **Primary Service Type**  (per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**  (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students White Students |
| **School Grade** | 2018-19: C |
|  | 2017-18: B |
|  | 2016-17: C |
| **School Grades History** | 2015-16: B |
|  | 2014-15: F |
|  | 2013-14: F |
| **2019-20 School Improvement (SI) Information\*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | [Jef f Sewell](mailto:jeff.sewell@fldoe.org) |
| **Turnaround Option/Cycle** |  |
| **Year** |  |
| **Support Tier** | NOT IN DA |
| **ESSA Status** | TS&I |
| \* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

**School Board Approval**

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

**SIP Authority**

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

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

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

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

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

**Purpose and Outline of the SIP**

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement**

Greenville Elementary School's mission is to provide a safe and challenging learning environment through the use of effective teaching strategies and to inspire students to use their creativity, individuality, and minds to succeed beyond the elementary level.

### Provide the school's vision statement

Greenville Elementary School will produce successful and well-rounded students who are equipped to handle both academic and life challenges with a positive attitude and determination.

### School Leadership Team

**Membership**

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

**Name Title Job Duties and Responsibilities**

Davis, Principal Yolanda

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

The job and duties of the principal is to create a positive culture, create a long term plan for student academic success, cultivate leadership in

### Early Warning Systems Current Year

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

**Indicator**

**Grade Level**

**Total**

**Indicator**

**Grade Level**

**Total**

**Indicator**

**Grade Level**

**Total**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **K 1 2 3 4 5 6 7 8 9** | **10** | **11** | **12** |  |
| Students with two or more indicators | 0 1 0 0 2 0 0 0 0 0 | 0 | 0 | 0 | 3 |

**The number of students identified as retainees:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Retained Students: Current Year | 10 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

8

**Date this data was collected or last updated**

Monday 7/22/2019

### Prior Year - As Reported

**Indicator**

**Grade Level**

**Total**

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

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

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

**Grade Level**

**Total**

**K 1 2 3 4 5 6 7 8 9 10 11 12**

**Indicator**

Students with two or more indicators 1 2 3 0 0 1 0 0 0 0 0 0 0 7

### Prior Year - Updated

**Indicator**

**Grade Level**

**Total**

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

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

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

**Grade Level**

**Total**

**K 1 2 3 4 5 6 7 8 9 10 11 12**

**Indicator**

Students with two or more indicators 1 2 3 0 0 1 0 0 0 0 0 0 0 7

## Part II: Needs Assessment/Analysis

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Data**  Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools). | | | | | | |
| **School Grade Component** | **2019** | | | **2018** | | |
| **School** | **District** | **State** | **School** | **District** | **State** |
| ELA Achievement | 44% | 52% | 57% | 68% | 64% | 56% |
| ELA Learning Gains | 41% | 50% | 58% | 63% | 60% | 55% |
| ELA Lowest 25th Percentile | 0% | 49% | 53% | 0% | 50% | 48% |
| Math Achievement | 40% | 57% | 63% | 79% | 74% | 62% |
| Math Learning Gains | 31% | 49% | 62% | 48% | 57% | 59% |
| Math Lowest 25th Percentile | 0% | 43% | 51% | 0% | 44% | 47% |
| Science Achievement | 54% | 56% | 53% | 13% | 48% | 55% |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Level Data**  NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.  NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same. | | | | | | |
| **ELA** | | | | | | |
| **Grade** | **Year** | **School** | **District** | **School- District**  **Comparison** | **State** | **School- State**  **Comparison** |
| 03 | 2019 | 6% | 40% | -34% | 58% | -52% |
|  | 2018 | 100% | 55% | 45% | 57% | 43% |
| Same Grade Comparison | | -94% |  | | | |
| Cohort Comparison | |  |  | | | |
| 04 | 2019 | 81% | 50% | 31% | 58% | 23% |
|  | 2018 | 79% | 48% | 31% | 56% | 23% |
| Same Grade Comparison | | 2% |  | | | |
| Cohort Comparison | | -19% |  | | | |
| 05 | 2019 | 44% | 46% | -2% | 56% | -12% |
|  | 2018 | 29% | 38% | -9% | 55% | -26% |
| Same Grade Comparison | | 15% |  | | | |
| Cohort Comparison | | -35% |  | | | |

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subgroup Data** | | | | | | | | | | | |
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| **Subgroups** | **ELA**  **Ach.** | **ELA LG** | **ELA LG**  **L25%** | **Math Ach.** | **Math LG** | **Math LG**  **L25%** | **Sci Ach.** | **SS**  **Ach.** | **MS**  **Accel.** | **Grad Rate**  **2016-17** | **C & C Accel**  **2016-17** |
| BLK | 47 | 42 |  | 42 | 31 |  | 60 |  |  |  |  |
| WHT | 30 |  |  | 30 |  |  |  |  |  |  |  |
| FRL | 44 | 48 |  | 41 | 36 |  | 55 |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| **Subgroups** | **ELA**  **Ach.** | **ELA LG** | **ELA LG**  **L25%** | **Math Ach.** | **Math LG** | **Math LG**  **L25%** | **Sci Ach.** | **SS**  **Ach.** | **MS**  **Accel.** | **Grad Rate**  **2015-16** | **C & C Accel**  **2015-16** |
| BLK | 71 | 69 |  | 77 | 42 |  | 15 |  |  |  |  |
| FRL | 70 | 65 |  | 80 | 50 |  | 15 |  |  |  |  |

### ESSA Data

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

|  |  |
| --- | --- |
| **ESSA Federal Index** | |
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency |  |
| Total Points Earned for the Federal Index | 210 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities |  |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners |  |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students |  |

|  |  |
| --- | --- |
| **Asian Students** | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 44 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students |  |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students |  |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students |  |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students |  |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 30 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 1 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 45 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

### Analysis

**Data Reflection**

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

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

The data with the lowest components were our 3rd Grade ELA Reading (6%) and Math (18%) scores. The contributing factors for such low performance were school dysfunction, an overpopulated classroom environment, and interruption in leadership. The school and district were in turmoil and the district was undecided on closing the school due to school size. During the middle of the academic school year, the school was forced to reduce to one building resulting in the loss of instruction for over a week.

Teachers and students were unsure as to what will happen to their jobs and the school. Additionally, the district superintendent resigned in March and our school principal was appointed as Interim Superintendent for the district leaving the school with no leadership.

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

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

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

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

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

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

strategy. She also contributes the scores to the FCIM activities, Discovery Ed Activities, and Science Quick Picks.

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

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

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

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

5.

## Part III: Planning for Improvement

### Areas of Focus:

|  |  |
| --- | --- |
| **#1** | |
| **Title** | Increasing proficiency and learning gains in fourth grade ELA and |
|  | Math |
| **Rationale** | Last year our third grade students scored 6% proficient on the ELA |
|  | FSA and 18% on the Math FSA. |

**State the measureable outcome the school plans to achieve**

**Person responsible for monitoring outcome**

**Evidence-based Strategy**

**Rationale for Evidence-based Strategy**

The school plans to achieve a minimum of 25% proficiency in ELA and Math and a minimum of 50% in overall learning gains.

Yolanda Davis (yolanda.davis@mcsbfl.us) Differentiated instruction and Kagan strategies.

Each strategy ensures students individual needs are met.

Differentiated instruction: iReady, Small grouping, and school-wide intervention

Kagan Strategies: Each strategy will assist in motivating a cooperative learning environment in the classroom.

Multi-Sensory-These strategies will assist in enhance student achievement by catering to all students learning styles.

Action Step

* + 1. During mandatory school intervention block, evidence-based strategies will be intentionally implemented by each teacher.
    2. District Reading Coach will monitor teacher's implementation of Kagan strategies in the classroom and give specific feedback of teacher effectiveness, and possible suggestions, during bi-weekly

### Description

PLCs.

* + 1. Students will receive at least 45 minutes a week on iReady in ELA and Math to enhance proficiency in deficient areas.
    2. Teacher's will purposely design small group lessons that are data driven.
    3. Data will be reported and analyzed monthly to monitor student growth and the effectiveness of the evidence-based strategies.

**Person Responsible** Yolanda Davis (yolanda.davis@mcsbfl.us)

Implement standard based strategies for Kindergarten.

Kindergarten class from previous academic school year was overpopulated, due to the loss of an instructor in the middle of the year, resulting in a large percentage (40%) of retainees.

**Title**

**Rationale**

**#2**

### State the measureable outcome the school plans to achieve

**Person responsible for monitoring outcome**

**Evidence-based Strategy**

**Rationale for Evidence-based Strategy**

The school plans to decrease the number of Kindergarten retainees by 20% .

Yolanda Davis (yolanda.davis@mcsbfl.us)

Saxon Phonics, Flickers, Standard based report cards, Kagan strategies, and Multi-Sensory Training

Saxon Phonics: Teachers:

Flickers:

Standard based reports cards:

Kagan Strategies: Each strategy will assist in motivating a cooperative learning environment in the classroom.

Multi-Sensory-These strategies will assist in enhance student achievement by catering to all students learning styles.

Action Step

* + - 1. Standard based reports will provide data throughout the year to report student mastery of standards. Students who are not mastering particular standards during each grading period will receive small group instruction.
      2. District Reading Coach will monitor teacher's implementation of Kagan strategies in the classroom and give specific feedback of

### Description

**Person Responsible**

teacher effectiveness, and possible suggestions, during bi-weekly PLCs.

* + - 1. Students will receive at least 45 minutes a week on iReady in ELA and Math to enhance proficiency in standards.
      2. Teachers will purposely design small group lessons that are data driven.
      3. Data will be reported and analyzed monthly to monitor student growth and the effectiveness of the evidence-based strategies.

Yolanda Davis (yolanda.davis@mcsbfl.us)

Increase proficiency and learning gains in our Caucasian subgroup.

Based off FSA reports, only 30% were proficient in ELA and Math.

**Title**

**Rationale**

**#3**

### State the measureable outcome the school plans to achieve

**Person responsible for monitoring outcome**

**Evidence-based Strategy**

**Rationale for Evidence-based Strategy**

The school plans to increase subgroup proficiency by at least 10%.

Yolanda Davis (yolanda.davis@mcsbfl.us)

Differentiated instruction, Kagan strategies, and Standard Based Instructional Strategies

Each strategy ensures students individual needs are met.

Differentiated instruction: iReady, Small grouping, and school-wide intervention

Kagan Strategies: Each strategy will assist in motivating a cooperative learning environment in the classroom.

Action Step

* + - * 1. 1. During mandatory school intervention block, evidence-based strategies will be intentionally implemented by each teacher.
        2. District Reading Coach will monitor teacher's implementation of Kagan strategies in the classroom and give specific feedback of teacher effectiveness, and possible suggestions, during bi-weekly

### Description

PLCs.

* + - * 1. Students will receive at least 45 minutes a week on iReady in ELA and Math to enhance proficiency in deficient areas.
        2. Teachers will purposely design small group lessons that are data driven.
        3. Data will be reported and analyzed monthly to monitor student growth and the effectiveness of the evidence-based strategies.

**Person Responsible** Yolanda Davis (yolanda.davis@mcsbfl.us)

### Additional Schoolwide Improvement Priorities (optional)

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

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No.

114-95, § 1114(b). This section is not required for non-Title I schools.

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

The school plans to build positive relationships with parents, families, and other community stakeholders by establishing effective communication through the use of Class Dojo, Facebook and an automated phone service. Additionally, the school will host events, such as Grandparents Day, Donuts for Dad, Muffins for Mom, Fall Carnival, and various holiday programs, that will extend an invitation to show their support to our students. We will also have Parent Family Night where we will discuss student progress and suggestions on how to implement strategies which will assist in student achievement.

### PFEP Link

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

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

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

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

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

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

Tier 1:

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

Tier 2:

Formative assessments, i-Ready, Saxon Phonics (K-2), I-Ready Teacher Toolbox Interventions, Read Naturally, FCCR Activities, I-Ready, Accelerated Reader

Students will use i-Ready and progress monitoring data will be reviewed weekly during

PLCs we will look at our Instructional Usage and the Percentage of students passing rate. .

Tier 3:

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

Greenville Elementary School receives support through federal, state, and local programs. Title I, Part A provides basic services to ensure students requiring additional remediation are assisted. Title 1, Part A provides GES with a full time paraprofessional and a full time Highly Qualified Teacher. The full-time paraprofessional works under the supervision of a HQ teacher and provides intensive remediation to those students who need it. Title I, Part A also provides funds for materials and supplies used in the classroom.

Title I, Part A also provides school supplies for students who qualify as Students in Transition under the McKinney-Vento Act as part of the homeless qualifications. The Title 1 District Reading Coach visits GES on a bi-weekly (Tuesday) basis in order to work with teachers, to provide information, and bring resources to the teachers that would enhance teaching strategies. In addition to Title 1, Part A, GES students participate in the Boys and Girls Club after school which is funded through a grant provided by the 21st Century Program from the Florida Department of Education.

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

Greenville Elementary School will participate in a Career Fair that is annually planned and executed by the School Advisory Council and community partners. Professionals from the local community will be invited to attend and present different job opportunities to the students. The Career Fair will express the importance of obtaining a college education to our students.

## Part V: Budget

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