# School Name:Greenville Elementary Date: May 24, 2018

Person Completing Form:Barbara Pettiford Title of Person Completing Form:Principal

**Madison County**

**2018-2019**

**Title I, Part A Program**

**Comprehensive Needs Assessment**

**DUE MAY 30**

**Data Analysis**

**Considering Staff Development**

**Problem Solving**

**School Improvement Goals and Activities**

**Title I, Part A Grant Application**

**Phase I - Data Analysis**

**FSA Data / Progress monitoring Data**

Analyze the most recent FSA data / Progress Monitoring data over 3-year period by subgroup (race/ethnicity; poverty; grade level). Identify patterns of growth or decline. Target the lowest indicators and/or areas not meeting proficiency.

Analyze all of the components/areas that comprise the school grade criteria over a 3-year period. Identify patterns of growth or decline. Target the lowest or declining criteria. School grade criteria can be found here: <http://www.fldoe.org/core/fileparse.php/5637/urlt/AccountReporTechMeeting2017.pdf>

Analyze results of the Title I Parent Involvement Survey (5 Essentials). Identify areas of weakness.

Consider student demographics (attendance, mobility, behavior, migrant, homeless)

**Curriculum and Instruction**

1. The curriculum in the following disciplines is aligned to the Florida Standards:

Reading  Math  Writing

Evidence: Lesson Plan, Pacing Guides, Student artifacts, pre-tests, post-tests, evaluation data, and collaborative planning

2. The curriculum in the following discipline is aligned to the Next Generation Sunshine State Standards:

Science  Social Studies

Evidence: Lesson Plans, Pacing Guides, Student artifacts, pre-tests, post-tests, evaluation data, and collaborative planning

3. Local assessments are used by staff as formative data to analyze student progress and align instruction?

Yes  No

Evidence: Teacher made test during collaborative planning, I-Ready benchmark Assessments(Reading and Mathematics

4. Additional instruction is provided for students who have not mastered the curriculum?

Currently in place and data shows student growth.

Under development

Under consideration

Not in place

Evidence:(Lesson plans and I-Ready scores) Teacher provides individual and small group instruction for tier2 and tier 3 students. Students are assigned lessons from I-ready to receive additional instruction on reading and math skills.

5. Schools are consistently using research-based instructional strategies to support student learning.

The school is using, refining, and monitoring selected research-based instructional and management practices.

The school is learning about selected research-based instructional and management practices but these practices are not consistently in use across all grade levels and/or subject areas.

The school is considering the use of selected research-based instructional and management practices.

The school is not using research-based instructional and management practices.

**List management Practices (how 1-5 are supported in your school)**: Every teacher uses the following steps for behavior management:1) Verbal Warning, 2)Teacher/Student Conference/Time out(in classroom) 3) Parent Contact 4)Parent/Teacher/Student Conference 5) Student/Teacher/Parent/Admin/Conference 6) Office Referral

**Results** (Using the information in Phase I, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | According to the 5essential Survey, GES is weak in building relationships with parents |
| 2. | We are neutral in teacher collaboration |
| 3. | We are neutral in principal and teachers implementing a shared vision |

**Phase II – Staff Development Considerations**

**Learning Communities**

* **Collaboration**

Educators seek new information, plan instruction and solve problems independently or with little collaboration with other educators.

Educators are beginning to participate in collaborative activities regarding instruction, assessment, and problem solving.

Several of the educators have formed collaborative teams for the purpose of thoughtful, explicit examination of practices and consequences and/or solving problems focused on students’ learning.

Practically all educators are part of school-based learning teams that meet weekly or bi-monthly to explicitly examine teaching practices and consequences and/or solving problems focused on students’ learning.

Evidence: Teachers meet weekly with their team members

* **Teamwork**

Educators plan instruction and prepare instructional materials and assessments independently or with little interaction with other educators.

Educators are beginning to interact with other educators to plan instruction, prepare instructional materials and assessments.

Several of the educators work together to plan instruction, prepare instructional materials and assessments.

Practically all educators work with other educators to plan instruction, prepare instructional materials and assessments.

Evidence: The teacher made common assessments.

**Results** (Using the information in Phase II, Learning Communities, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Time for teachers to collaborate |
| 2. | Allowing Teachers to have input on professional development |
| 3. | Implementing the practices that are learned during the training |

**Quality Teaching**

* **Best Practice**

Instruction is usually customary or conventional and not aligned with current best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging).

Only a few teachers instruct using best practice strategies or these strategies are implemented only occasionally by a number of teachers.

Most teachers broadly engage in the use of best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging) and across multiple subject areas.

Evidence: Observations-informal or formal and Lesson plans

* **Mentoring/ Coaching?**

Most teachers instruct without the benefit of observing other teachers teach and/or not receiving peer coaching on instructional practices.

Many teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

Most teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

Evidence: Click here to enter text.

**Results** (Using the information in Phase II, Quality Teaching, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Teachers are uncomfortable with their peers observing them. |
| 2. |  |
| 3. |  |

**Resources**

* **Resource availability**

Few instructional resources are available.

Many instructional resources are available but they often overlap and/or conflict.

Too many instructional resources are to be used resulting in less than quality implementation.

Many instructional resources are available and are integrated and complimentary.

Evidence: Click here to enter text.

* **Evidence Based**

Too few of the instructional resources are evidence researched based.

Sufficient numbers of instructional resources are evidence based.

Practically all instructional resources are evidence based.

Evidence: I-Ready, Eureka Math, Ready books for ELA, AR and Myon, Study Island, Saxon Phonics, Top Score

* **Technology Based Instruction Availability**

The devices that are available are either in disrepair or will not work on the web-based resources that are available.

Too few devices are available for students to access resources that are web-based.

Sufficient numbers of devices are available for students to access resources that are web-based.

Evidence: Chromebooks, and desktops

**Results** (Using the information in Phase II, Resources, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Have several old laptops that need to be repaired |
| 2. | Chromebooks have been broken, but are getting repaired, |
| 3. |  |

**Leadership**

* **Teacher Leadership**

Teachers are beginning to assume leadership roles by chairing committees, facilitating planning sessions and/or collaborative instructional activities, however, with little staff input.

A number of teachers assume leadership roles (described above) and regularly gain input from other staff members.

Staff consistently provides input to teachers who assume these school leadership roles.

Evidence: Click here to enter text.

* **Principal Leadership**

Principals often lead committees, facilitate planning sessions or instructional activities with little teacher input.

Principals assume leadership roles (described above) and regularly gain input from teachers.

Teachers consistently give input to principals as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: Preparing the SIP, PFEP, and delivery of the lesson,

* **Assistant Principal Leadership**

The assistant principal often leads committees, facilitate planning sessions or instructional activities with little teacher input.

The assistant principals assume leadership roles (described above) and regularly gain input from teachers.

Teachers consistently give input to the assistant principal as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: There is no assistant principal nor reading coach due the FTE count

**Results** (Using the information in Phase II, Leadership, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Teachers who can lead, tend not to want to lead their colleagues |
| 2. | Teachers tend not to trust the principal, due to the stability of the leader over a period of time. |
| 3. |  |

**Family Engagement**

* **Florida Standards/NGSS/ FCAT 2.0/ Florida Standards Assessments / Progress Monitoring**

The school meets with almost every parent to help them understand Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and gives them strategies to monitor their children’s progress.

The school does not educate parents or does so on a limited basis about the Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and strategies in monitoring their children’s progress.

Evidence: Teachers discussed strategies during parent night, They also allowed students to explain their test scores to parents. Teachers, administration, and SAC elighten parents on the FSA website and discuss resources and strategies that they could use to assist their children in scoring high on the FSA and FCAT 2.0 Science. Principal had data chats with level 1 and level 2 students parents.

* **Fostering Family Engagement**

Teachers implement 1 - 2 family engagement strategies a year (ex. Newsletter, after-hours family events, literacy training for parents, etc.)

Teachers implement 3 or more family engagement strategies a year.

Teachers successfully communicate with some of the parents of students in their class(es).

Teachers successfully communicate with all, or almost all, of the parents of students in their class(es).

Evidence: Email, newsletters, Class DOJO, phone call, texting, open house, parent university night

* **School Family Engagement**

The school implements 1 - 3 family engagement activities a school year.

The school implements 4 or more family engagement activities a school year.

The school successfully communicates with some of the parents.

The school successfully communicates with all, or almost all, of the parents.

Evidence: Flyers, One Call, Title 1 newsletter, GES Gazette, GES Facebook page, GES website

**Results** (Using the information in Phase II, Family Engagement, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Parents do not like the One Call to contact their phones too many times |
| 2. | They do not visit the school website |
| 3. | Parents do not come to school events even though their children are performing |

Using data and staff development information in Phases I and II, consider the following instructional factors.

***Mark the most appropriate:*** **4 = almost all the time; 3 = frequently; 2 = occasionally; 1 = rarely**

Students are engaged in:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | 3x | 2 | 1 | appropriate text complexity and/or rigorous activities and work; |
| 4 | 3x | 2 | 1 | appropriate independent, meaningful learning activities; |
| 4 | 3x | 2 | 1 | real-world instructional activities; |
| 4x | 3 | 2 | 1 | positive, supportive classroom interactions; |
| 4x | 3 | 2 | 1 | sufficient teacher-student interaction, questioning, re-explaining, checking for understanding; |
| 4 | 3x | 2 | 1 | sufficient practice, authentic application, and review activities; |
| 4x | 3 | 2 | 1 | numerous opportunities to engage in constructive and meaningful interaction about subject matter with other students and the teacher(s); |
| 4x | 3 | 2 | 1 | guided practice prior to independent practice; |
| 4x | 3 | 2 | 1 | effective and positive classroom management procedures and routines; |
| 4x | 3 | 2 | 1 | effective, flexible grouping practices (small/ large and group make-up changes); |
| 4 | 3x | 2 | 1 | effective, varied and authentic assessment practices; |
| 4 | 3x | 2 | 1 | activities that promote student inquiry and problem-solving. |

**Results** (Using the chart above, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Standards taught in relation to students preferred learning style |
| 2. |  |
| 3. |  |

**Phase III – Problem Solving**

**Narrow the focus to one or two contributing factors below and check those boxes. Use these factors/findings to help guide the development of your goals and activities. Descriptors below serve as a guide and are not all inclusive.**

**Curriculum**

* Real-world outcomes
* Integrated Curriculum
* Curriculum Mapping
* Instructional Materials
* Learning Expectations

**Instruction**

* Instructional Skill Level
* Academic Engagement Time
* Teaching informed by multiple types of assessments (rubrics, observational, performance, benchmarks, etc.)
* Instructional Activities / Strategies
* High Quality Teachers/ Staff

**Process**

* On-going professional development
* Coaching/ Mentoring of staff / students
* Goals & Targets Agreed Upon
* Inquiry, problem solving focus
* Family Involvement
* Parent Training

**Context**

* Trusting Environment
* Common Beliefs / Mission
* Authority to Act
* School Climate
* Student Learning Fragmentation
* Student Discipline Policy

x

x

**Phase IV – Goals – List the Goals for School Year (**Add Rows as Needed)

|  |  |
| --- | --- |
| 1. | *Example: Achieve learning gains in math for 75% of 5th grade students.* |
| 2. | To increase reading achievement in all grade levels by using researched based strategies(K-5) |
| 3. | To increase math achievement in all grade levels by using researched based strategies.(K-5) |

**Phase V – Activities – List Activities Planned to Accomplish Goals (**Add Rows as Needed)

|  |  |
| --- | --- |
| 1. | *Example: Add research-based math intervention in grade 5.* |
| 2. | To use i-ready tool box to increase comprehension and vocabulary skills |
| 3. | To use i-ready tool box to increase the basic math skills |

**Phase VI – Activities – List Items for which Title I Funds are Needed to Accomplish Goals (**Add Rows as Needed)

|  |  |
| --- | --- |
| 1. | *Example: Acaletics; student consumables; teacher stipends for training* |
| 2. | Use Ready materials, Myon, AR, saxon phonics, SRA materials |
| 3. | Use Reflex math, Acaletics, Eureka consumables |