



School Improvement Plan

Satterlee School

Greenville Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	See Goals and Plans in Assist	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

In conjunction with Greenville High School. All students attending Satterlee are Greenville High School students.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

There is a need for MTSS overhaul and in conjunction with Greenville High School, we came up with a process to overhaul our processes.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

School goals were connected to prior needs at Greenville High School. The needs assessment process for Greenville High School included Satterlee.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals for Greenville High School address the needs of Satterlee because staff from Satterlee were included in the process. The population at Satterlee includes 83% disadvantaged and nearly 50% special education.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The strategies include:

Including representatives from all stakeholders, including staff, parents and students

Surveys of all stakeholders

Teams consisting of representatives from all stakeholder groups

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The MTSS plan will increase literacy and positive behavior in the school. This will accelerate and enrich the curriculum.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs assessment found there was a need for MTSS systems in Greenville High School. The research-based strategies include a formal plan for MTSS implementation at Greenville High School, which includes Satterlee.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

MTSS includes supports for all levels of needs, from Tier 1 to Tier 3. This will benefit all students, with the focus being on the whole group.

5. Describe how the school determines if these needs of students are being met.

Greenville High School and Satterlee will use documentation of behavior (using SWIS) and scores on the STAR reading test to determine that needs are being met.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

There is no turnover for teachers at Satterlee this school year. The same teacher is back for this school year.

2. What is the experience level of key teaching and learning personnel?

The teacher in the program has 30+ years of teaching experience, with almost all of that in special education. The para professional in the program has 15+ years of experience, with most being in special education.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

There are no specific initiatives for Satterlee to attract and retain highly qualified teachers because there has been no turnover since the program began 2 years ago.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

There are no specific initiatives for Greenville Public Schools to attract and retain highly qualified teachers because there has been no turnover since the program began 2 years ago.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff has been involved in extensive training for MTSS, both last school year and this school year. The training will continue throughout this school year.

2. Describe how this professional learning is "sustained and ongoing."

The Professional Development for the district is focusing on MTSS and all that goes into it this school year. There has already been some PD related to MTSS as well.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents were included from the beginning. They have been made aware of the plan through email, meetings, and social media.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents were included from the beginning. They have been made aware of the plan through email, meetings, and social media.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Surveys will be given for parents and students during conferences and through email and social media.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Mailings, social media, email and Remind messages.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Surveys will be done during conferences, through email and social media.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Meetings will be held to discuss the results of the surveys.

8. Describe how the school-parent compact is developed.

Meetings and surveys that include representative stakeholders.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The Satterlee program does not include elementary level students.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The School-Parent Compact is shared through email, social media, mailings and Remind messages.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Parents are all given a progress report by email on a weekly basis based on the classes the students are enrolled in.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?
- N/A
2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?
- N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

At Greenville High School, teachers meet in departments to make decisions regarding academic assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers meet in departments and PLCs to analyze student achievement data. They are also involved at the district level in department head and team leader meetings.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

At Greenville High School, meetings are held with departments and PLCs to analyze data to identify students who are having difficulty mastering State academic standards. The implementation of MTSS will help in this process.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are able to get one on one help from teachers after school or during Academic Focus time at Greenville High School.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' special needs and 504 plans are shared with their teachers through PowerSchool and Synergy. Teachers are able to document that these needs are addressed in the same system.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

MTSS is a district wide initiative that will be implemented in each building in Greenville Public Schools. 21F money will be used to help implement this initiative, along with district resources. District resources include PLCs, Professional Development geared toward implementation, and special education resources.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Greenville High School (and Satterlee) is not a Title I school. The State, local and Federal resources will be used to train staff in MTSS, hire an MTSS coordinator for both behavior and literacy, and provide Professional Development to analyze and evaluate the effectiveness.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our district has a student services coordinator who coordinates and integrates the programs mentioned above. Also, the school social worker and high school administration work together to make sure the students' needs are being met in whatever area they are lacking.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Teams will get together in departments and PLCs to evaluate the MTSS program. Surveys will be given and data will be analyzed.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The School Improvement team will go over survey results, department heads will analyze data and PLCs will also analyze data to see if the MTSS initiative is being successful.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The School Improvement team will go over survey results, department heads will analyze data and PLCs will also analyze data to see if the MTSS initiative is being successful.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement team will survey stakeholders and analyze data, along with department heads and leadership team members.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

This includes all 4 types of data: achievement, perception, program/process, demographic.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

This program is intended for students who are most at risk of failing in the 4 core academic areas. All students in this program were identified as needing alternative program.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Grades, attendance, social behavior and online experience were used to establish criteria for placement in the program.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

This alternative placement is available to all students in grades 7-12. Assistance is provided in all 4 core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning is done through a team of professionals (SST) made up of counselors and administrators.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

This program offers instructional strategies in online delivery of all classes. Students work on one class at a time and receive behavioral support through earning rewards.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

N/A

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

The curriculum can be accelerated by students working ahead in their classes.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students in the alternative setting are never pulled from their classroom. They have daily uninterrupted time to work on their classes.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

N/A

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Professional Learning Communities and continued Professional Development

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

N/A

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents sign a contract before the student enters the program. Regular communication between parents and school staff happens through emails, texts and phone calls.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Regular communication between parents and school staff.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Regular communication via emails, texts and phone calls.

5. Describe how the parent involvement activities are evaluated.

Currently there is no way to evaluate parent involvement activities.

6. Describe how the school-parent compact is developed.

N/A

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	Parents sign a contract to be able to enroll their student into the program.	

8. How does the school provide individual student academic assessment results in a language parents can understand?

Parents receive regular updates via the LMS used in the program.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	Currently there is no Parent Involvement Plan	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

This alternative program is funded through Federal, State and local monies. Any child in the middle or high school is eligible to attend. The students who attend must meet the criteria set up and be vetted through a team of counselors and administrators.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

This alternative program participates in the free/reduced breakfast and lunch program. We also participate in a Work Study program for both paid and unpaid placements.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

The progress is monitored by classes complete, grades, behavior, reduction of suspensions/expulsions.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Changes are made based on needs of students. This is monitored on a regular basis by administration.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Professional development is based on the needs of the teachers to provide the training necessary to perform their jobs.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The Program Evaluation Tool and Program Implementation Tool

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

The Program Evaluation Tool and Program Implementation Tool

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Graduation rates and classes complete.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Monitoring on a regular basis

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Implement Plato software to improve student achievement

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The Satterlee program will graduate more than 3 students in the 2016-17 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$25000

Goal 1: The Satterlee program will graduate more than 3 students in the 2016-17 school year.

Status	Progress Notes	Created On	Created By
N/A	None at this time	August 30, 2016	Kimberly Bell

Measurable Objective 1:

A 20% increase of Eleventh and Twelfth grade Bottom 30% students will improve graduation rate and earn a diploma in Practical Living by 06/07/2017 as measured by Looking at graduation rate from the previous year and comparing the two years..

Strategy 1:

Graduation Rate - A new Learning Management System will be in place, along with monitoring software. This should increase student achievement and show in the graduation rate from the Satterlee program.

Category: Other - Graduation

Research Cited: None at this time.

Tier: Tier 1

Activity - Implement Plato LMS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make Plato software available to all students in the Satterlee program.	Academic Support Program, Curriculum Development	Tier 1	Implement	08/29/2016	06/07/2017	\$25000	Section 31a	Kim Bell Serena Allen

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Plato LMS	Make Plato software available to all students in the Satterlee program.	Academic Support Program, Curriculum Development	Tier 1	Implement	08/29/2016	06/07/2017	\$25000	Kim Bell Serena Allen