

Marion County Public Schools

# Greenway Elementary School



2015-16 School Improvement Plan

## Greenway Elementary School

207 MIDWAY RD, Ocala, FL 34472

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

### 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>.

---

## Table of Contents

---

<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	21
<b>Appendix 1: Implementation Timeline</b>	<b>33</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>35</b>
Professional Development Opportunities	36
Technical Assistance Items	39
<b>Appendix 3: Budget to Support Goals</b>	<b>0</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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Every child is capable of learning and has the potential to become a responsible, contributing adult member of society. Based upon this belief, it is the mission of Greenway Elementary to maintain a challenging curriculum with high expectations for all students to achieve their personal best, thus preparing them to develop into lifelong learners and problem solvers.

An effective instructional program that allows for optimal progress for each student regardless of developmental or cognitive level must support the aforementioned curriculum, and must be presented in a secure, comfortable, well-maintained and organized school environment where all members of the school community feel nurtured and welcomed.

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

Greenway Elementary will provide an educational environment where each individual of the school community is valued, respected, and encouraged to reach their fullest potential as a productive citizen.

#### School Environment

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

Greenway values parent input regarding students' strengths, weaknesses, needs, and personal cultures. We constantly inquire asking parents for feedback and input regarding how we can best meet the needs of their child. Greenway is in the business of building relationships with both students and parents or guardians knowing that these relationships can have a positive impact of our students. In addition, teachers are actively building positive relationships with their students through personal interactions, such as showing interest in a students activities within the school day and outside the school day, ensuring that students are making good choices regarding behavior and commitment to academics and out showing a consistent desire to provide engaging instruction.

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

Our number one priority is safety. We begin with creating a safe arrival and dismissal process. Parents are notified in writing on or procedures for keeping their children safe during the time of arriving on campus and exiting our school campus. In addition to our high security fencing, classroom doors are kept locked for added safety. Students are provided opportunity to participate in practice drills for fire, code yellow, code red, and tornado drills. Students are rewarded for following school rules with Gator Bucks which is part of our positive reward system.

##### **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**

Greenway is proud to be part of the Positive Behavior System (PBS) initiated throughout our District. This is our first line of defense. Administration and teachers are highly encouraged to provide positive feedback with our parents/guardians. These positive phone calls or other communication will provide



an added incentive for students to earn this same type of positive communication. If students are not responding to the positive reinforcement, then teachers are required to document student issues, along with strategies used to change behavior as well as consequences that students have experienced. When adequate consequences are met and behavior is still not acceptable, then the Dean of Students becomes involved with the student and we follow the district student discipline procedures.

**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**

Teachers are encouraged to monitor the social-emotional needs of their students. As they become aware of any issues with their students, or others on our staff become aware of needs, the needs are addressed with administration, the leadership team, and/or the guidance counselor. The guidance counselor is trained to work through some of the social-emotional needs of our students. At the point we are not able to adequately meet the needs of the student, we refer the case to our District Problem Solving Team. Through discussion, the students maybe mentored, provided additional or outside counseling, or provided academic support.

**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**

Performance Matters is used to monitor EWS indicators such as students with attendance below 90%, ELA and Math course failure and students scoring Level 1 on the statewide assessment in ELA and Math, the student management system is used to monitor student with one or more suspension.

**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	4	12	11	8	22	11	68
One or more suspensions	6	7	5	24	16	31	89
Course failure in ELA or Math	25	24	55	24	20	13	161
Level 1 on statewide assessment	0	0	0	38	15	22	75

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

Indicator	Grade Level			Total
	2	3	4	
Students exhibiting two or more indicators	1	3	1	5

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

Greenway Elementary has an attendance plan to assist families that have a high absenteeism. Our guidance department is involved in helping families through phone calls, wake up calls, CST meetings and discipline referrals.

Greenway Elementary has scheduled remediation time for students in kindergarten thru fifth grade daily. Students needing remediation will be involved in the Corrective Reading program or Fast Forward.

## 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?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/62081>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Greenway Elementary gives parents an opportunity to meet teachers before school actually begins. There is also an Open House that encourages our parents to visit the classrooms, learn about the curriculum and see our school campus. We also conduct a Title I meeting that affords parents the knowledge regarding our Title I status.

Our administration and faculty are regularly making positive contact with parents and guardians so that Greenway has a positive impact in our community. Our school uses the PBS program, Positive Behavior Support, which helps to ensure that our students are rewarding for good and appropriate behavior. Students demonstrating appropriate behavior are often more engaged in learning, therefore increasing our student achievement.

Publix and Wal-Mart in our area support our school and students with school supplies that are donated by the local customers of these stores. These businesses also provide other donations throughout the year. Donations to the school allows us to continue to motivate students to make academic gains.

## 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:

Name	Title
Clark, Luann	Principal
Hunt, Leona	Assistant Principal
Schrader, Tammy	Instructional Coach
Reese, Marlana	Guidance Counselor
Glover, Jacqueline	Instructional Coach
Quintana, Zulia	Instructional Coach
Thornal, Candy	Dean
Plesner, Cynthia	Instructional Media

## Duties

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

School Based Leadership Team- Establish, communicate and build consensus among the staff, establish school policies, allocate school resources and support, engage in ongoing collaborative data- based problem solving, utilize data to monitor, evaluate, and augment school policies, procedures and processes.

Administration- To develop a continuum of intervention supports which are readily accessible as soon as a student is indicated as at risk or off track. Develop effective intervention plans. Provide prevention supports which act to prevent students from becoming disengaged or developing skills deficits.

Reading/Instructional, Academy & Academic Coach- Coaches will serve as a full time professional developer as a member of a school's district support team. The coach will collaborate with members of the district support team to generate improvement in reading, math, science and writing.

Dean - Maintain effective student behavior so that learning is taking place.

### ***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***

The Synergy team will meet biweekly throughout the year to discuss the progress of students in Tier 2 and Tier 3. The leadership team will meet weekly to discuss the implementation of the Tier 1 core curriculum.

Performance Matters and AIMS Web will be used to provide data to the Synergy team and the leadership team to analyze for the effectiveness of the core curriculum and supplemental supports provided to students not making progress with the core curriculum.

Members of the Synergy team will meet with staff members at least once bi-monthly to discuss the MTSS process and to discuss the progress of their students in Tier 2 and Tier 3. Teachers and members of the Synergy team will meet with parents of students in Tier 2 and Tier 3 to discuss the implementation of interventions and the progress of their child.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Andrea Borges	Parent
Joe Borge	Parent
Terry Burley	Parent
Silvia Camacho	Parent
Stacie Collins	Parent
Jennifer Craig	Parent
Nicole Dallensandra	Parent
Allison Dreiling	Parent
Quinn Flournoy	Teacher
David Forbes	Parent
Pamela Fraser- Bonner	Parent
Hairon Gil	Parent
Karen Glass	Parent
Gina Harris	Teacher
Angela Iacobaccio	Parent
Jarrold Lorenz	Teacher
Shannon Morris	Parent
Jennifer Nowlin	Parent
Karen Puracan	Parent
	Student
Zulia Quintana	Teacher
Zandra Raines	Parent
Vicky Reyes	Parent
Mya Rivera	Parent
Robert Smith	Parent
Candy Thornal	Teacher
Luann Clark	Principal

## 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*

Throughout the 2013-2014 school year members of the SAC were a part of subject specific committees. Each committee met and reviewed the previous years plan and develop next years school improvement plan. When the School Advisory Council met at least one committee presented their findings and suggestions for the next school year.

### *Development of this school improvement plan*

Throughout the 2013-2014 school year members of the SAC were a part of subject specific committees. Each committee met and reviewed the previous years plan and develop next years

school improvement plan. When the School Advisory Council met at least on committee presented their findings and suggestions for the next school year

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

The School Advisory Council and the leadership team reviewed data to verify the effectiveness of each resource paid for through Title 1 funds. The leadership team met with instructional staff to get feedback on the resources funded through Title 1. When Greenway received the new budget for the 2014-2015 school year the leadership team reviewed the resource lists created by the school advisory council, the leadership team and instructional staff.

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

Funding will be spent this for teachers grants as selected by the SAC committee.

***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:**

Name	Title
Clark, Luann	Principal
Glover, Jacqueline	Instructional Coach
Schrader, Tammy	Instructional Coach
Hunt, Leona	Instructional Coach
Quintana, Zulia	Instructional Coach

**Duties**

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

The LLT meets to discuss literacy resources being used at Greenway. Tammy Schrader is involved with our Academy classrooms in grades kindergarten- second. Mrs. Schrader updates the LLT with the progress of our reading programs implemented in the Academy classrooms. Zulia Quintana is the academic coach that works with teachers through modeling and effective lesson planning, as well as enrichment curriculum. Mrs.Quintana is also involved in progress monitoring of students in need of additional academic support. Jackie Glover is our Professional Development Specialist and develops the remediation/enrichment program for grades kindergarten- fifth grade. Mrs. Glover updates the LLT on the achievement gains of our students in all grade levels. Leona Hunt and Luann Clark are involved in making curriculum and instructional decisions for all resources used at Greenway. Mrs. Hunt updates the LLT on individual student needs discussed during problem solving team meetings and IEP meetings.

**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**

Title I funds are used three times a year to provide substitutes so that teachers are afforded the opportunity to collaborate by grade level so that they can plan and share effective teaching strategies. Once a year there is an opportunity for vertical teams to meet and discuss student's needs for the upcoming year.

Through creative scheduling, teachers are given approximately 5 hours of continuous grade level planning every 7 weeks. This allows collaboration and encourages positive working relationships with our teachers. This time is used for unwrapping the standards, looking at data and sharing best practices of instruction.

During trainings and faculty meetings, meetings begin with sharing 5 positive things that might have happened to someone in our group, and this encourages our teachers and helps to create positive working relationships.

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

1. Staff is recruited through the District application process. Also, local universities are contacted to inquire about recent or upcoming Education majors that have stellar reputations. The reputation of Greenway Elementary School provides interest from prospective teachers inquiring about future employment.
2. Provide support through provision of materials, supplies and resources (Principal, Assistant Principal)
2. Provide quality ongoing professional development (Principal, Assistant Principal)
3. Assign highly qualified mentors (Principal, Assistant Principal)
4. Provide feedback on lessons, unit development, classroom management, and delivery (Principal, Assistant Principal)

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

Administration assigns mentors to our new teachers. Teachers with previous experience are able to share best practices and their expertise with the new teachers.

Teachers are given support if they are new to teaching, or new to a grade level. Rookie teacher meetings provide an opportunity for new teachers to discuss grade level curriculum/planning, sharing best practices, classroom management, strategies for raising student achievement, data review for differentiated instruction, etc. Reading Coach, Academic Coach, and Administration are available to model instruction and planning for new teachers. Mentees provide extra support to teachers new to a Grade level.

## **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***

Our district adopted curriculum in reading and math are aligned to Florida Standards. In addition, our District provides extensive curriculum resources that are aligned to the Florida Standards which is highly suggested that teachers use as a resource. Administration closely monitors classroom instruction to ensure that the core instructional program is aligned to the Florida Standards. District created assessments are another avenue to ensure that instruction is aligned to Florida Standards.

#### **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**

We use the district endorsed and stated approved Wonders Reading series. This series is aligned to the Florida Standards. Teachers are given copies of the Florida Standards along with District created curriculum maps aligned to the Florida standards.

District provides monthly opportunities for training and staff development in the core curriculum areas. Half days are used for school site training by instructional coaches, STEM Leads, and administration. As formative assessments or district created assessments are given, teachers are required to analyze the data and determine how instruction should be changed to meet the individual needs of the students.

During classroom instruction, teachers are required to provide differentiated instruction to students that require additional assistance or enhanced learning.

During our iii time, many different levels of remediation and enrichment take place every day for 40 minutes.

**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:** Weekend Program

**Minutes added to school year:** 0

Our students are rewarded for reading during the weekend. We have a program called, Weekend Warriors, and our students are eager to read in order to compete for the prizes.

#### **Strategy Rationale**

The more students read, the better they become at reading, as well as learning the love of reading.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Clark, Luann, luann.clark@marion.k12.fl.us

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

Weekly totals of students reading. Weekly reading assessments, classroom observation, and formative assessments. In addition, FSA and LEOCs will help determine the effectiveness of our reading program.

### **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**

Title I District office provides 2 Title I Pre-K/VPK program on the Greenway campus. All students are fully integrated into the school setting thus helping them transition to Kindergarten. In addition,



information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exception Student Education Pre-K Program in our District for eligible 3 thru 5 year of age. All students are fully integrated into the school setting which provides help in the transition to Kindergarten. MCPS also provides a Summer VPK Program for eligible Pre-K students. FLKRS and WSS are administered to kindergartners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

Kindergarten registration begins in April and continues until school begins in the fall. Beginning in April each year, Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to assist in the registration of Pre-K students. A school-based, week long, Kindergarten Round Up is planned for the spring and is advertised through community based flyers, letters sent home with current students, and a SkyLert message to the parents. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one- on-one relationships with students.

On September 17, at 6:00 PM, we will host our PreK Open House. Parents and students will be able to join the teacher in the classroom.

### 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***

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

***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***

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

***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***

## Needs Assessment



## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.**      If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.

## 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 we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement. 1a

G072560

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	59.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	71.0

**Resources Available to Support the Goal** 2

- Wonders Collaboration- focused on standards Manipulatives Leveled Readers Tools for differentiation CPalms- searching for standards and resources Technology- all teachers have engaged cart systems/laptop cart Florida Standards- electronic or paper Professional Development Specialist/ Academic coach- modeling/ feedback Support plan for new teachers/ staff coming in throughout the school year- mentor teachers Performance Matters Concrete representational- abstract sequence of instruction- inquiry based instruction in science Hands on Standards Collaborative Planning among grade levels Professional Development- voluntary and mandatory Goal setting with students- data chats Use model teachers Academy classes have student conferencing Celebrations with parents- positive phone calls within 1st 2 weeks of school (30 day window)- new students within 1st week Parent involvement (telling them what to do) v/s engagement (how can you help me) with parents Parent/student surveys

**Targeted Barriers to Achieving the Goal** 3

- Bucket #1 Data used for planning/ instruction and student achievement goals needs to improve. Effective Data chats with students would increase student achievement. Our teachers do not share enough data with parents. Lack of knowledge of school and district resources limits effective instruction.
- Bucket #2 Lack of knowledge and understanding of standards and utilization of resources is not effective at this time. Wonders is overwhelming and there is a need for more training, especially phonics. Embracing Florida Standards would make us more comfortable and being effective with instruction Learning Checks. Learn to teach/ plan by the standard, not by the curriculum (Wonders as a resource). Teachers need to know how to unpack the new standards. Parent involvement is needed for support and/or buy in.
- Bucket #3 Organizational scheduling for Professional Development collaborative planning/data review is deficient. Collaboration with peers would improve instruction and student engagement. Lack of data meetings to track data hinders academic progress. Resistant learners need attention.
- Other: Budget monies are needed to purchase supplies, materials and additional man power. Mentors must be assigned in order to assist new teachers. Manpower is needed to ensure student success. Student demographics could hinder academic achievement, requiring attention to demographics. Celebrations with parents could include positive phone calls within 1st 2 weeks of school (30 day window)- new students within 1st week. Parent Involvement (telling them what to do) v/s engagement (how can you help me) with parents.

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

CIMs team will meet 3x during the 2015-2016 school year to collect and analyze data to track the progress towards our goal.

**Person Responsible**

Luann Clark

**Schedule**

Semiannually, from 10/14/2015 to 5/27/2016

***Evidence of Completion***

Mastery on Learning Checks in grades K-5. Percentage of student scoring average or above average on AIMS Web increased. Percentage of students in AIMS Web below average made gains towards their progress monitoring goals.

## 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 we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement. **1**

 **G072560**

**G1.B1** Bucket #1 Data used for planning/ instruction and student achievement goals needs to improve. Effective Data chats with students would increase student achievement. Our teachers do not share enough data with parents. Lack of knowledge of school and district resources limits effective instruction. **2**

 **B189255**

**G1.B1.S1** Inform the staff of our most recent data. **4**

 **S200633**

### Strategy Rationale

Knowledge of data would provide the staff members to understand our academic needs. Planning without data is just planning activities and not planning for academic growth.

### Action Step 1 **5**

Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.

### Person Responsible

Luann Clark

### Schedule

Every 6 Weeks, from 8/17/2015 to 5/27/2016

### Evidence of Completion

Data Chat logs, Collaborative Team Action Plans, Gator Tails (monthly parent newsletter), Parent Conference Forms, Goal Setting Forms

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

Informing the staff, students and parents of district and state assessment results.

### **Person Responsible**

Luann Clark

### **Schedule**

Every 6 Weeks, from 10/14/2015 to 10/14/2015

### ***Evidence of Completion***

Emails with attached data, student data chat logs, parent conference forms and communication log.

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

Parents and students have knowledge of their personal data will increase student proficiency.

### **Person Responsible**

Luann Clark


### **Schedule**

Monthly, from 10/14/2015 to 5/27/2016

### ***Evidence of Completion***

Performance Matters grade level data from ELA and Math unit assessments, student data chat logs, student goal setting forms, FSA results.

**G1.B1.S2 Collaboratively plan using the most recent data.** 4

 S200634

**Strategy Rationale**

Providing time for the staff to work collaboratively with grade level or subject area peers will allow for a deeper understanding of the data, standards and will result in more purposeful instruction.

**Action Step 1** 5

Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data 1x per 7 weeks. The instructional staff will spend at least 50% of one school day collaboratively planning.

**Person Responsible**

Luann Clark

**Schedule**

On 5/27/2016

***Evidence of Completion***

TEAM Action Plans & attendance of instructional staff on collaboration days

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

Scheduled collaborative planning by grade level.

**Person Responsible**

Leona Hunt

**Schedule**

Every 6 Weeks, from 10/14/2015 to 5/27/2016

***Evidence of Completion***

Monthly school calendar, Action Plans created by staff during their collaborative planning meetings.

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

Implementation of the Action Plans created by grade levels during collaborative planning meetings.

**Person Responsible**

Luann Clark

**Schedule**


Quarterly, from 10/14/2015 to 5/27/2016

**Evidence of Completion**


True North Logic observations by administration for Domain 3, Dashboard Staff Competency Report/graph. Increase in grade level proficiency on district and state assessments.

**G1.B2** Bucket #2 Lack of knowledge and understanding of standards and utilization of resources is not effective at this time. Wonders is overwhelming and there is a need for more training, especially phonics. Embracing Florida Standards would make us more comfortable and being effective with instruction Learning Checks. Learn to teach/ plan by the standard, not by the curriculum (Wonders as a resource). Teachers need to know how to unpack the new standards. Parent involvement is needed for support and/or buy in.

2

 B189256

**G1.B2.S1** Unwrapping the Florida Standards to help teachers fully understand the standards and be able to effectively teach the standard. 4

 S200635

**Strategy Rationale**

In order for teachers to be able to pull resources and effectively plan instruction based on the standards they need to first have a deep understanding of the Florida Standards.

**Action Step 1** 5

A 1 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard

**Person Responsible**

Luann Clark

**Schedule**

On 5/27/2016

**Evidence of Completion**

Needs assessment conducted during the training, True North Logic course description and sign in sheets



**Action Step 2** 5

Conferences to enhance administration's knowledge of Florida Standards and rigorous instruction.

**Person Responsible**

Luann Clark

**Schedule**

Semiannually, from 10/5/2015 to 6/30/2016

**Evidence of Completion**

Agenda and professional development that will be shared with the staff.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teachers understand the Florida Standards and are able to effectively teach the standard.  
Evidence that a variety of resources are being used to teach the standard.

**Person Responsible**

Luann Clark

**Schedule**

Quarterly, from 8/19/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, collaborative action plans, observation on True North Logic, best practices shared at collaboration meetings, coach's logs.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Students demonstrate mastery of standards.

**Person Responsible**

Luann Clark

**Schedule**

Every 2 Months, from 10/1/2015 to 5/27/2016

**Evidence of Completion**

Mastery of standards on district and state assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Increase of student engagement and skill mastery through the use of various resources.

**Person Responsible**

Leona Hunt


**Schedule**

Quarterly, from 10/14/2015 to 5/27/2016

***Evidence of Completion***

Increase in the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.

**G1.B2.S2** Provide the Florida Standards to all stakeholders involved. 4

 S200636

**Strategy Rationale**

It is important for parents, families and local businesses to be knowledgeable of the academic expectations of our students. Our students are involved with local churches, daycares and tutoring programs outside of school and those businesses have an impact on the student's education.

**Action Step 1** 5

Inform instructional and non instructional staff, parents and the community of the Florida Standards

**Person Responsible**

**Schedule**

Every 2 Months, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Greenway Elementary website, grade level/ classroom newsletters, professional development with instructional and non instructional staff

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

Instructional staff will receive a Play Book that will include Florida Standards for all areas, Focus Calendars for all subjects and the district and state assessment calendar.

**Person Responsible**

Leona Hunt

**Schedule**

On 8/10/2015

***Evidence of Completion***

Instructional staff will bring their Play Book to all PD and collaboration meetings.

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

Instructional staffs' plans and instruction will reflect their increased knowledge of the current Florida Standards.

**Person Responsible**

Leona Hunt


**Schedule**

Quarterly, from 10/14/2015 to 5/27/2016


***Evidence of Completion***

Staff Competency Report on True North Logic for Domains 1 and 3.

**G1.B3** Bucket #3 Organizational scheduling for Professional Development collaborative planning/data review is deficient. Collaboration with peers would improve instruction and student engagement. Lack of data meetings to track data hinders academic progress. Resistant learners need attention. 2

 B189257

**G1.B3.S1** Provide teachers with grade level and subject area collaborative planning time. 4

 S200637

### Strategy Rationale

We know that teachers need time to work together to brainstorm and purposefully plan for their students. Teachers will be provided scheduled, structured collaborative planning time.

### Action Step 1 5

Teachers will be provided with a scheduled-structured collaborative planning time.

#### Person Responsible

Leona Hunt

#### Schedule

Weekly, from 8/26/2015 to 5/27/2016

#### Evidence of Completion

Collaborative Team Action Plans, attendance roster

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The PD calendar will reflect which grade level will have collaboration weekly.

#### Person Responsible

Luann Clark

#### Schedule

Monthly, from 8/26/2015 to 5/18/2016

#### Evidence of Completion

Monthly PD calendar provided to the staff.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Staff attendance at the collaboration meetings.

**Person Responsible**

Leona Hunt

**Schedule**

Every 6 Weeks, from 9/2/2015 to 5/18/2016

***Evidence of Completion***

Action plans that include staff members attending the meeting.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administration will observe the implementation of the action plans in individual teachers' classrooms.

**Person Responsible**

Luann Clark

**Schedule**

Quarterly, from 9/2/2015 to 5/18/2016

***Evidence of Completion***

Staff competency report/graph from True North Logic in all domains.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Increase in student's mastery on district assessments.

**Person Responsible**

Luann Clark

**Schedule**

Every 2 Months, from 10/12/2015 to 5/27/2016

***Evidence of Completion***

Performance Matters data on district assessments for reading, math and writing.

**G1.B3.S2** Set professional development calendar by semester and provide a monthly calendar to give advance notice of upcoming professional development. 4

 S200638

### Strategy Rationale

To help teachers be prepared for the professional development trainings provided we need to give them advance notice. Having teachers prepared will save time and will provide a more effective training.

### Action Step 1 5

Instructional staff will be provided with a scheduled, structured collaborative planning time.

#### Person Responsible

Luann Clark

#### Schedule

Every 6 Weeks, from 8/26/2015 to 5/18/2016

#### Evidence of Completion

Monthly PD calendar, Action Plans from collaboration meetings.

### Action Step 2 5

Instructional and noninstructional staff will be provided with a scheduled, structured semester PD calendar.

#### Person Responsible

Leona Hunt

#### Schedule

Monthly, from 8/22/2015 to 5/18/2016

#### Evidence of Completion

Monthly calendars with PD listed.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Administration will review the monthly staff calendar before it is given to the staff.

**Person Responsible**

Luann Clark

**Schedule**

Monthly, from 8/22/2015 to 5/27/2016

***Evidence of Completion***

Monthly PD calendar with accurate PD information for instructional and non instructional.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Instructional and non instructional staff will be more prepared for their Professional Development because they are informed in advance.

**Person Responsible**

Luann Clark


**Schedule**

Monthly, from 8/22/2015 to 5/27/2016


***Evidence of Completion***

Staff attendance to professional development provided by the district and school. Classroom observations by administration will show strategies learned during professional development is being implemented in the classroom.

**G1.B4** Other: Budget monies are needed to purchase supplies, materials and additional man power. Mentors must be assigned in order to assist new teachers. Manpower is needed to ensure student success. Student demographics could hinder academic achievement, requiring attention to demographics. Celebrations with parents could include positive phone calls within 1st 2 weeks of school (30 day window)- new students within 1st week. Parent Involvement (telling them what to do) v/s engagement (how can you help me) with parents. **2**

 B189258

**G1.B4.S1** Resources, including personnel, to provide additional support at the school site. **4**

 S200639

### Strategy Rationale

Additional personnel will provide small group assistance to students to ensure academic progress.

Academic Coach and Professional Development Specialist will assist by modeling, providing resources, and staff development to ensure teachers are effectively using strategies that produce gains in academic growth of all students.

### Action Step 1 **5**

Additional personnel

#### Person Responsible

Luann Clark

#### Schedule

Annually, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Formative assessments, FSA, LEOCE's

### Action Step 2 **5**

Materials and supplies will enhance academic instruction

#### Person Responsible

Luann Clark

#### Schedule

Every 2 Months, from 9/2/2015 to 4/22/2016

#### Evidence of Completion

Student data will help to monitor effective instruction



## Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Evaluation of employees, observation in classrooms, evaluation of student data

### Person Responsible

Luann Clark

### Schedule

Monthly, from 8/17/2015 to 5/27/2016

### Evidence of Completion

TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data

## Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Evaluation of employees, observation in classrooms, evaluation of student data

### Person Responsible

Luann Clark

### Schedule

Monthly, from 8/17/2015 to 5/27/2016

### Evidence of Completion

TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data

## 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
G1.B1.S1.A1	Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.	Clark, Luann	8/17/2015	Data Chat logs, Collaborative Team Action Plans, Gator Tails (monthly parent newsletter), Parent Conference Forms, Goal Setting Forms	5/27/2016 every-6-weeks
G1.B1.S2.A1	Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data 1x per 7 weeks. The instructional staff will spend at least 50% of one school day collaboratively planning.	Clark, Luann	8/27/2015	TEAM Action Plans & attendance of instructional staff on collaboration days	5/27/2016 one-time
G1.B2.S1.A1	A 1 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard	Clark, Luann	8/17/2015	Needs assessment conducted during the training, True North Logic course description and sign in sheets	5/27/2016 one-time

**Marion - 0671 - Greenway Elementary School - 2015-16 SIP**  
*Greenway Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1	Inform instructional and non instructional staff, parents and the community of the Florida Standards		8/17/2015	Greenway Elementary website, grade level/ classroom newsletters, professional development with instructional and non instructional staff	5/27/2016 every-2-months
G1.B3.S1.A1	Teachers will be provided with a scheduled-structured collaborative planning time.	Hunt, Leona	8/26/2015	Collaborative Team Action Plans, attendance roster	5/27/2016 weekly
G1.B3.S2.A1	Instructional staff will be provided with a scheduled, structured collaborative planning time.	Clark, Luann	8/26/2015	Monthly PD calendar, Action Plans from collaboration meetings.	5/18/2016 every-6-weeks
G1.B4.S1.A1	Additional personnel	Clark, Luann	8/17/2015	Formative assessments, FSA, LEOCE's	5/27/2016 annually
G1.B2.S1.A2	Conferences to enhance administration's knowledge of Florida Standards and rigorous instruction.	Clark, Luann	10/5/2015	Agenda and professional development that will be shared with the staff.	6/30/2016 semiannually
G1.B3.S2.A2	Instructional and noninstructional staff will be provided with a scheduled, structured semester PD calendar.	Hunt, Leona	8/22/2015	Monthly calendars with PD listed.	5/18/2016 monthly
G1.B4.S1.A2	Materials and supplies will enhance academic instruction	Clark, Luann	9/2/2015	Student data will help to monitor effective instruction	4/22/2016 every-2-months
G1.MA1	CIMs team will meet 3x during the 2015-2016 school year to collect and analyze data to track the progress towards our goal.	Clark, Luann	10/14/2015	Mastery on Learning Checks in grades K-5. Percentage of student scoring average or above average on AIMS Web increased. Percentage of students in AIMS Web below average made gains towards their progress monitoring goals.	5/27/2016 semiannually
G1.B1.S1.MA1	Parents and students have knowledge of their personal data will increase student proficiency.	Clark, Luann	10/14/2015	Performance Matters grade level data from ELA and Math unit assessments, student data chat logs, student goal setting forms, FSA results.	5/27/2016 monthly
G1.B1.S1.MA1	Informing the staff, students and parents of district and state assessment results.	Clark, Luann	10/14/2015	Emails with attached data, student data chat logs, parent conference forms and communication log.	10/14/2015 every-6-weeks
G1.B2.S1.MA1	Students demonstrate mastery of standards.	Clark, Luann	10/1/2015	Mastery of standards on district and state assessments.	5/27/2016 every-2-months
G1.B2.S1.MA3	Increase of student engagement and skill mastery through the use of various resources.	Hunt, Leona	10/14/2015	Increase in the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	5/27/2016 quarterly
G1.B2.S1.MA1	Teachers understand the Florida Standards and are able to effectively teach the standard. Evidence that a variety of resources are being used to teach the standard.	Clark, Luann	8/19/2015	Lesson plans, collaborative action plans, observation on True North Logic, best practices shared at collaboration meetings, coach's logs.	5/27/2016 quarterly
G1.B3.S1.MA1	Administration will observe the implementation of the action plans in individual teachers' classrooms.	Clark, Luann	9/2/2015	Staff competency report/graph from True North Logic in all domains.	5/18/2016 quarterly
G1.B3.S1.MA4	Increase in student's mastery on district assessments.	Clark, Luann	10/12/2015	Performance Matters data on district assessments for reading, math and writing.	5/27/2016 every-2-months
G1.B3.S1.MA1	The PD calendar will reflect which grade level will have collaboration weekly.	Clark, Luann	8/26/2015	Monthly PD calendar provided to the staff.	5/18/2016 monthly
G1.B3.S1.MA2	Staff attendance at the collaboration meetings.	Hunt, Leona	9/2/2015	Action plans that include staff members attending the meeting.	5/18/2016 every-6-weeks
G1.B4.S1.MA1	Evaluation of employees, observation in classrooms, evaluation of student data	Clark, Luann	8/17/2015	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Evaluation of employees, observation in classrooms, evaluation of student data	Clark, Luann	8/17/2015	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	5/27/2016 monthly
G1.B1.S2.MA1	Implementation of the Action Plans created by grade levels during collaborative planning meetings.	Clark, Luann	10/14/2015	True North Logic observations by administration for Domain 3, Dashboard Staff Competency Report/graph. Increase in grade level proficiency on district and state assessments.	5/27/2016 quarterly
G1.B1.S2.MA1	Scheduled collaborative planning by grade level.	Hunt, Leona	10/14/2015	Monthly school calendar, Action Plans created by staff during their collaborative planning meetings.	5/27/2016 every-6-weeks
G1.B2.S2.MA1	Instructional staffs' plans and instruction will reflect their increased knowledge of the current Florida Standards.	Hunt, Leona	10/14/2015	Staff Competency Report on True North Logic for Domains 1 and 3.	5/27/2016 quarterly
G1.B2.S2.MA1	Instructional staff will receive a Play Book that will include Florida Standards for all areas, Focus Calendars for all subjects and the district and state assessment calendar.	Hunt, Leona	8/10/2015	Instructional staff will bring their Play Book to all PD and collaboration meetings.	8/10/2015 one-time
G1.B3.S2.MA1	Instructional and non instructional staff will be more prepared for their Professional Development because they are informed in advance.	Clark, Luann	8/22/2015	Staff attendance to professional development provided by the district and school. Classroom observations by administration will show strategies learned during professional development is being implemented in the classroom.	5/27/2016 monthly
G1.B3.S2.MA1	Administration will review the monthly staff calendar before it is given to the staff.	Clark, Luann	8/22/2015	Monthly PD calendar with accurate PD information for instructional and non instructional.	5/27/2016 monthly

## 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 we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.

**G1.B1** Bucket #1 Data used for planning/ instruction and student achievement goals needs to improve. Effective Data chats with students would increase student achievement. Our teachers do not share enough data with parents. Lack of knowledge of school and district resources limits effective instruction.

**G1.B1.S1** Inform the staff of our most recent data.

### PD Opportunity 1

Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.

#### Facilitator

8 Step Processing Team

#### Participants

Pre-K - 5th grade and ESE Instructional staff

#### Schedule

Every 6 Weeks, from 8/17/2015 to 5/27/2016

**G1.B2** Bucket #2 Lack of knowledge and understanding of standards and utilization of resources is not effective at this time. Wonders is overwhelming and there is a need for more training, especially phonics. Embracing Florida Standards would make us more comfortable and being effective with instruction Learning Checks. Learn to teach/ plan by the standard, not by the curriculum (Wonders as a resource). Teachers need to know how to unpack the new standards. Parent involvement is needed for support and/or buy in.

**G1.B2.S1** Unwrapping the Florida Standards to help teachers fully understand the standards and be able to effectively teach the standard.

### **PD Opportunity 1**

A 1 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard

#### **Facilitator**

Administration

#### **Participants**

Instructional staff, Leadership Team

#### **Schedule**

On 5/27/2016

### **PD Opportunity 2**

Conferences to enhance administration's knowledge of Florida Standards and rigorous instruction.

#### **Facilitator**

Model School Conference, ASCD

#### **Participants**

Luann Clark, Leona Hunt

#### **Schedule**

Semiannually, from 10/5/2015 to 6/30/2016

**G1.B2.S2** Provide the Florida Standards to all stakeholders involved.

**PD Opportunity 1**

Inform instructional and non instructional staff, parents and the community of the Florida Standards

**Facilitator**

Luann Clark

**Participants**

Instructional and Non Instructional Staff

**Schedule**

Every 2 Months, from 8/17/2015 to 5/27/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.				\$5,657.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$2,178.00
Notes: Parent Liason, Parent Night presenters, babysitting						
			0671 - Greenway Elementary School	Title I Part A		\$1,714.00
Notes: school compacts, student planners, postage. These items will aide the school in communication with parents.						
			0671 - Greenway Elementary School	Title I Part A		\$1,115.00
Notes: copy paper						
			0671 - Greenway Elementary School	Title I Part A		\$375.00
Notes: Pastries for Parents, donuts for Dads, Muffins for Moms						
			0671 - Greenway Elementary School	Title I Part A		\$275.00
Notes: Science Gala pizza, supplies, and science boards						
2	G1.B1.S2.A1	Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data 1x per 7 weeks. The instructional staff will spend at least 50% of one school day collaboratively planning.				\$2,943.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$2,943.00
Notes: Collaboration and planning days						
			0671 - Greenway Elementary School	Title I Part A		\$0.00
3	G1.B2.S1.A1	A 1 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard				\$0.00
4	G1.B2.S1.A2	Conferences to enhance administration's knowledge of Florida Standards and rigorous instruction.				\$0.00

## Budget Data

<b>5</b>	<b>G1.B2.S2.A1</b>	<b>Inform instructional and non instructional staff, parents and the community of the Florida Standards</b>				<b>\$1,420.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$1,420.00
			<i>Notes: Paper and copy machine needed to make copies. Notebooks provided to instructional staff for copies.</i>			
			0671 - Greenway Elementary School	Title I Part A		\$0.00
			<i>Notes: Parent communication and resources</i>			
<b>6</b>	<b>G1.B3.S1.A1</b>	<b>Teachers will be provided with a scheduled-structured collaborative planning time.</b>				<b>\$2,518.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$2,518.00
			<i>Notes: Collaborative Planning Days - Substitutes so grade levels can meet together, at same time.</i>			
<b>7</b>	<b>G1.B3.S2.A1</b>	<b>Instructional staff will be provided with a scheduled, structured collaborative planning time.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Other		\$0.00
			<i>Notes: No funding required. Have made time available to teachers through creative scheduling.</i>			
<b>8</b>	<b>G1.B3.S2.A2</b>	<b>Instructional and noninstructional staff will be provided with a scheduled, structured semester PD calendar.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$0.00
			<i>Notes: No funding required.</i>			
<b>9</b>	<b>G1.B4.S1.A1</b>	<b>Additional personnel</b>				<b>\$136,718.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$71,034.00
			<i>Notes: Salaries for Paraprofessionals</i>			
			0671 - Greenway Elementary School	Title I Part A		\$475.00



Budget Data						
			<i>Notes: Materials and Supplies to supplement instruction</i>			
			0671 - Greenway Elementary School	Title I Part A		\$2,095.00
			<i>Notes: Technology to supplement instruction - Brainpop</i>			
			0671 - Greenway Elementary School	Title I Part A		\$63,114.00
			<i>Notes: Academic Coach with emphasis in math and science</i>			
10	G1.B4.S1.A2	Materials and supplies will enhance academic instruction				\$44,716.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Greenway Elementary School	Title I Part A		\$3,990.00
			<i>Notes: Materials and Supplies</i>			
			0671 - Greenway Elementary School	Title I Part A		\$39,406.00
			<i>Notes: Technology to enhance instruction</i>			
			0671 - Greenway Elementary School	Title I Part A		\$1,320.00
			<i>Notes: Student materials related to academic achievement.</i>			
					<b>Total:</b>	<b>\$193,972.00</b>