

Greenway Elementary School



2016-17 Schoolwide Improvement Plan

Greenway Elementary School

207 MIDWAY RD, Ocala, FL 34472

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	D

**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 1/24/2017.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Greenway Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 student's activities within the school day and outside the school day, ensuring that students are making good choices regarding behavior and commitment to academics and showing a consistent desire to provide engaging instruction.

b. 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. Student respect can be noted in many areas of the campus. Respect is first observed as teachers greet students at the door as they enter the classroom. One of our three school-wide expectations includes to be respectful - to each other and we embrace the idea toward our students and student to student. All adults on campus have 2 "Respect Bucks" each month to give to a student that demonstrates respect. Then, each month there is a special event that the recipient is afforded an opportunity to attend or participate. The Kindness Revolution is part of our school culture so that students are recognized for respect and kindness.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	12	11	8	22	11	0	0	0	0	0	0	0	68
One or more suspensions	6	7	5	24	16	31	0	0	0	0	0	0	0	89
Course failure in ELA or Math	25	24	55	24	20	13	0	0	0	0	0	0	0	161
Level 1 on statewide assessment	0	0	0	38	15	22	0	0	0	0	0	0	0	75

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	3	1	0	0	0	0	0	0	0	0	5

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Clark, Luann	Principal
Hunt, Leona	Assistant Principal
Reese, Marlana	School Counselor
Glover, Jacqueline	Instructional Coach
Quintana, Zulia	Instructional Coach
Thornal, Candy	Dean
Hager, Lauren	

b. Duties

1. 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.

2. 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.

Unify 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Andrea Borges	Parent
Joe Borge	Parent
Jennifer Craig	Parent
Nicole Dallensandra	Parent
Karen Glass	Parent
Gina Harris	Teacher
Luann Clark	Principal
Robert Burns	Business/Community
Jose Cruz	Parent
Aaron Tesiero	Teacher
Chris Larson	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Throughout the 2015-2016 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.

b. Development of this school improvement plan

Throughout the 2015-2016 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

c. 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 2016-2017 school year the leadership team reviewed the resource lists created by the school advisory council, the leadership team and instructional staff.

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Clark, Luann	Principal
Glover, Jacqueline	Instructional Coach
Hunt, Leona	Instructional Coach
Quintana, Zulia	Instructional Coach
Thornal, Candy	Dean
Hager, Lauren	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets to discuss literacy resources being used at Greenway. Lauren Hager is involved with our Academy classrooms in grades kindergarten- second. Mrs. Hager 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.

D. Public and Collaborative Teaching

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

1. 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. This encourages our teachers and helps to create positive working relationships.

2. 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 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)

3. 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. Mentee's provide extra support to teachers new to a Grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 is 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

As we begin to move from Elementary to Middle School, during Feeder Pattern meetings we are able to find areas that need to be addressed as students move from elementary to middle school. There is an emphasis on meeting the academic expectations required for 6th grade. Students are often encouraged to be more engaged in learning as the evidence of struggling students will mean the loss of choice for electives in middle school.

b. College and Career Readiness

1. 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.

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

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 of differentiated instruction, then through more effective planning and implementation of rigorous instruction, we will raise student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we increase our knowledge of differentiated instruction, then through more effective planning and implementation of rigorous instruction, we will raise student achievement. 1a

G087353

Targets Supported 1b

Indicator	Annual Target
Math Gains	59.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	65.0

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 Learn to teach/ plan by the standard, not by the textbooks (Wonders as a resource). Teachers need to know how to differentiate the standards and find resources to meet student needs.
- Bucket #3 Organizational scheduling for collaborative planning through differentiated instruction is deficient. Weekly collaboration with peers would improve instruction and student engagement through differentiated instruction. 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.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

CIMs team will meet 3x during the 2016-2017 school year to collect and analyze data to track the progress towards our goal.

Person Responsible

Luann Clark

Schedule

Semiannually, from 10/12/2016 to 5/25/2017

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 of differentiated instruction, then through more effective planning and implementation of rigorous instruction, we will raise student achievement. **1**

 G087353

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**

 B232145

G1.B1.S1 Inform the staff on how to effectively use data. **4**

 S245001

Strategy Rationale

Knowledge of data will 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**

Provide staff development for the staff, students and parents on how to effectively use the most recent data results by grade level, class, students and/or school.

Person Responsible

Luann Clark

Schedule

Every 6 Weeks, from 8/10/2016 to 5/25/2017

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 by regularly pulling data to determine effectiveness of instruction.

Person Responsible

Luann Clark

Schedule

Every 6 Weeks, from 10/12/2016 to 5/25/2017

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

Regularly scheduled data meetings will give evidence of successful differentiated instruction. Parents and students having knowledge of their personal data will increase student proficiency.

Person Responsible

Luann Clark

Schedule

Monthly, from 10/12/2016 to 5/25/2017

Evidence of Completion

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

G1.B1.S2 Collaborative planning, using the most recent data, to increase achievement. 4

 S245002

Strategy Rationale

If time is provided to the staff to work collaboratively with grade level or subject area peers, then a deeper understanding of the data, standards and differentiated instruction 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 8/31/2016

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 10/12/2016 to 5/25/2017

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 10/12/2016 to 5/25/2017

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 Learn to teach/ plan by the standard, not by the textbooks (Wonders as a resource). Teachers need to know how to differentiate the standards and find resources to meet student needs. 2

 B232146

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

 S245003

Strategy Rationale

If teachers are to be able to pull resources and effectively plan instruction based on the standards, then they will need to first have a deep understanding of the Florida Standards.

Action Step 1 5

Grade level collaboration facilitated by teachers sharing resources outside the district curriculum for assigned standards.

Person Responsible

Luann Clark

Schedule

Semiannually, from 10/12/2016 to 5/25/2017

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

Weekly grade level documentation

Person Responsible

Luann Clark

Schedule

Quarterly, from 8/17/2016 to 5/25/2017

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 10/10/2016 to 4/10/2017

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 10/12/2016 to 5/25/2017

Evidence of Completion

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

G1.B2.S2 Ensure that all stakeholders understand the expectations of the Florida Standards. 4

 S245004

Strategy Rationale

If teachers, staff, parents, and students understand the academic expectations of the Florida Standards, then all those involved with our students in areas such as at home, at daycares and tutoring programs outside of school can have an impact on our student's education.

Action Step 1 5

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

Person Responsible

Luann Clark

Schedule

Every 2 Months, from 8/10/2016 to 4/10/2017

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 8/10/2016

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 differentiated instructional strategies and resources.

Person Responsible

Leona Hunt

Schedule

Quarterly, from 10/12/2016 to 5/25/2017

Evidence of Completion

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

G1.B3 Bucket #3 Organizational scheduling for collaborative planning through differentiated instruction is deficient. Weekly collaboration with peers would improve instruction and student engagement through differentiated instruction. Resistant learners need attention. 2

 B232147

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

 S245005

Strategy Rationale

If we provide teachers with time to work together to brainstorm and purposefully plan for their students, and teachers are provided with scheduled, structured collaborative planning time, then differentiated instruction will have increase student achievement.

Action Step 1 5

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

Person Responsible

Luann Clark

Schedule

Monthly, from 8/31/2016 to 5/3/2017

Evidence of Completion

Monthly PD calendar provided tot he staff.

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 8/31/2016 to 5/3/2017

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 9/21/2016 to 5/25/2017

Evidence of Completion

Action plans that include staff members attending the meeting.

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 10/12/2016 to 5/25/2017

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. Set up website for a resource sharing area for all teachers to use. 4

S245006

Strategy Rationale

If we help teachers have advanced notice professional development training, then teachers will be prepared and have a more effective training.

Action Step 1 5

Instructional staff will be provided with a scheduled, structured collaborative planning time to research and contribute to the school resource website..

Person Responsible

Luann Clark

Schedule

Every 6 Weeks, from 8/31/2016 to 5/25/2017

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 8/31/2016 to 5/25/2017

Evidence of Completion

Monthly calendars with PD listed.

Action Step 3 **5**

Staff Development for faculty and administration

Person Responsible

Luann Clark

Schedule

Semiannually, from 8/3/2016 to 6/30/2017

Evidence of Completion

FSA scores, LEOCE's, Learning checks

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. Administration will also look to see if outside resources are needed. Evidence of effective planning will be evidenced by written documentation as well as instruction in the classroom.

Person Responsible

Luann Clark

Schedule

Monthly, from 8/31/2016 to 5/25/2017

Evidence of Completion

Monthly PD calendar with accurate PD information for instructional and non instructional. Planning worksheet, as well as classroom observation.

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 8/31/2016 to 5/25/2017


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**

 B232148

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

 S245007

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 8/31/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

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 10/12/2016 to 5/25/2017

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 10/12/2016 to 5/25/2017












Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S2.MA1 M329875	Instructional staff will receive a Play Book that will include Florida Standards for all areas,...	Hunt, Leona	8/10/2016	Instructional staff will bring their Play Book to all PD and collaboration meetings.	8/10/2016 one-time
G1.B1.S2.A1 A317195	Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data 1x per 7 weeks....	Clark, Luann	8/31/2016	TEAM Action Plans & attendance of instructional staff on collaboration days	8/31/2016 one-time
G1.B2.S1.MA1 M329871	Students demonstrate mastery of standards.	Clark, Luann	10/10/2016	Mastery of standards on district and state assessments.	4/10/2017 every-2-months
G1.B2.S2.A1 A317197	Inform instructional and non instructional staff, parents and the community of the Florida Standards	Clark, Luann	8/10/2016	Greenway Elementary website, grade level/ classroom newsletters, professional development with instructional and non instructional staff	4/10/2017 every-2-months
G1.B3.S1.MA1 M329877	The PD calendar will reflect which grade level will have collaboration weekly.	Clark, Luann	8/31/2016	Monthly PD calendar provided to the staff.	5/3/2017 monthly
G1.B3.S1.A1 A317198	The PD calendar will reflect which day each grade level will have collaboration weekly.	Clark, Luann	8/31/2016	Monthly PD calendar provided tot he staff.	5/3/2017 monthly
G1.MA1 M329883	CIMs team will meet 3x during the 2016-2017 school year to collect and analyze data to track the...	Clark, Luann	10/12/2016	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.	5/25/2017 semiannually
G1.B1.S1.MA1 M329867	Regularly scheduled data meetings will give evidence of successful differentiated instruction....	Clark, Luann	10/12/2016	Unify grade level data from ELA and Math unit assessments, student data chat logs, student goal setting forms, FSA results.	5/25/2017 monthly
G1.B1.S1.MA1 M329868	Informing the staff, students and parents of district and state assessment results by regularly...	Clark, Luann	10/12/2016	Emails with attached data, student data chat logs, parent conference forms and communication log.	5/25/2017 every-6-weeks
G1.B1.S1.A1 A317194	Provide staff development for the staff, students and parents on how to effectively use the most...	Clark, Luann	8/10/2016	Data Chat logs, Collaborative Team Action Plans, Gator Tails (monthly parent newsletter), Parent Conference Forms, Goal Setting Forms	5/25/2017 every-6-weeks
G1.B2.S1.MA3 M329872	Increase of student engagement and skill mastery through the use of various resources.	Hunt, Leona	10/12/2016	Increase in the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	5/25/2017 quarterly
G1.B2.S1.MA1 M329873	Weekly grade level documentation	Clark, Luann	8/17/2016	Lesson plans, collaborative action plans, observation on True North Logic, best practices shared at collaboration meetings, coach's logs.	5/25/2017 quarterly
G1.B2.S1.A1 A317196	Grade level collaboration facilitated by teachers sharing resources outside the district curriculum...	Clark, Luann	10/12/2016	Agenda and professional development that will be shared with the staff.	5/25/2017 semiannually
G1.B3.S1.MA1 M329876	Increase in student's mastery on district assessments.	Clark, Luann	10/12/2016	Performance Matters data on district assessments for reading, math and writing.	5/25/2017 every-2-months
G1.B3.S1.MA2 M329878	Staff attendance at the collaboration meetings.	Hunt, Leona	9/21/2016	Action plans that include staff members attending the meeting.	5/25/2017 every-6-weeks
G1.B4.S1.MA1 M329881	Evaluation of employees, observation in classrooms, evaluation of student data	Clark, Luann	10/12/2016	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	5/25/2017 monthly

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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  M329882	Evaluation of employees, observation in classrooms, evaluation of student data	Clark, Luann	10/12/2016	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	5/25/2017 monthly
G1.B4.S1.A1  A317202	Additional personnel	Clark, Luann	8/31/2016	Formative assessments, FSA, LEOCE's	5/25/2017 annually
G1.B4.S1.A2  A317203	Materials and supplies will enhance academic instruction	Clark, Luann	8/10/2016	Student data will help to monitor effective instruction	5/25/2017 every-2-months
G1.B1.S2.MA1  M329869	Implementation of the Action Plans created by grade levels during collaborative planning meetings.	Clark, Luann	10/12/2016	True North Logic observations by administration for Domain 3, Dashboard Staff Competency Report/graph. Increase in grade level proficiency on district and state assessments.	5/25/2017 quarterly
G1.B1.S2.MA1  M329870	Scheduled collaborative planning by grade level.	Hunt, Leona	10/12/2016	Monthly school calendar, Action Plans created by staff during their collaborative planning meetings.	5/25/2017 every-6-weeks
G1.B2.S2.MA1  M329874	Instructional staffs' plans and instruction will reflect their increased knowledge of the...	Hunt, Leona	10/12/2016	Staff Competency Report on True North Logic for Domains 1 and 3.	5/25/2017 quarterly
G1.B3.S2.MA1  M329879	Instructional and non instructional staff will be more prepared for their Professional Development...	Clark, Luann	8/31/2016	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.	5/25/2017 monthly
G1.B3.S2.MA1  M329880	Administration will review the monthly staff calendar before it is given to the staff....	Clark, Luann	8/31/2016	Monthly PD calendar with accurate PD information for instructional and non instructional. Planning worksheet, as well as classroom observation.	5/25/2017 monthly
G1.B3.S2.A1  A317199	Instructional staff will be provided with a scheduled, structured collaborative planning time to...	Clark, Luann	8/31/2016	Monthly PD calendar, Action Plans from collaboration meetings.	5/25/2017 every-6-weeks
G1.B3.S2.A2  A317200	Instructional and noninstructional staff will be provided with a scheduled, structured semester PD...	Hunt, Leona	8/31/2016	Monthly calendars with PD listed.	5/25/2017 monthly
G1.B3.S2.A3  A317201	Staff Development for faculty and administration	Clark, Luann	8/3/2016	FSA scores, LEOCE's, Learning checks	6/30/2017 semiannually

V. 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 of differentiated instruction, then through more effective planning and implementation of rigorous 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 on how to effectively use data.

PD Opportunity 1

Provide staff development for the staff, students and parents on how to effectively use 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 8/10/2016 to 5/25/2017

G1.B2 Bucket #2 Learn to teach/ plan by the standard, not by the textbooks (Wonders as a resource). Teachers need to know how to differentiate the standards and find resources to meet student needs.

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

Grade level collaboration facilitated by teachers sharing resources outside the district curriculum for assigned standards.

Facilitator

Luann Clark/Leona Hunt

Participants

Teachers

Schedule

Semiannually, from 10/12/2016 to 5/25/2017

G1.B2.S2 Ensure that all stakeholders understand the expectations of the Florida Standards.

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 8/10/2016 to 4/10/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide staff development for the staff, students and parents on how to effectively use the most recent data results by grade level, class, students and/or school.				\$3,235.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$721.00
			Notes: Parent Liason, Parent Night presenters, babysitting			
			0671 - Greenway Elementary School	Title I, Part A		\$1,333.00
			Notes: school compacts, student planners, postage. These items will aide the school in communication with parents.			
			0671 - Greenway Elementary School	Title I, Part A		\$420.00
			Notes: copy paper for newsletters and other communication			
			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		\$386.00
			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.				\$2,023.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$2,023.00
			Notes: Collaboration and planning days			
3	G1.B2.S1.A1	Grade level collaboration facilitated by teachers sharing resources outside the district curriculum for assigned standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School			\$0.00
			Notes: No funds due to creative scheduling.			
4	G1.B2.S2.A1	Inform instructional and non instructional staff, parents and the community of the Florida Standards				\$2,313.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$2,313.00
			<i>Notes: Paper and copy machine needed to make copies. Notebooks provided to instructional staff for copies.</i>			
5	G1.B3.S1.A1	The PD calendar will reflect which day each grade level will have collaboration weekly.				\$2,023.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$2,023.00
			<i>Notes: Collaborative Planning Days - Substitutes so grade levels can meet together, at same time.</i>			
6	G1.B3.S2.A1	Instructional staff will be provided with a scheduled, structured collaborative planning time to research and contribute to the school resource website..				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Other		\$0.00
			<i>Notes: Have made time available to teachers through creative scheduling.</i>			
7	G1.B3.S2.A2	Instructional and noninstructional staff will be provided with a scheduled, structured semester PD calendar.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$0.00
			<i>Notes: No funding required.</i>			
8	G1.B3.S2.A3	Staff Development for faculty and administration				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School			\$5,400.00
			<i>Notes: Professional development for Top Score Writing Administration Professional Development</i>			
9	G1.B4.S1.A1	Additional personnel				\$142,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$77,811.00
			<i>Notes: Salaries for Paraprofessionals</i>			
			0671 - Greenway Elementary School	Title I, Part A		\$646.00
			<i>Notes: Materials and Supplies to supplement instruction</i>			

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			0671 - Greenway Elementary School	Title I, Part A		\$2,295.00
			<i>Notes: Technology to supplement instruction - Brainpop</i>			
			0671 - Greenway Elementary School	Title I, Part A		\$61,408.00
			<i>Notes: Academic Coach with emphasis in math and science</i>			
10	G1.B4.S1.A2	Materials and supplies will enhance academic instruction				\$12,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Greenway Elementary School	Title I, Part A		\$5,400.00
			<i>Notes: Materials and Supplies, writing materials</i>			
			0671 - Greenway Elementary School	Title I, Part A		\$6,243.00
			<i>Notes: Technology to enhance instruction</i>			
			0671 - Greenway Elementary School	Title I, Part A		\$735.00
			<i>Notes: Student materials related to academic achievement.</i>			
					Total:	\$169,532.00