

Marion County Public Schools

Greenway Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	63%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**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 is pending approval by the Marion County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Greenway Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

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. Students participate in "Kindness Challenges" distributed by the dean and other administration.

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. Parents are notified of the discipline issues being addressed by the teachers. 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. We are implementing a discipline committee to continue to address behavior concerns that arise from teachers.

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 hold a problem solving team meeting involving the psychologist and social worker. Through discussion, the students maybe mentored, provided additional or outside counseling, or provided academic support. We will be getting Crisis Intervention training for our staff in the coming year.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Unify 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	20	22	19	25	21	17	0	0	0	0	0	0	0	124
One or more suspensions	10	0	3	5	4	2	0	0	0	0	0	0	0	24
Course failure in ELA or Math	3	5	9	1	0	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	136	105	0	0	0	0	0	0	0	241
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	13	13	16	17	26	9	0	0	0	0	0	0	0	94

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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422531>.

2. Description

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

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.

This year, Trinity Baptist agreed to be our business partner. They have offered their assistance with campus beautification. They also support us through a financial donation to our school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
North, Jamie	Principal
Hunt, Leona	Assistant Principal
Reese, Marlana	School Counselor
Quintana, Zulia	Instructional Coach
Thornal, Candy	Dean

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

Unify and Intervention Data will be used to provide student achievement information to the Problem Solving 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 Problem Solving team will meet with staff members at least once a semester to discuss the

MTSS process and the progress of their students in Tier 2 and Tier 3. Teachers and members of the Problem Solving Team will invite 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
Jenni Almodovar	Parent
Karen Glass	Parent
Gina Harris	Teacher
Robert Burns	Business/Community
Chris Larson	Teacher
Jamie North	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Throughout the 2017-2018 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 2017-2018 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 2017-2018 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 based on areas of instructional need. Each teacher's request will be reviewed and submitted for approval 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.

No

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

At Greenway, we are seeking to increase the number of members that are not current employees. At open house, we had a SAC information table. We also had sign up sheets available to our parents and community members. We have advertised our meetings and personally contacted interested parents to notify them of upcoming meetings. We continue to recruit external community members by publishing upcoming meeting dates and times on our school marquee and parent messages through Skylert.

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
North, Jamie	Principal
Hunt, Leona	Instructional Coach
Quintana, Zulia	Instructional Coach
Thornal, Candy	Dean

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. 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. John Liquori is our Literacy Coach and develops the remediation/enrichment program for grades kindergarten- fifth grade. Mr. Liquori updates the LLT on the achievement gains of our students in all grade levels. Leona Hunt and Jamie North 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. Mrs. Bailey is a support facilitator for ESE; she updates the LLT on the needs and growth of our ESE population and updates regarding recent IEP's.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 grade level planning. 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 state-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 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: Summer Program

Minutes added to school year: 0

Our third, fourth, and fifth grade students have access to IXL over the summer to continue growth in Reading and Math.

Strategy Rationale

Our goal is to give students a resource to resist the effects of "summer slide." We want our students to continue to grow in Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Quintana, Zulia, zulia.quintana@marion.k12.fl.us

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

Data reports created in IXL for summer usage.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 standards based instruction to effectively plan, teachers will then implement targeted instruction using student data and content rich resources. As a result, 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 standards based instruction to effectively plan, teachers will then implement targeted instruction using student data and content rich resources. As a result, we will raise student achievement. **1a**

 G095965

Targets Supported **1b**

Indicator	Annual Target
Math Gains	54.0
Math Lowest 25% Gains	54.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains	55.0

Targeted Barriers to Achieving the Goal **3**

- Bucket #1 Data used for planning/ instruction and student achievement goals needs to improve. Lack of knowledge of school and district resources limits effective instruction.
- Bucket #2 Our teachers do not share enough data with stakeholders.
- 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. Teachers will focusing on building relationships through daily conversation.
- 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.
- Students lack positive connections with adults and strategies to respond appropriately to socioemotional stress.

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 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 PARC Assessment Resources Top Score Materials SEDNET Training on Trauma
-

Plan to Monitor Progress Toward G1. 8

Academic Support Team will meet monthly during the 2017-2018 school year to collect and analyze data to track the progress towards our goal.

Person Responsible

Jamie North

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Mastery on Learning Checks in grades K-5. Percentage of students reporting 70% or higher reading success based on weekly lessons passed through the iReady proficiency report.

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 standards based instruction to effectively plan, teachers will then implement targeted instruction using student data and content rich resources. As a result, we will raise student achievement. **1**

 **G095965**

G1.B1 Bucket #1 Data used for planning/ instruction and student achievement goals needs to improve. Lack of knowledge of school and district resources limits effective instruction. **2**

 **B258365**

G1.B1.S1 Train the staff on how to effectively use data to drive instruction. **4**

 **S273495**

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

Leona Hunt

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

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

Analyze the Collaborative Actions Plans while also conducting classroom walkthroughs to collect evidence of strategies implemented from the most recent PD.

Person Responsible

Jamie North

Schedule

Weekly, from 10/9/2017 to 5/25/2018

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

Providing feedback to teachers based on walkthrough data and reviewing Collaborative Action Plans demonstrating data driven instructional practices.

Person Responsible

Jamie North

Schedule

Monthly, from 10/9/2017 to 5/25/2018

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

S273496

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 monthly

Person Responsible

Leona Hunt

Schedule

On 5/25/2017

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

Weekly, from 8/14/2017 to 5/25/2018

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

Attend grade level planning meetings.

Person Responsible

Jamie North

Schedule

On 5/25/2018

Evidence of Completion

Grade level action plans and attendance logs.

G1.B2 Bucket #2 Our teachers do not share enough data with stakeholders. 2

 B258366

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

 S273497

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 Core Standards.

Action Step 1 5

Grade level planning implementing the standards based instruction model.

Person Responsible

Jamie North

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Grade level planning logs and Academic Support Team attendance.

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

Weekly grade level documentation

Person Responsible

Leona Hunt

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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

Jamie North

Schedule

Every 2 Months, from 10/16/2017 to 5/25/2018

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 10/2/2017 to 5/25/2018

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 Core Standards. 4

 S273498

Strategy Rationale

If teachers, staff, parents, and students understand the academic expectations of the Core 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 parents, students and community stakeholders about the Florida Standards and how to effectively use the most recent data results to increase student achievement.

Person Responsible

Jamie North

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Greenway Elementary website, grade level/ classroom newsletters, and academic focus nights

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

Instructional staff will receive a data binder that will include Florida Standards for all areas, Focus Calendars for all subjects, district and state assessment calendar, and recent student data to support standards based instruction.

Person Responsible

Leona Hunt

Schedule

On 5/25/2018

Evidence of Completion

Instructional staff will bring their data binders to all PD and team 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 10/16/2017 to 5/25/2018

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. Teachers will focusing on building relationships through daily conversation. 2

 B258367

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

 S273499

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

Jamie North

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monthly PD calendar provided to the 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

Leona Hunt

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

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

Jamie North


Schedule

Every 2 Months, from 10/13/2017 to 5/25/2018

Evidence of Completion

i- Ready and 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

 S273500

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

Leona Hunt

Schedule

Every 6 Weeks, from 8/21/2017 to 5/25/2018

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 8/31/2017 to 5/25/2018

Evidence of Completion

Monthly calendars with PD listed.

Action Step 3 **5**

Staff Development for faculty and administration

Person Responsible

Jamie North

Schedule

Semiannually, from 8/21/2017 to 5/25/2018

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

Jamie North

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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

Jamie North

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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 are 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

 B258368

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

 S273501

Strategy Rationale

Additional personnel (Common Board State trainers) will provide instructional feedback based on instructional alignment when completing classroom a walkthrough.

Academic Coaches will assist by modeling, providing resources, and staff development to ensure teachers are effectively aligning lessons to the standard.

Action Step 1 5

Additional personnel

Person Responsible

Jamie North

Schedule

Quarterly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Formative assessments, FSA, LEOCE's, i- Ready diagnostics

Action Step 2 5

Materials and supplies will enhance academic instruction

Person Responsible

Jamie North

Schedule

Quarterly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Student data will help to monitor effective instruction using i-Ready

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

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

Person Responsible

Leona Hunt

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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

Jamie North

Schedule

Monthly, from 10/16/2017 to 5/25/2018











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
2018					
G1.B1.S2.A1 A367196	Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data monthly	Hunt, Leona	8/22/2016	TEAM Action Plans & attendance of instructional staff on collaboration days	5/25/2017 one-time
G1.MA1 M393887	Academic Support Team will meet monthly during the 2017-2018 school year to collect and analyze...	North, Jamie	9/4/2017	Mastery on Learning Checks in grades K-5. Percentage of students reporting 70% or higher reading success based on weekly lessons passed through the iReady proficiency report.	5/25/2018 weekly
G1.B1.S1.MA1 M393871	Providing feedback to teachers based on walkthrough data and reviewing Collaborative Action Plans...	North, Jamie	10/9/2017	Unify grade level data from ELA and Math unit assessments, student data chat logs, student goal setting forms, FSA results.	5/25/2018 monthly
G1.B1.S1.MA1 M393872	Analyze the Collaborative Actions Plans while also conducting classroom walkthroughs to collect...	North, Jamie	10/9/2017	Emails with attached data, student data chat logs, parent conference forms and communication log.	5/25/2018 weekly
G1.B1.S1.A1 A367195	Provide staff development for the staff, students and parents on how to effectively use the most...	Hunt, Leona	8/10/2017	Data Chat logs, Collaborative Team Action Plans, Gator Tails (monthly parent newsletter), Parent Conference Forms, Goal Setting Forms	5/25/2018 every-2-months
G1.B2.S1.MA1 M393875	Students demonstrate mastery of standards.	North, Jamie	10/16/2017	Mastery of standards on district and state assessments.	5/25/2018 every-2-months
G1.B2.S1.MA3 M393876	Increase of student engagement and skill mastery through the use of various resources.	Hunt, Leona	10/2/2017	Increase in the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	5/25/2018 quarterly
G1.B2.S1.MA1 M393877	Weekly grade level documentation	Hunt, Leona	8/14/2017	Lesson plans, collaborative action plans, observation on True North Logic, best practices shared at collaboration meetings, coach's logs.	5/25/2018 monthly
G1.B2.S1.A1 A367197	Grade level planning implementing the standards based instruction model.	North, Jamie	8/14/2017	Grade level planning logs and Academic Support Team attendance.	5/25/2018 weekly
G1.B3.S1.MA1 M393880	Increase in student's mastery on district assessments.	North, Jamie	10/13/2017	i- Ready and Performance Matters data on district assessments for reading, math and writing.	5/25/2018 every-2-months
G1.B3.S1.MA1 M393881	The PD calendar will reflect which grade level will have collaboration weekly.	Hunt, Leona	8/14/2017	Monthly PD calendar provided to the staff.	5/25/2018 monthly
G1.B3.S1.MA2 M393882	Staff attendance at the collaboration meetings.	Hunt, Leona	8/14/2017	Action plans that include staff members attending the meeting.	5/25/2018 every-6-weeks
G1.B3.S1.A1 A367199	The PD calendar will reflect which day each grade level will have collaboration weekly.	North, Jamie	8/14/2017	Monthly PD calendar provided to the staff.	5/25/2018 monthly
G1.B4.S1.MA1 M393885	Evaluation of employees, observation in classrooms, evaluation of student data	North, Jamie	10/16/2017	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	5/25/2018 monthly
G1.B4.S1.MA1 M393886	Evaluation of employees, observation in classrooms, evaluation of student data	Hunt, Leona	8/21/2017	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	5/25/2018 monthly
G1.B4.S1.A1 A367203	Additional personnel	North, Jamie	8/21/2017	Formative assessments, FSA, LEOCE's, i- Ready diagnostics	5/25/2018 quarterly
G1.B4.S1.A2 A367204	Materials and supplies will enhance academic instruction	North, Jamie	8/21/2017	Student data will help to monitor effective instruction using i-Ready	5/25/2018 quarterly

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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.B1.S2.MA1  M393873	Attend grade level planning meetings.	North, Jamie	8/21/2017	Grade level action plans and attendance logs.	5/25/2018 one-time
G1.B1.S2.MA1  M393874	Scheduled collaborative planning by grade level.	Hunt, Leona	8/14/2017	Monthly school calendar, Action Plans created by staff during their collaborative planning meetings.	5/25/2018 weekly
G1.B2.S2.MA1  M393878	Instructional staffs' plans and instruction will reflect their increased knowledge of the...	Hunt, Leona	10/16/2017	Staff Competency Report on True North Logic for Domains 1 and 3.	5/25/2018 quarterly
G1.B2.S2.MA1  M393879	Instructional staff will receive a data binder that will include Florida Standards for all areas,...	Hunt, Leona	8/14/2017	Instructional staff will bring their data binders to all PD and team collaboration meetings.	5/25/2018 one-time
G1.B2.S2.A1  A367198	Inform parents, students and community stakeholders about the Florida Standards and how to...	North, Jamie	8/14/2017	Greenway Elementary website, grade level/ classroom newsletters, and academic focus nights	5/25/2018 quarterly
G1.B3.S2.MA1  M393883	Instructional and non instructional staff will be more prepared for their Professional Development...	North, Jamie	8/21/2017	Staff attendance to professional development provided by the district and school. Classroom observations by administration will show strategies learned during professional development are being implemented in the classroom.	5/25/2018 monthly
G1.B3.S2.MA1  M393884	Administration will review the monthly staff calendar before it is given to the staff....	North, Jamie	8/21/2017	Monthly PD calendar with accurate PD information for instructional and non instructional. Planning worksheet, as well as classroom observation.	5/25/2018 monthly
G1.B3.S2.A1  A367200	Instructional staff will be provided with a scheduled, structured collaborative planning time to...	Hunt, Leona	8/21/2017	Monthly PD calendar, Action Plans from collaboration meetings.	5/25/2018 every-6-weeks
G1.B3.S2.A2  A367201	Instructional and noninstructional staff will be provided with a scheduled, structured semester PD...	Hunt, Leona	8/31/2017	Monthly calendars with PD listed.	5/25/2018 monthly
G1.B3.S2.A3  A367202	Staff Development for faculty and administration	North, Jamie	8/21/2017	FSA scores, LEOCE's, Learning checks	5/25/2018 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 standards based instruction to effectively plan, teachers will then implement targeted instruction using student data and content rich resources. As a result, we will raise student achievement.

G1.B1 Bucket #1 Data used for planning/ instruction and student achievement goals needs to improve. Lack of knowledge of school and district resources limits effective instruction.

G1.B1.S1 Train the staff on how to effectively use data to drive instruction.

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 2 Months, from 8/10/2017 to 5/25/2018

G1.B2 Bucket #2 Our teachers do not share enough data with stakeholders.

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

PD Opportunity 1

Grade level planning implementing the standards based instruction model.

Facilitator

Jamie North/Leona Hunt

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 5/25/2018

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

PD Opportunity 1

Inform parents, students and community stakeholders about the Florida Standards and how to effectively use the most recent data results to increase student achievement.

Facilitator

Jamie North

Participants

Instructional and Non Instructional Staff

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

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.				\$4,308.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	120-Classroom Teachers	0671 - Greenway Elementary School	Title I, Part A		\$690.00
			Notes: Parent Liason, Parent Night presenters, babysitting			
	6150	390-Other Purchased Services	0671 - Greenway Elementary School	Title I, Part A		\$1,578.00
			Notes: school compacts, student planners, postage. These items will aide the school in communication with parents.			
	6150	510-Supplies	0671 - Greenway Elementary School	Title I, Part A		\$424.00
			Notes: copy paper for newsletters and other communication			
	6150	510-Supplies	0671 - Greenway Elementary School	Title I, Part A		\$700.00
			Notes: Pastries for Parents, donuts for Dads, Muffins for Moms,			
	6150	510-Supplies	0671 - Greenway Elementary School	Title I, Part A		\$916.00
			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 monthly				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Greenway Elementary School			\$0.00
			Notes: Collaboration and planning days			
3	G1.B2.S1.A1	Grade level planning implementing the standards based instruction model.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Greenway Elementary School			\$0.00
			Notes: No funds due to creative scheduling.			
4	G1.B2.S2.A1	Inform parents, students and community stakeholders about the Florida Standards and how to effectively use the most recent data results to increase student achievement.				\$1,163.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	6150	390-Other Purchased Services	0671 - Greenway Elementary School	Title, I Part A		\$1,163.00
			<i>Notes: Parent communication folders K-5</i>			
5	G1.B3.S1.A1	The PD calendar will reflect which day each grade level will have collaboration weekly.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Greenway Elementary School	Title I, Part A		\$0.00
			<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	2017-18
			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	2017-18
			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				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0671 - Greenway Elementary School			\$0.00
			<i>Notes: Administration Professional Development</i>			
	6400	310-Professional and Technical Services	0671 - Greenway Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: iReady training</i>			
9	G1.B4.S1.A1	Additional personnel				\$304,405.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0671 - Greenway Elementary School	Title I, Part A		\$115,116.00
			<i>Notes: Salaries for Paraprofessionals</i>			
	6400	120-Classroom Teachers	0671 - Greenway Elementary School	Title I, Part A		\$189,289.00
			<i>Notes: Academic Coach with emphasis in math and science CAS Literacy</i>			

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10	G1.B4.S1.A2	Materials and supplies will enhance academic instruction				\$49,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0671 - Greenway Elementary School	Title I, Part A		\$8,603.00
<i>Notes: iReady Reading program, Student workbooks and Teacher Toolkits</i>						
	5100	510-Supplies	0671 - Greenway Elementary School	Title I, Part A		\$9,657.00
<i>Notes: iReady books students and teachers</i>						
	5100	590-Other Materials and Supplies	0671 - Greenway Elementary School	Title I, Part A		\$7,346.00
<i>Notes: Leveled Literacy Intervention Green and Blue kits</i>						
	5100	590-Other Materials and Supplies	0671 - Greenway Elementary School	Title, I Part A		\$1,975.00
<i>Notes: Top Score Materials</i>						
	5100	590-Other Materials and Supplies	0671 - Greenway Elementary School	Title, I Part A		\$892.00
<i>Notes: Classroom supplies- Warehouse (erasers, whiteboard, etc)</i>						
	5100	510-Supplies	0671 - Greenway Elementary School	Title, I Part A		\$5,075.00
<i>Notes: Classroom instructional consumable supplies</i>						
	5100	644-Computer Hardware Non-Capitalized	0671 - Greenway Elementary School	Title, I Part A		\$15,830.00
<i>Notes: Chromebooks and charging cart</i>						
Total:						\$362,254.00