

Marion County Public Schools

# Greenway Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Greenway Elementary School

207 MIDWAY RD, Ocala, FL 34472

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	C*

### School Board Approval

This plan is pending approval by the Marion County School Board.

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### Membership

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

Name	Title
North, Jamie	Principal
Steinke, Amber	Assistant Principal
Wheeler, Scott	Assistant Principal
Fronius, Michael	Dean
Lorenz, Jarrod	Instructional Coach
Joseph, Anushka	Psychologist
Reese, Marlana	School Counselor
VanDorn, Audrey	Instructional Coach

#### Duties

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

Each member of the leadership team serves as an integral role in the school decision making process. Leadership team members communicate, model, and support instructional practices within the school.

### Early Warning Systems

#### Year 2017-18

**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	0	20	15	18	12	11	0	0	0	0	0	0	0	76
One or more suspensions	0	8	8	13	15	28	0	0	0	0	0	0	0	72
Course failure in ELA or Math	0	0	0	8	6	11	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	33	53	0	0	0	0	0	0	0	86

**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	0	0	0	5	0	0	0	0	0	0	5

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	5	0	0	0	0	0	0	0	0	0	5

**Date this data was collected**

Thursday 7/12/2018

#### Year 2016-17 - As Reported

**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

#### Year 2016-17 - Updated

**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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ELA achievement and Math bottom 25%. Continued reading deficits in K-5 reading is an apparent trend for Greenway.

**Which data component showed the greatest decline from prior year?**

ELA achievement.

**Which data component had the biggest gap when compared to the state average?**

ELA achievement.

**Which data component showed the most improvement? Is this a trend?**

3rd and 5th grade Math achievement. This has not been a trend for Greenway.

**Describe the actions or changes that led to the improvement in this area.**

We implemented a math intervention block during the 17-18 school year.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	46%	56%	35%	47%	52%
ELA Learning Gains	39%	44%	55%	46%	49%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	39%	37%	48%	47%	47%	46%
Math Achievement	43%	49%	62%	38%	48%	58%
Math Learning Gains	43%	46%	59%	40%	47%	58%
Math Lowest 25th Percentile	30%	35%	47%	31%	40%	46%
Science Achievement	40%	51%	55%	47%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (20)	20 (22)	15 (19)	18 (25)	12 (21)	11 (17)	76 (124)
One or more suspensions	0 (10)	8 (0)	8 (3)	13 (5)	15 (4)	28 (2)	72 (24)
Course failure in ELA or Math	0 (3)	0 (5)	0 (9)	8 (1)	6 (0)	11 (0)	25 (18)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	33 (136)	53 (105)	86 (241)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	46%	-12%	57%	-23%
	2017	36%	50%	-14%	58%	-22%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	31%	43%	-12%	56%	-25%
	2017	45%	52%	-7%	56%	-11%
Same Grade Comparison		-14%				
Cohort Comparison		-5%				
05	2018	35%	46%	-11%	55%	-20%
	2017	31%	47%	-16%	53%	-22%
Same Grade Comparison		4%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	48%	-4%	62%	-18%
	2017	27%	48%	-21%	62%	-35%
Same Grade Comparison		17%				
Cohort Comparison						
04	2018	34%	47%	-13%	62%	-28%
	2017	48%	55%	-7%	64%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-14%				
Cohort Comparison		7%				
05	2018	44%	50%	-6%	61%	-17%
	2017	27%	45%	-18%	57%	-30%
Same Grade Comparison		17%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	49%	-10%	55%	-16%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	36	44	14	31	31					
ELL	28	33		28	33	17					
BLK	22	31	26	33	43	43	26				
HSP	35	48	43	39	37	24	25				
MUL	21			43							
WHT	41	38	46	50	47	32	56				
FRL	27	37	35	37	36	25	32				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	31	33	8	26	31	16				
ELL	34	47		31	63	50					
BLK	23	36	33	21	25	27	15				
HSP	38	40	19	31	48	44	35				
MUL	38	42		48	46						
WHT	47	51	67	42	43	36	41				
FRL	31	39	35	29	35	33	31				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).



## Areas of Focus:

### Activity #1

<b>Title</b>	Increase Academic Proficiency for all Students
<b>Rationale</b>	Based on our 2018 FSA academic performance levels, instructional planning and alignment to the standards needs to be an area of focus again for Greenway this year, as we had 86 students receive a Level 1 and 22 retained third grade students.
<b>Intended Outcome</b>	If we strengthen tier one instruction through targeted standard based instruction, then we can increase reading proficiency to at minimum meet the district proficiency average (46%) in grades K-5, as measured by both local and state assessments.
<b>Point Person</b>	Jamie North (jamie.north@marion.k12.fl.us)

### Action Step

<b>Description</b>	Our instructional coaches will provide ongoing professional development on standards based instruction. Leadership team members will provide additional instructional support during weekly collaborative planning sessions.
<b>Person Responsible</b>	Jamie North (jamie.north@marion.k12.fl.us)

### Plan to Monitor Effectiveness

<b>Description</b>	Administration will complete daily classroom walk-throughs. Leadership team members will attend grade level planning sessions to provide instructional feedback.
<b>Person Responsible</b>	Jamie North (jamie.north@marion.k12.fl.us)

<b>Activity #2</b>	
<b>Title</b>	Improve School Culture Through a Positive School-Wide Behavior Plan.
<b>Rationale</b>	Student behavior infractions increased during the 17-18 school year. Last year, 76 students had an attendance average below 90%.
<b>Intended Outcome</b>	If we implement a positive school-wide behavior plan, then we will create positive classroom learning environments that result in higher levels of academic performance and attendance, while decreasing student discipline referrals by 50% in grades K-5.
<b>Point Person</b>	Jamie North (jamie.north@marion.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	Train the staff on the Energy Bus; a positive school culture program that outlines how positive energy within a school can drive positive academic outcomes for both teachers and students by applying 10 simple principles. Roll the Energy Bus out to students and parents. Implement monthly Principle celebrations for both teachers and parents.
<b>Person Responsible</b>	Jamie North (jamie.north@marion.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	The Energy Team will monitor the effectiveness of the new behavior incentives by analyzing behavior incidents monthly that occur on campus.  The behavior committee will meet monthly to discuss and problem solve current student discipline incidents.
<b>Person Responsible</b>	Jamie North (jamie.north@marion.k12.fl.us)
<b>Activity #3</b>	
<b>Title</b>	Differentiate Math and Science instruction
<b>Rationale</b>	Provide rigorous and relevant instruction in Mathematics and Science to increase student proficiency and learning gains for all students.
<b>Intended Outcome</b>	If we align rigorous instructional materials to standards based instruction, then student proficiency in Math and Science will increase as measured by both district and state assessments.
<b>Point Person</b>	Jamie North (jamie.north@marion.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	The leadership team will attend grade level planning sessions to ensure the alignment of rigorous instructional materials to the lesson's standards.
<b>Person Responsible</b>	Jamie North (jamie.north@marion.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Classroom walkthroughs forms with both student and teacher evidence of learning documented. Teacher feedback through one on one conferencing.
<b>Person Responsible</b>	Jamie North (jamie.north@marion.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Greenway Elementary believes in involving parents in all aspects of its Title One programs. Our SAC (School Advisory Council) committee will develop, implement, and evaluate all aspects of the School Improvement Plan and the Parent and Family Engagement Plan. The committee reviews the SIP, school data, develops revisions, and presents proposals to the SAC. All SAC members are provided opportunity to review and offer input to the plan, prior to offering their approval. Throughout the year, parents are presented with school involvement surveys to evaluate the school's current parent activities. Data collected from parent surveys guides the activities planned for the following school year.

#### **PFEP Link**

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

#### **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.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

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

Kindergarten registration begins in April and continues until school begins in the fall. Beginning in April, 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 via backpack, and a SkyLert message. An 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. An emphasis on meeting the academic expectations required for 6th grade.

**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.

**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.

## Part V: Budget

Total:	\$545,314.25
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