

Marion County Public Schools

# Greenway Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Greenway Elementary School

207 MIDWAY RD, Ocala, FL 34472

[ no web address on file ]

## Demographics

Principal: Leann Mcearchern

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (43%) 2017-18: D (38%) 2016-17: D (37%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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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)	2019-20 Title I School	2019-20 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	66%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

### School Board Approval

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### SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
North, Jamie	Principal	To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. The employee in this position supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school and reports to the assigned administrator.
Wheeler, Scott	Assistant Principal	The assistant principal is mainly responsible for the overall academic and administrative responsibilities. assistant principal oversees curriculum, preparing students' and teachers' schedules, order textbooks and supplies and assist in maintaining a safe and orderly school environment..
Fronius, Michael	Dean	Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.
		Performs a variety of administrative duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and as assigned.
		Assists the Principal in providing instructional leadership to the school.
		Supervises and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff.
		Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.
Lorenz, Jarrod	Instructional Coach	Supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines.
		Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.
		Facilitates the professional and intellectual development of teachers and aides.  Helps to build positive relationships between teachers and administrators.



Name	Title	Job Duties and Responsibilities
		<p>Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general.</p> <p>Communicates information between students, teachers, administrators and the community in general.</p> <p>Works with teachers to find effective ways to deal with behavioral issues in the classroom.</p> <p>Puts various tutoring programs into place and recruits teachers to host them.</p>
Joseph, Anushka	Psychologist	<p>School psychologists consult with teachers, administrators, parents, and other stakeholders regarding a child's behavior, academic achievement, or other important issues that pertain to his or her schooling. School psychologists work with families to teach them strategies to address a host of issues, from managing a child's behavior to helping their child improve their social skills.</p>
Manzanares, Patricia	Assistant Principal	<p>The assistant principal is mainly responsible for the overall academic and administrative responsibilities. Assistant principal oversees curriculum, preparing students' and teachers' schedules, order textbooks and supplies and assist in maintaining a safe and orderly school environment..</p>
Carder, Lindzi	Instructional Coach	<p>Facilitates the professional and intellectual development of teachers and aides.</p> <p>Helps to build positive relationships between teachers and administrators.</p> <p>Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general.</p> <p>Communicates information between students, teachers, administrators and the community in general.</p> <p>Works with teachers to find effective ways to deal with behavioral issues in the classroom.</p> <p>Puts various tutoring programs into place and recruits teachers to host them.</p>

### Demographic Information

#### Principal start date

Saturday 7/1/2017, Leann Mcearchern

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

**Total number of teacher positions allocated to the school**

31

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (43%) 2017-18: D (38%) 2016-17: D (37%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	96	96	107	130	96	0	0	0	0	0	0	0	624
Attendance below 90 percent	15	13	13	16	18	17	0	0	0	0	0	0	0	92
One or more suspensions	9	9	7	25	19	35	0	0	0	0	0	0	0	104
Course failure in ELA	4	11	3	8	10	2	0	0	0	0	0	0	0	38
Course failure in Math	4	11	3	8	10	2	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	41	0	0	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	19	20	34	31	67	0	0	0	0	0	0	0	185

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/16/2019

### Prior Year - 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	
Number of students enrolled	104	93	108	139	98	134	0	0	0	0	0	0	0	676
Attendance below 90 percent	15	13	13	16	18	17	0	0	0	0	0	0	0	92
One or more suspensions	9	9	7	25	19	35	0	0	0	0	0	0	0	104
Course failure in ELA or Math	4	11	3	8	10	2	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	41	0	0	0	0	0	0	0	0	0	41

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	19	20	34	31	67	0	0	0	0	0	0	0	185

**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		3	1	0	3	0	0	0	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - 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	
Number of students enrolled	104	93	108	139	98	134	0	0	0	0	0	0	0	676
Attendance below 90 percent	15	13	13	16	18	17	0	0	0	0	0	0	0	92
One or more suspensions	9	9	7	25	19	35	0	0	0	0	0	0	0	104
Course failure in ELA or Math	4	11	3	8	10	2	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	41	0	0	0	0	0	0	0	0	0	41

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	19	20	34	31	67	0	0	0	0	0	0	0	185

**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		3	1	0	3	0	0	0	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	47%	57%	38%	52%	55%
ELA Learning Gains	48%	56%	58%	44%	57%	57%
ELA Lowest 25th Percentile	47%	52%	53%	36%	53%	52%
Math Achievement	42%	51%	63%	35%	52%	61%
Math Learning Gains	43%	58%	62%	39%	54%	61%
Math Lowest 25th Percentile	42%	49%	51%	35%	43%	51%
Science Achievement	40%	47%	53%	35%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### 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	2019	39%	44%	-5%	58%	-19%
	2018	34%	46%	-12%	57%	-23%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	41%	49%	-8%	58%	-17%
	2018	31%	43%	-12%	56%	-25%
Same Grade Comparison		10%				
Cohort Comparison		7%				
05	2019	34%	45%	-11%	56%	-22%
	2018	35%	46%	-11%	55%	-20%
Same Grade Comparison		-1%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	49%	2%	62%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	48%	-4%	62%	-18%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	52%	54%	-2%	64%	-12%
	2018	34%	47%	-13%	62%	-28%
Same Grade Comparison		18%				
Cohort Comparison		8%				
05	2019	25%	45%	-20%	60%	-35%
	2018	44%	50%	-6%	61%	-17%
Same Grade Comparison		-19%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	44%	-5%	53%	-14%
	2018	39%	49%	-10%	55%	-16%
Same Grade Comparison		0%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	39	45	16	41	50	20				
ELL	25	40	33	33	36	39	33				
BLK	27	46	65	19	26	43	19				
HSP	34	43	28	41	49	52	45				
MUL	32	50		53	60						
WHT	48	54	48	53	43	21	44				
FRL	32	45	47	35	42	51	21				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis



## Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

5th grade Math showed the lowest performance. A lack of rigorous, engaging, and hands on instructional practices may have contributed to the decline in proficiency.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

5th grade Math showed the lowest performance. A lack of rigorous, engaging, and hands on instructional practices may have contributed to the decline in proficiency.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

5th grade made shows the biggest gap across the state with a 18% decline from 2018.

**Which data component showed the most improvement? What new actions did your school take in this area?**

4th grade Math showed the most improvement in 2019. The fourth grade teachers worked with students in a small group setting and one on one more than other grade levels did.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

One area of concern is the number of students with more than one EWS indicator. These students will need to be closely monitored to ensure their academic success in 2020-2021.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Rigorous and relevant Tier 1 instruction
2. Progress monitoring plan for our subgroups
3. Attendance progress monitoring plan
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the 2018-2019 FSA reading proficiency data, only 39% of Greenway elementary students are proficient in reading at their tested grade level. As a result, increasing reading proficiency levels for all students at Greenway will remain an area of focus for the 2020-2021 school year.

**Measurable Outcome:** If we increase authentic literacy opportunities in grades K-5 through instructional alignment in reading, writing, math and science, then we can increase student reading proficiency in 3rd grade from 42% to 47%, 4th grade from 49% to 54% and 45% to 50% as measured through local and state assessments.

**Person responsible for monitoring outcome:** Patricia Manzanares (patricia.manzanares@marion.k12.fl.us)

**Evidence-based Strategy:** Instructional coaches will provide ongoing professional development on authentic literacy opportunities based on the Florida Standards. Progress monitoring for effectiveness will occur through staff feedback surveys and classroom walkthroughs for evidence based instructional practices.

**Rationale for Evidence-based Strategy:** Through professional development teachers will learn how to implement instructional strategies that promote authentic reading opportunities across all content areas. While increasing reading proficiency for our students is an area of focus, providing new instructional strategies to our teachers that focuses on increasing reading skills for all students. As a result, reading proficiency will increase by 3% as measured by local and state progress monitoring assessments.

**Action Steps to Implement**

Professional Development

**Person Responsible** Jamie North (jamie.north@marion.k12.fl.us)

Modeling instructional strategies through side by side coaching

**Person Responsible** Jarrod Lorenz (jarrod.lorenz@marion.k12.fl.us)

Collaborative planning

**Person Responsible** Patricia Manzanares (patricia.manzanares@marion.k12.fl.us)

Classroom walkthroughs and look fors

**Person Responsible** Jamie North (jamie.north@marion.k12.fl.us)

Student artifacts

**Person Responsible** Jamie North (jamie.north@marion.k12.fl.us)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Creating and sustaining a positive school culture has a direct influence on the learning process. Greenway will improve school culture through a Positive School-Wide Behavior Plan. 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 decrease student discipline referrals by 50% in grades K-5.

**Measurable Outcome:** If we continue to implement the 7 Energy Bus principles, then we can decrease student behavior referrals by 10% at the end of the year.

**Person responsible for monitoring outcome:** Michael Fronius (michael.fronius@marion.k12.fl.us)

**Evidence-based Strategy:** Train new 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 7 simple principles. Progress monitoring for effectiveness will be conducted through monthly discipline review meetings by the disciplinary committee.

**Rationale for Evidence-based Strategy:** Through implementing our seven Energy Bus character principles in 2020-2021, we developed a framework and foundation to support social/emotional learning and accountability. While creating and sustaining a positive school culture is our second area of focus, each principle focuses on positive behavior and character choices that are discussed and evident through student behaviors across campus.

**Action Steps to Implement**

On-board new Energy Bus staff members

**Person Responsible** Jamie North (jamie.north@marion.k12.fl.us)

Behavior committee will meet monthly to review behavior data

**Person Responsible** Scott Wheeler (scott.wheeler@marion.k12.fl.us)

Monthly incentives and recognition activities

**Person Responsible** Michael Fronius (michael.fronius@marion.k12.fl.us)

Morning principle focus reminders

**Person Responsible** Michael Fronius (michael.fronius@marion.k12.fl.us)

Professional development on classroom management routines and procedures

**Person Responsible** Scott Wheeler (scott.wheeler@marion.k12.fl.us)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Based on the 2019-2020 FSA data, only 33 percent of our students with disabilities are proficient in reading. As to ensure we are maintaining our area of focus in increasing reading proficiency for all students, as a school we need to strategically monitor the reading proficiency levels for students with disabilities.

**Measurable Outcome:** Based on our 2018-2019 reading FSA, only 33% of our students with disabilities demonstrated proficiency.

**Person responsible for monitoring outcome:** Jamie North (jamie.north@marion.k12.fl.us)

**Evidence-based Strategy:** If we provide targeted small group instruction aligned to student reading deficits, then we can increase reading proficiency to 41% for our students with disabilities and increase academic achievement from 33% to 41% as measured by the FSA. This goal can be achieved by ensuring academic instruction that is rigorous and at grade level standard. Monitoring of academic progression in reading can be done through local quarterly assessment outcomes.

**Rationale for Evidence-based Strategy:** If teachers are not cognizant of how to effectively provide tiered instruction for students with disabilities then through professional development in designing and aligning tiered intervention lessons, teachers will learn how to implement instructional strategies that promote authentic reading opportunities across all content areas. As a result, reading proficiency will increase by 8% as measured by local progress monitoring assessments.

**Action Steps to Implement**

Student data chats

**Person Responsible** Scott Wheeler (scott.wheeler@marion.k12.fl.us)

Frequent standards checks

**Person Responsible** Jamie North (jamie.north@marion.k12.fl.us)

Targeted small group instruction

**Person Responsible** Anushka Joseph (anushka.joseph@marion.k12.fl.us)

PD on differentiated instructional best practices

**Person Responsible** Jarrod Lorenz (jarrod.lorenz@marion.k12.fl.us)

ESE support and collaboration

**Person Responsible** Patricia Manzanares (patricia.manzanares@marion.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**School leadership team will work in conjunction with the school multi-disciplinary team to progress monitor student attendance and specifically track and create an attendance plan for students with 3 or more absences.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Greenway is a Certified Energy Bus School, Year 3. The 7 Positive Principles guide our mindset and positive behaviors throughout the campus. Additionally, our SAC (School Advisory Council) committee will develop, implement, and evaluate all aspects of the Schoolwide Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). 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.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00