2013-2014 SCHOOL IMPROVEMENT PLAN

Greenway Elementary School
207 MIDWAY RD
Ocala, FL 34472
352-671-4845

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	50%

Alternative/ESE Center	Charter School	Minority Rate
No	No	55%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	D	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Greenway Elementary School

Principal
Erin Quainton

School Advisory Council chair
Brandi Sherman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Erin Quainton	Principal
Treasa Buck	Assistant Principal
Jeff Cook	Dean
Jackie Glover	Reading Coach
Leona Hunt	Academic coach
Norma Harber/Marlena Reese	Counselors
Kelly Sullivan	Administrative Assistant

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The total numbers of SAC members is 27. 26% Male, 74% Female. 5 of the 27 (19%) are staff members. 22 of the 27 (77%) are parents. One member is a community representative. The ethniticity of our SAC memership is: White: 56%, Black 15%, Hispanic 26%, Asian 0%, Indian 0% other 3%. Sac has 44% minority representation.

Involvement of the SAC in the development of the SIP

The SAC committee forms committees to review data , assess goals, evaluate success of strategies, brainstorm and develop new strategies to raise student success. The committees present their review in

a formal SAC meeting. This input is used in the writing of the school improvement plan and use of SAC funds.

Activities of the SAC for the upcoming school year

SAC will review the following: 2013-2014 School Improvement Plan, school data (ongoing basis), address and problem solve concerns / barriers to student success, select / purchase research based materials with SAC funds,and develop a SIP for 2014-2015.

Projected use of school improvement funds, including the amount allocated to each project

In the November SAC meeting we will discuss and vote to purchase materials that support our school improvement targets. We currently have $1611.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Erin Quainton		
Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Principal Educational Leadership Elementary Education K-6 Physical Education K-12 Science
Performance Record	Greenway 2013 D AYP -No (W,B,H,SWD,ED) 2012 C 2011 C AYP Criteria 87% AYP - No (M - W, B, All) Yes - Rdg, Writing 2010 C AYP Criteria 79% AYP – No (W,B,H,SWD,ED) 2009 B AYP Criteria 85% AYP – No (B, SWD, ED) 2008 B AYP Criteria 95% AYP – No (B) 2007 A AYP Criteria 92% AYP – No (SWD) Evergreen 2006 C AYP Criteria 85% 2005 C AYP Criteria 95%

Treasa Buck		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	Educational leadership, Elementary Education, Prek-3 Elementary Education
Performance Record	Greenway Elementary 2013 D AYP-No (W,B,H,SWD,ED) Evergreen Elementary 2012 C 2011 C grade AYP-No (87%) 2010 F grade AYP- No (72%) 2009 A grade AYP- No (97%) 2008 A grade AYP- Yes

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jackie Glover		
Full-time / District-based	Years as Coach: 3	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	Elementary education 1-6, ESOL endorsement	
Performance Record	Greenway Elementary 2013 D 2012 C 2011 C AYP Criteria 87% AYP - No (M - W, B, All) Yes - Rdg, Writing 2010 C AYP Criteria 79% AYP – No (W,B,H,SWD,ED) 2009 B AYP Criteria 85% AYP – No (B, SWD, ED) 2008 B AYP Criteria 95% AYP – No (B) 2007 A AYP Criteria 92% AYP – No (SWD) 2006 - A, 2005 - A, 2004 A, 2003 - B, 2002 - B, 2001 - B 2000 - C	

Leona Hunt		
Part-time / School-based	Years as Coach: 7	Years at Current School: 9

Areas	Mathematics, Science, Data, RtI/MTSS
Credentials	Elementary Education, Gifted, ESOL, Reading endorsed
Performance Record	Greenway Elementary 2013 D 2012 C 2011 C AYP Criteria 87% AYP - No (M - W, B, All) Yes - Rdg, Writing 2010 AYP Criteria 79% AYP – No (W,B,H,SWD,ED) 2009 B AYP Criteria 85% AYP – No (B, SWD, ED) Writing scores increased 28 points Greenway 2008 B AYP Criteria 95% AYP – No (B) Evergreen 2007 A AYP Criteria Evergreen

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
41, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
40, 98%

 # ESOL endorsed
28, 68%

 # reading endorsed
4, 10%

 # with advanced degrees
15, 37%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience

7, 17%

 # with 6-14 years of experience

21, 51%

 # with 15 or more years of experience

12, 29%

Education Paraprofessionals

# of paraprofessionals

15

 # Highly Qualified

15, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

9

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Provide support through provision of materials, supplies and resources (Principal, Assistant Principal)
2. Provide quality ongoing professional development (principal,Assistant Principal)
3. Assign highly qualified mentors (principal, Assistant Principal)
4. Provide feedback on lessons, unit development, classroom management, and delivery(Principal, Assistant Principal)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New Teachers are given mentors by administration.Teachers are given support if they are new to teaching, or new to a grade level. Rookie teacher meetings are held monthly to discuss grade level curriculum/planning, sharing best practices, strategies for raising student achievement, data review for differentiated instruction. Coaches model instruction and planning for new teachers. Mentee's provide extra support to teachers new to a Grade level .
Rookie Teachers: Erika Pittman Kindergarten(Peggy Robertson), Anne Mustermann VE(Quinn Flournoy), Alexa Martin 2nd grade (Ingrid Borge) , George Baker SCVE(Gina Harris)
New to Grade Level: Jarrod Lorenz K (Tammy Schrader), Candy Thornal 3rd (Tracy Willis), Debbie Foster
(Michele Bailey), Christina Lipari 4th (Zulia Quintana), Traci Orme 5th (Ester Hering), Aaron Tesiero

5th
(Pam Feliciani)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Greenway's MTSS leadership team will meet weekly to discuss most recent (AIMSweb) data, tier 2 & tier3 students and observations of tier1 core curriculum being taught in classrooms. Team members will discuss resources available to teachers and staff.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

School Based Leadership Team- Establish, communicate and build consensus amoung 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 & 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.
Behavior Specialist- Assist with monitoring and problem solving behavior related issues. Become contact/resource for a designated critical element of group of critical elements. Provide PBS support, Attend to Tier 2 problem solving, Participate in TIer 3 SAT meetings
RCS- will support and provide intitial and /or ongoing professional development to teachers and school based administrators in developing IEPs, provide suggestions for recommended strategies for the differentiated instruction of SWDs.
Psychologist- Mainton a strong and consistent focus on district/schools mission, vision and goals. Support the development of effective teams and works collaboratively with all team members at the school level.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

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

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,350

We will offer after school tutoring for targeted students who scored a "2" on the FCAT in Reading, Math, Writing, or all three subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Aims Web will be the data collection tool to determine the effectiveness of this tutoring strategy.

Who is responsible for monitoring implementation of this strategy?

The after school tutoring will be done by Greenway staff consisting of academic coach, reading coach, teachers, and paraprofessionals.

Strategy: Before or After School Program

Minutes added to school year:

We will offer a variety of after school clubs for an 8 week session. Choices will be Drama Club, Art Club, Graphic Novel Club, Sign Language Club and Athletic Club.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Aims web will be used as the data collection tool to determine the effectiveness of this strategy. Oue expectation is to have over 100 students in our clubs.

Who is responsible for monitoring implementation of this strategy?

The after school clubs ware sponsored by the staff which consisted of teachers, and paraprofessionals.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Erin Quainton	Principal
Treasa Buck	Assistant Principa
Jacie Glover	Reading Coach
Leona Hunt	Academic Coach
Jeff Cook	Dean of Students
Norma Harbor	Guidance Counselor
Marlana Reese	Guidance Counselor

How the school-based LLT functions

The LLT will meet biweekly to discuss the fidelity of implementation of the Wonders reading series. The reading coach and academic coach will model for staff members. Administration will monitor data and observe teachers implementing the reading series.

Major initiatives of the LLT

Implementing High Yield strategies and supporting the teachers in implementing the new reading series with fidelity.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I District office provides a Title I Pre-K/VPK program on the Greenway campus. All students are fully integrated into the school 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 provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.
MCPS also provides a Summer VPK Program for all eligible Pre-K students.
FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.
Greenway coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.
Kindergarten registration kicked off in April continued throughout the summer.
Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. 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 Connect 5 message sent out. 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.

September 16 at 6:00 will be our PreK Open House. Parents and students will be able to join the teacher in the classroom. A Kindergarten Literacy Night was held on August 28th to introduce Kindergarten parents to Our Literacy programs: Readers are Leaders and Weekend Warriors.

Kindergarten students will be invited to take advantage of Readers are Leaders program. This program provides books for kindergarten students to read at home and earn prizes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	52%	No	62%
American Indian				
Asian				
Black/African American	48%	34%	No	53%
Hispanic	55%	40%	No	60%
White	65%	59%	No	69%
English language learners	38%	17%	No	45%
Students with disabilities	38%	5%	No	44%
Economically disadvantaged	54%	44%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	226	47%	50%
Students scoring at or above Achievement Level 4	108	23%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	178	38%	41%
Students in lowest 25% making learning gains (FCAT 2.0)	10	9%	12%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	50%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	38%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	31%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	54	32%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	52%	No	64%
American Indian				
Asian				
Black/African American	56%	34%	No	60%
Hispanic	61%	59%	No	65%
White	65%	60%	No	69%
English language learners	52%	50%	No	57%
Students with disabilities	41%	13%	No	47%
Economically disadvantaged	58%	50%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	52%	55%
Students scoring at or above Achievement Level 4	131	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	176	37%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		10%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	58%	61%
Students scoring at or above Achievement Level 4	46	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	925	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	24	3%	1%
Students who are not proficient in reading by third grade	68	45%	40%
Students who receive two or more behavior referrals	71	13%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	72	13%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

50% of the parent population will attend school trainings and events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Lack of parent support and training to assist student learning	3	47%	50%
		%	%

Goals Summary

G1. The students scoring 3 and above will increase in math: White 65% to 69%, Black 56% to 60%, Hispanic 61% to 65%, ELL 52% to 57%, SWD 41% to 47%, ED 58% to 62%.

G2. The students scoring 3.5 and above will increase in Writing from32% to 35%.

G3. The students scoring 3 and above in Science will increase from 58% to 61%.

G4. The percent of students making learning gains will increase in the following subgroups from: Black 31% to34% in reading,29% to 32% math, ESE19% to 22% in reading 10% to13% in math, ED 37% to 40% in reading 37% to 40% in math.

G5. Students in the lowest 25% will increase from 57% to 60% in Reading and 52% to 55% in Math.

G6. The students scoring 3 and above will increase in Reading from: White 65% to 69%, Black 48% to 53%, Hispanic 55% to 60%, ELL 38% to 45%, SWD 38% to 44%, ED 54% to 59%.

Goals Detail

G1. The students scoring 3 and above will increase in math: White 65% to 69%, Black 56% to 60%, Hispanic 61% to 65%, ELL 52% to 57%, SWD 41% to 47%, ED 58% to 62%.

Targets Supported

Resources Available to Support the Goal
- District Staff Developers, School Leadership Team, District Training Modules, Academic Coach, Para-professionals, Versatiles, Leveled Readers, Small Group Instruction, Math Manipulatives, IReady Technology Pilot, Math Discussions,Math Wars, Math Club, High Yield Strategies, Cooperative Learning, Publix Math Night, Smart Boards, Greenway Curriculum Gala, Brainpop, Flocabulary, Technology Integration in Subject Areas

Targeted Barriers to Achieving the Goal
- Limited Differentiated Instruction

Plan to Monitor Progress Toward the Goal

monitor data from Aims Web

Person or Persons Responsible
Acadmic Coach

Target Dates or Schedule:
Once every two months

Evidence of Completion:
Students will show progress in targeted area(s): Math

G2. The students scoring 3.5 and above will increase in Writing from32% to 35%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Book study, planning and training days, District Training Modules, writing in all subject areas, Academic Coach, District Staff Developers, Consultants, School-based Lead Teachers, School Leadership Team, Reading Coach, Social Studies Weekly, Leveled Materials, Technology, Units of Study, High Yield Strategies, Literacy Circles, Para-professionals

Targeted Barriers to Achieving the Goal
- Lack of fidelity of core instruction

Plan to Monitor Progress Toward the Goal

Observe, evaluate, Provide feedback

Person or Persons Responsible
Adminstration

Target Dates or Schedule:
Sept. 2013 - June 2014

Evidence of Completion:
True North Logic

G3. The students scoring 3 and above in Science will increase from 58% to 61%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Book study, planning and training days, District Training Modules, Academic Coach, District Staff Developers, Consultants, School-based Lead Teachers, School Leadership Team, Science Weekly, Leveled Materials, Technology, District Labs, Units of Study, High Yield Strategies, Para-professionals

Targeted Barriers to Achieving the Goal
- Lack of fidelity of core instruction

Plan to Monitor Progress Toward the Goal

Observe, evaluate, provide feedback

Person or Persons Responsible
School Administration

Target Dates or Schedule:
Aug. 2013 - June 2014

Evidence of Completion:
MTSS logs, Tiered checklist

G4. The percent of students making learning gains will increase in the following subgroups from: Black 31% to34% in reading,29% to 32% math, ESE19% to 22% in reading 10% to13% in math, ED 37% to 40% in reading 37% to 40% in math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- School based mentors, smart boards, previewing, math club, leveled text, Brainpop, CCC on demand, Thinking Maps, cooperative learning, Math Discussions, inclusion, parent conferences, Math Wars, parent training, school leadership team, Academic Coach, District staff developers, paraprofessionals.

Targeted Barriers to Achieving the Goal

- Lack of Experiences

- Lack of Mastery in fundamental skills

Plan to Monitor Progress Toward the Goal

The Dean will monitor and make adjustments when needed.

Person or Persons Responsible
Dean of Students

Target Dates or Schedule:
Througout the 9 weeks of tutoring

Evidence of Completion:
The Dean will provide weekly updates to the leadership team.

G5. Students in the lowest 25% will increase from 57% to 60% in Reading and 52% to 55% in Math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District Staff Developers, School Leadership Team, District Training Modules, Academic Coach, Reading Coach, Para-professionals, Rewards Reading Intervention, Corrective Reading, Versatiles, SRA kits, Leveled Readers, Small Group Instruction, Math Manipulatives, IReady Technology Pilot, Math Discussions, Weekend Warrior, Math Wars, Math Club, High Yield Strategies, Cooperative Learning, Publix Math Night, Walmart Literacy Night, Donuts for Dads, Muffins for Moms, Smart Boards, Greenway Curriculum Gala, Brainpop, Flocabulary, MyON Reader, Phonics Dance, Technology Integration in Subject Areas

Targeted Barriers to Achieving the Goal

- Limited Differentiated Instruction

- Lack of Student Engagement

Plan to Monitor Progress Toward the Goal

monitor Aims Web Data

Person or Persons Responsible
Reading Coach and Academic Coach

Target Dates or Schedule:
Every two months

Evidence of Completion:
Students will make progress in targeted area(s): Reading, Math

G6. The students scoring 3 and above will increase in Reading from: White 65% to 69%, Black 48% to 53%, Hispanic 55% to 60%, ELL 38% to 45%, SWD 38% to 44%, ED 54% to 59%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal
- Book study, planning and training days, District Training Modules, writing in all subject areas, Academic Coach, District Staff Developers, Consultants, School-based Lead Teachers, School Leadership Team, Reading Coach, Social Studies Weekly, Leveled Materials, Technology, Units of Study, High Yield Strategies, Literacy Circles, Para-professionals

Targeted Barriers to Achieving the Goal
- Lack of fidelity of core instruction

- Enrichment not provided

Plan to Monitor Progress Toward the Goal

Collection of Benchmark data

Person or Persons Responsible
School Administration

Target Dates or Schedule:
Once per semester

Evidence of Completion:
Increase in scores for students scoring 3 and above.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The students scoring 3 and above will increase in math: White 65% to 69%, Black 56% to 60%, Hispanic 61% to 65%, ELL 52% to 57%, SWD 41% to 47%, ED 58% to 62%.

G1.B1 Limited Differentiated Instruction

G1.B1.S1 Teachers will implement egaging instructional techniques to promote active learning in large and small groups in Math.

Action Step 1

will provide concrete math lessons, using manipulatives, to differentiate based on student need

Person or Persons Responsible

School-based teachers, para-professionals, Academic Coach

Target Dates or Schedule

Daily, Beginning September 30

Evidence of Completion

Intervention Rosters and Lesson Completion Logs.

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

Monitor lesson plan completion logs

Person or Persons Responsible

Academic Coach, Administration

Target Dates or Schedule

Every 2 months

Evidence of Completion

Completed lessons log and increase in student scores on Fluency checks and FCAs.

Plan to Monitor Effectiveness of G1.B1.S1

monitor data from Aims Web

Person or Persons Responsible

Academic Coach

Target Dates or Schedule

Once every two months

Evidence of Completion

Students will show progress in targeted area(s): Math

G2. The students scoring 3.5 and above will increase in Writing from32% to 35%.

G2.B1 Lack of fidelity of core instruction

G2.B1.S1 Professional development for teachers and staff in delivery of core instruction in the area of Writing.

Action Step 1

Grade levels will meet after each district Demand Writing to callibrate their scoring.

Person or Persons Responsible

Classroom teachers, academic coach and dean

Target Dates or Schedule

Every 2 months

Evidence of Completion

Grade levels will need to callibrate using 6-8 demand writing papers. Leadership team will join the meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Observe, evaluate, provide feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept. 2013 - May 2014

Evidence of Completion

True North Logic Data

Plan to Monitor Effectiveness of G2.B1.S1

5% decrease of students in tier 2 and 3, Increase in Demand Writing scores

Person or Persons Responsible

Administration, guidance, synergy team

Target Dates or Schedule

MTSS meetings

Evidence of Completion

MTSS data from Performance Matters

G3. The students scoring 3 and above in Science will increase from 58% to 61%.

G3.B1 Lack of fidelity of core instruction

G3.B1.S1 Professional development for teachers and staff in delivery of core instruction in the area of Science.

Action Step 1

Every student will partcipate in a School Based Science Fair. K-1 will submit a class experiment, 2-3 will submit group projects, 4-5 will submit individual student projects. A Science Gala will be held for families to come and view all of the projects.

Person or Persons Responsible

Leadership Team, Classroom Teachers, staff

Target Dates or Schedule

January, 2014

Evidence of Completion

Submission forms completed by teachers and students

Action Step 2

Provide core curriculum support through collaboration training and planning days and will provide online courses to support Core Curriculum Instruction

Person or Persons Responsible

School Leadership Team District Training Modules

Target Dates or Schedule

October 2013, December 2013,February 2014

Evidence of Completion

Sign in sheets, data collection forms, Professional Development Logs, Domain Four

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Observe, evaluate, provide feedback

Person or Persons Responsible

School Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

True North Logic Data

Plan to Monitor Effectiveness of G3.B1.S1

5% decrease in students in tier 2 and 3

Person or Persons Responsible

School Administration, Guidance counselors

Target Dates or Schedule

MTSS meetings during Aug. 2013 - June 2014

Evidence of Completion

Cjompleted MTSS logs

G4. The percent of students making learning gains will increase in the following subgroups from: Black 31% to34% in reading,29% to 32% math, ESE19% to 22% in reading 10% to13% in math, ED 37% to 40% in reading 37% to 40% in math.

G4.B1 Lack of Experiences

G4.B1.S1 Identified subgroups will participate in more instructional time for Reading & Math and instructional activites to build background knowledge.

Action Step 1

They will provide 2 days per week of individualized math and reading instruction for 90 minutes.

Person or Persons Responsible

School based teachers and paras

Target Dates or Schedule

9 weeks prior to FCAT

Evidence of Completion

Attendance logs & lesson plans

Facilitator:

Administration

Participants:

School based teachers and paras

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Dean of students will provide leadership with updates on the progress of after school tutoring.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During Leadership team meetings.

Evidence of Completion

Attendance logs & lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Monitor data from FCAs, AIMs Web and FCAT results

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 9 weeks of tutoring and after FCAT.

Evidence of Completion

Attendance logs, lesson plans, leadership updates and data

G4.B2 Lack of Mastery in fundamental skills

G4.B2.S1 Greenway staff will create opportunities for students to practice basic skills.

Action Step 1

They will focus on parent conferences, suggesting specific abailable resources for skill practice.

Person or Persons Responsible

School based teachers and Acadimic Coach

Target Dates or Schedule

1 time per semester

Evidence of Completion

Parent Conference Logs

Facilitator:

Academic Coach

Participants:

School based teachers and Acadimic Coach

Action Step 2

The leadership Team will provide one math and one reading school wide initiative to develop basic skills.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Sept. 13th - June 14th

Evidence of Completion

Math Wars- Logs, Weekend Warriors logs

Facilitator:

Administration

Participants:

School based leadership team

Plan to Monitor Fidelity of Implementation of G4.B2.S1

The leadership team will monitor parent conferences forms and offer assistance during these conferences. The leadership team will also provide Math Wars and Weekend Warrior support.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

On going throughout the acadimic year

Evidence of Completion

Math Wars logs, weekend warrior logs, data provide during leadership team meetings.

Plan to Monitor Effectiveness of G4.B2.S1

The leadership team will monitor FCAs, DBMA, AIMs Web and Number fluency checks.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On going throughout the academic year

Evidence of Completion

An increase in proficient students based data from assessments.

G5. Students in the lowest 25% will increase from 57% to 60% in Reading and 52% to 55% in Math.

G5.B1 Limited Differentiated Instruction

G5.B1.S1 Students will participate in a school wide Differentiated Reading Block, which includes individualized intervention.

Action Step 1

provide specific intervention programs in Reading based on student needs

Person or Persons Responsible

School-based teachers, para-professionals, Reading Coach, Academic Coach

Target Dates or Schedule

Daily, Beginning September 30

Evidence of Completion

Intervention Rosters and Lesson Completion Logs.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

monitor lesson log completion

Person or Persons Responsible

Reading Coach and Academic Coach

Target Dates or Schedule

Once every two months

Evidence of Completion

Lessons are taught daily as indicated on the logs.

Plan to Monitor Effectiveness of G5.B1.S1

monitor data from Aims Web

Person or Persons Responsible

Reading Coach and Acadmic Coach

Target Dates or Schedule

Once every two months

Evidence of Completion

Students will show progress in targeted area(s): Reading

G5.B1.S2 Teachers will implement egaging instructional techniques to promote active learning in large and small groups in Math.

Action Step 1

will provide concrete math lessons, using manipulatives, to differentiate based on student need

Person or Persons Responsible

School-based teachers, para-professionals, Academic Coach

Target Dates or Schedule

Daily, Beginning September 30

Evidence of Completion

Intervention Rosters and Lesson Completion Logs.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Monitor lesson plan completion logs

Person or Persons Responsible

Academic Coach, Administration

Target Dates or Schedule

Every 2 months

Evidence of Completion

Completed lessons log and increase in student scores on Fluency checks and FCAs.

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2 Lack of Student Engagement

G5.B2.S1 School-based leadership team, teachers, and para-professionals will implement engaging instructional techniques to promote active learning in large and small groups.

Action Step 1

will promote school-wide reading initiatives to increase student engagement and will implement movement, maniuplatives, student-driven technology, and collaborative strategies in lessons.

Person or Persons Responsible

School-based Leadership Team and staff

Target Dates or Schedule

September 2013-June2014

Evidence of Completion

School-wide academic event calendar, Administrative visits and teacher lesson plans

Action Step 2

will promote school-wide math initiatives to increase student engagement and will implement movement, maniuplatives, student-driven technology, and collaborative strategies in lessons.

Person or Persons Responsible

School-based Leadership Team and staff

Target Dates or Schedule

September 2013-June2014

Evidence of Completion

School-wide academic event calendar, Administrative visits and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1

will check lesson plans for one of the listed engaging techniques

Person or Persons Responsible

School Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G5.B2.S1

observe student engagement during math and reading lessons

Person or Persons Responsible

School Administrators

Target Dates or Schedule

Once every two months

Evidence of Completion

Percentage of students engaged during the lessons increases.

G6. The students scoring 3 and above will increase in Reading from: White 65% to 69%, Black 48% to 53%, Hispanic 55% to 60%, ELL 38% to 45%, SWD 38% to 44%, ED 54% to 59%.

G6.B1 Lack of fidelity of core instruction

G6.B1.S1 School-based lead teachers will model and guide grade levels in supporting the fedelity of Core Instruction in the areas of Reading.

Action Step 1

will provide assistance for district training modules and face to face follow-up collaboration. will demonstrate the Core instruction implemented with fidelity.

Person or Persons Responsible

School-based Common Core Lead Teachers, School-based teachers as Model Classrooms

Target Dates or Schedule

As needed during the course of the school year

Evidence of Completion

Staff Development Trascrips, Teacher Sign In, Follow up plan of classroom implementation provided by visiting teacher,

Facilitator:

CC Lead Teachers, Administration

Participants:

School-based Common Core Lead Teachers, School-based teachers as Model Classrooms

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Teacher Evaluation Feedback

Person or Persons Responsible

School Administration

Target Dates or Schedule

As needed during the school year

Evidence of Completion

Visiting teacher's implementation plan

Plan to Monitor Effectiveness of G6.B1.S1

Teacher Evaluation

Person or Persons Responsible

School Administration

Target Dates or Schedule

As needed during the school year

Evidence of Completion

Increase in developing teacher's observation data

G6.B2 Enrichment not provided

G6.B2.S1 Structured, Scheduled Enrichment

Action Step 1

Will assign specific teachers and para-professionals to lead enrichment for select students during specified time for reading.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

School-developed, classroom enrichment/remediation rosters.

Facilitator:

School leadership team

Participants:

School Leadership Team

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitor enrichment lesson plans and student placement

Person or Persons Responsible

School Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Enrichment Lesson Plans and Enrichment rosters

Plan to Monitor Effectiveness of G6.B2.S1

will monitor benchmark data

Person or Persons Responsible

School Administration

Target Dates or Schedule

once per semester

Evidence of Completion

increase in levels 3, 4, 5 on benchmark data.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A - Review Greenway's Title I budget.
Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies,
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.
Title I –Part D- Neglected and Delinquent
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.
Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Head Start: Pre-Kindergarten program offered at selected school sites
Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.
Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School….
Other agencies that you may be collaborating with for various programs:
Marion County Children's Alliance
Education Foundation
Early Learning Coalition of Marion County

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G4. The percent of students making learning gains will increase in the following subgroups from: Black 31% to34% in reading,29% to 32% math, ESE19% to 22% in reading 10% to13% in math, ED 37% to 40% in reading 37% to 40% in math.

G4.B1 Lack of Experiences

G4.B1.S1 Identified subgroups will participate in more instructional time for Reading & Math and instructional activites to build background knowledge.

PD Opportunity 1

They will provide 2 days per week of individualized math and reading instruction for 90 minutes.

Facilitator

Administration

Participants

School based teachers and paras

Target Dates or Schedule

9 weeks prior to FCAT

Evidence of Completion

Attendance logs & lesson plans

G4.B2 Lack of Mastery in fundamental skills

G4.B2.S1 Greenway staff will create opportunities for students to practice basic skills.

PD Opportunity 1

They will focus on parent conferences, suggesting specific abailable resources for skill practice.

Facilitator

Academic Coach

Participants

School based teachers and Acadimic Coach

Target Dates or Schedule

1 time per semester

Evidence of Completion

Parent Conference Logs

PD Opportunity 2

The leadership Team will provide one math and one reading school wide initiative to develop basic skills.

Facilitator

Administration

Participants

School based leadership team

Target Dates or Schedule

Sept. 13th - June 14th

Evidence of Completion

Math Wars- Logs, Weekend Warriors logs

G6. The students scoring 3 and above will increase in Reading from: White 65% to 69%, Black 48% to 53%, Hispanic 55% to 60%, ELL 38% to 45%, SWD 38% to 44%, ED 54% to 59%.

G6.B1 Lack of fidelity of core instruction

G6.B1.S1 School-based lead teachers will model and guide grade levels in supporting the fedelity of Core Instruction in the areas of Reading.

PD Opportunity 1

will provide assistance for district training modules and face to face follow-up collaboration. will demonstrate the Core instruction implemented with fidelity.

Facilitator

CC Lead Teachers, Administration

Participants

School-based Common Core Lead Teachers, School-based teachers as Model Classrooms

Target Dates or Schedule

As needed during the course of the school year

Evidence of Completion

Staff Development Trascrips, Teacher Sign In, Follow up plan of classroom implementation provided by visiting teacher,

G6.B2 Enrichment not provided

G6.B2.S1 Structured, Scheduled Enrichment

PD Opportunity 1

Will assign specific teachers and para-professionals to lead enrichment for select students during specified time for reading.

Facilitator

School leadership team

Participants

School Leadership Team

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

School-developed, classroom enrichment/remediation rosters.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	The percent of students making learning gains will increase in the following subgroups from: Black 31% to34% in reading,29% to 32% math, ESE19% to 22% in reading 10% to13% in math, ED 37% to 40% in reading 37% to 40% in math.	$43,473
	Total	$43,473

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Evidence-Based Materials	Total
Title 1	$9,783	$25,342	$8,348	$43,473
Total	$9,783	$25,342	$8,348	$43,473

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G4. The percent of students making learning gains will increase in the following subgroups from: Black 31% to34% in reading,29% to 32% math, ESE19% to 22% in reading 10% to13% in math, ED 37% to 40% in reading 37% to 40% in math.

G4.B1 Lack of Experiences

G4.B1.S1 Identified subgroups will participate in more instructional time for Reading & Math and instructional activites to build background knowledge.

Action Step 1

They will provide 2 days per week of individualized math and reading instruction for 90 minutes.

Resource Type

Personnel

Resource

Instructional Paras, Book Study for High Yield strategies

Funding Source

Title 1

Amount Needed

$9,783

G4.B2 Lack of Mastery in fundamental skills

G4.B2.S1 Greenway staff will create opportunities for students to practice basic skills.

Action Step 1

They will focus on parent conferences, suggesting specific abailable resources for skill practice.

Resource Type

Evidence-Based Program

Resource

Phonics Dance, Social Studies & Science Weekly, Parent Events, Engaged Classrooms

Funding Source

Title 1

Amount Needed

$25,342

Action Step 2

The leadership Team will provide one math and one reading school wide initiative to develop basic skills.

Resource Type

Evidence-Based Materials

Resource

Subs for Collaboration Planning/training/data days, Preschool Teacher Training

Funding Source

Title 1

Amount Needed

$8,348