Greenway Elementary School

2021-22 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: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (43%) 2017-18: D (38%) 2016-17: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	69%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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.

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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. 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.

It is the mission of Greenway Elementary to inspire all students to become successful citizens in the community by maintaining high expectations for all students.

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 be lifelong learners.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
McEarchern, Leann	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 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 and oversees curriculum, preparing students' and teachers' schedules, order textbooks and supplies and assist in maintaining a safe and orderly school environment. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. The assistant principal also 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.
Manzanares, Patricia	Assistant Principal	The assistant principal is mainly responsible for the overall academic and administrative responsibilities and oversees curriculum, preparing students' and teachers' schedules, order textbooks and supplies, and assist in maintaining a safe and orderly school environment. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. The assistant principal also 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.
Fronius, Michael	Dean	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. Supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students inappropriate 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.

Name	Position Title	Job Duties and Responsibilities
Lorenz, Jarrod	Instructional Coach	Facilitates the professional and intellectual development of teachers and aides. Helps to build positive relationships between teachers and administrators. Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. Communicates information between students, teachers, administrators, and the community in general. Works with teachers to find effective ways to deal with behavioral issues in the classroom. Puts various tutoring programs into place and recruits teachers to host them.
Howell, Margaret	Reading Coach	Facilitates the professional and intellectual development of teachers and aides. Helps to build positive relationships between teachers and administrators. Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general. Communicates information between students, teachers, administrators, and the community in general. Works with teachers to find effective ways to deal with behavioral issues in the classroom. Puts various tutoring programs into place and recruits teachers to host them.

Demographic Information

Principal start date
Wednesday 7/28/2021, 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.*
1

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.*
6

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
675

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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	110	89	100	104	116	121	0	0	0	0	0	0	0	640
Attendance below 90 percent	70	36	24	36	37	34	0	0	0	0	0	0	0	237
One or more suspensions	6	2	3	6	19	19	0	0	0	0	0	0	0	55
Course failure in ELA	17	25	17	12	12	37	0	0	0	0	0	0	0	120
Course failure in Math	17	22	14	9	12	40	0	0	0	0	0	0	0	114
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	31	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	4	3	5	7	0	0	0	0	0	0	0	0	0	19
	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	21	22	17	14	23	48	0	0	0	0	0	0	0	145

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	15	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	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	

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	

2020-21 - 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	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	

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	47%	57%	34%	46%	56%
ELA Learning Gains				48%	56%	58%	39%	44%	55%
ELA Lowest 25th Percentile				47%	52%	53%	39%	37%	48%
Math Achievement				42%	51%	63%	43%	49%	62%
Math Learning Gains				43%	58%	62%	43%	46%	59%
Math Lowest 25th Percentile				42%	49%	51%	30%	35%	47%
Science Achievement				40%	47%	53%	40%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	39%	44%	-5%	58%	-19%
Cohort Comparison						
04	2021					
	2019	41%	49%	-8%	58%	-17%
Cohort Comparison		-39%				
05	2021					
	2019	34%	45%	-11%	56%	-22%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	49%	2%	62%	-11%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	54%	-2%	64%	-12%
Cohort Comparison		-51%				
05	2021					
	2019	25%	45%	-20%	60%	-35%
Cohort Comparison		-52%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	44%	-5%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade level to compile the data below are:
• English Language Arts, Grades 1-5: I Ready Diagnostic-Reading Overall Placement AP1, AP2, and AP3
• Mathematics, Grades 1-5: I Ready Diagnostic-Math Overall Placement AP1, AP2, and AP3
• Science, Grade 5: Grade 5 Science Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24 / 28%	27 / 31%	52 / 59%
	Economically Disadvantaged	17 / 27%	19 / 29%	35 / 54%
	Students With Disabilities	0 / 0%	0 / 0%	3 / 23%
	English Language Learners	3 / 38%	2 / 22%	2 / 22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 / 19%	17 / 19%	37 / 43%
	Economically Disadvantaged	13 / 21%	10 / 15%	25 / 39%
	Students With Disabilities	0 / 0%	1 / 8%	3 / 23%
	English Language Learners	1 / 13%	2 / 22%	2 / 22%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26 / 30%	23 / 24%	48 / 48%
	Economically Disadvantaged	18 / 30%	14 / 22%	32 / 48%
	Students With Disabilities	3 / 20%	3 / 19%	4 / 24%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 / 18%	16 / 17%	34 / 34%
	Economically Disadvantaged	12 / 20%	10 / 15%	23 / 34%
	Students With Disabilities	4 / 27%	2 / 13%	6 / 33%
	English Language Learners	1 / 20%	0 / 0%	0 / 0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36 / 36%	19 / 18%	34 / 33%
	Economically Disadvantaged	23 / 34%	13 / 18%	20 / 28%
	Students With Disabilities	4 / 22%	3 / 17%	5 / 28%
	English Language Learners	2 / 14%	1 / 6%	1 / 6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9 / 9%	10 / 10%	19 / 21%
	Economically Disadvantaged	7 / 10%	6 / 9%	9 / 15%
	Students With Disabilities	1 / 6%	1 / 6%	1 / 6%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29 / 26%	18 / 16%	21 / 19%
	Economically Disadvantaged	19 / 22%	10 / 11%	12 / 14%
	Students With Disabilities	2 / 7%	0 / 0%	2 / 7%
	English Language Learners	1 / 7%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11 / 10%	11 / 9%	20 / 18%
	Economically Disadvantaged	6 / 7%	3 / 3%	10 / 12%
	Students With Disabilities	2 / 7%	1 / 4%	1 / 4%
	English Language Learners	1 / 7%	1 / 6%	1 / 6%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34 / 30%	19 / 16%	29 / 25%
	Economically Disadvantaged	23 / 28%	12 / 13%	20 / 24%
	Students With Disabilities	1 / 7%	1 / 6%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25 / 22%	11 / 9%	31 / 27%
	Economically Disadvantaged	14 / 17%	7 / 8%	24 / 29%
	Students With Disabilities	1 / 7%	0 / 0%	3 / 19%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	53 / 51%	46 / 41%	38 / 35%
	Economically Disadvantaged	36 / 47%	30 / 37%	24 / 31%
	Students With Disabilities	5 / 33%	4 / 27%	4 / 27%
	English Language Learners	1 / 9%	1 / 8%	0 / 0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	29	27	15	21	18	25				
ELL	23	33		18	15		18				
BLK	25	21	18	25	33	25	19				
HSP	35	47	25	33	31		36				
MUL	33			43							
WHT	46	48		40	39		57				
FRL	35	36	24	32	31	27	41				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	289

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Student performance using grade-level progress monitoring tools consistently demonstrated student performance below 40% proficiency across all grade levels for both ELA and 45% for Math. FSA Achievement levels over 3 years averaged 36% for ELA and 40% for Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

An analysis of 2020-2021 i-Ready reading proficiency data demonstrated large deficits in proficiency in all grade levels. i-Ready Spring diagnostic data reflects proficiency levels below 30% across third through fifth grade. Furthermore, the state assessment showed a significant decline in the bottom quartiles learning gains in ELA of negative 12% from 2018-2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The pandemic had a severe impact on student learning. Many teachers and students were quarantined for weeks at a time. Many students switched back and forth from online learning to in-person learning on numerous occasions. The instructional flow for students was interrupted on a regular basis. As a result, deficits are evident across all grade levels. To address the need for improvement, there will be a school-wide implementation of collaborative planning. Teachers will meet twice a week to review data, plan instruction, and strategize for improved student achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to state assessment data, fifth-grade science achievement increased by 2% from 2018-2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There was a required implementation of the science lab for all fifth-grade students. The lab provided hands-on learning opportunities and increased student engagement.

What strategies will need to be implemented in order to accelerate learning?

During collaboration, teachers will use the achievement level descriptors to intentionally plan for level 4 and 5 learning. Ongoing formative assessments will be administered and collected to measure students' level of mastery. This will provide data for the teachers to know which students to accelerate and which to intervene and reteach. Resources and tasks will be previewed during collaboration to sure alignment to the depth and rigor of the standard.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development around the achievement level descriptors and how to intentionally plan for level 4 and 5 learning. Content area specialists will model or co-teach to support acceleration as needed. Ongoing professional development on how to move beyond collecting formative assessment data to then use it to enhance student learning. The leadership team will conduct instructional rounds to look for task alignment to the achievement levels and use of formative assessment data. The instructional rounds will provide information to the leadership team to support collaboration and professional learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The leadership team will ensure that students and teachers are held accountable for all required tasks. Data chats will be conducted after every round of district testing. Teachers will provide specific instructional plans for improvement. Teachers will then be required to hold data chats with students. Students will be expected to reflect on their personal data and set goals for future improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA and Math proficiency has trended below 40% since 2015 as measured by the Florida State Assessment (FSA).
Measurable Outcome:	If we provide all instructional staff professional learning focusing on intentional standards-based planning and how to effectively collect and use formative assessment data, then our overall ELA and Math proficiency in grades 3-5 as measured by FSA will increase by 5% from ELA 36% to 41% and Math 34%-39%.
Monitoring:	K-5: i-Ready Math Diagnostic AP1 August 2021, AP2 January 2022, and AP3 May 2022 K-5: i-Ready Math Growth Monitoring November 2021 and March 2022 3-5: District Math QSMA Q1 October 2021, Q2 December 2021, Q3 March 2022 3-5: 2022 FSA Math Proficiency Teachers will participate in weekly data meetings with the leadership team during collaboration to monitor student progress on standard mastery through formative assessments. They will also meet quarterly after each testing cycle to determine progress and develop action steps to intervene and respond to the assessment results.
Person responsible for monitoring outcome:	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)
Evidence-based Strategy:	Teachers participate in weekly collaboration with the support of the leadership team and grade level peers focusing on the standard and task alignment. Teachers will also collect, share, and utilize formative assessment data to increase student learning.
Rationale for Evidence-based Strategy:	According to Hattie's Index of Teaching and Learning Strategies, "Teachers that participate in effective and intentional planning and prediction has the potential to accelerate student achievement with an effect size of .76".

Action Steps to Implement

Teachers will participate in an ELA and Math collaborative planning session each week. The ELA and Math Content Area Specialist (CAS) will lead the sessions, provide resources, and assist with determining professional development needs. Ongoing professional development will assist teachers to find ways to move beyond collecting formative assessment data to then use it to enhance student learning. The leadership team will conduct instructional rounds to look for task alignment to the achievement levels and use of formative assessment data. The instructional rounds will provide information to the leadership team to support collaboration and professional learning. The principal and assistant principals will participate on a rotating basis.

Person Responsible	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

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.

School, staff, families, and volunteers work together to promote a safe environment and positive school culture. School staff will promote a positive learning environment with the implementation of the Caring School Community SEL program and the continuation of the PBIS program. The faculty and staff will hold parent nights to build trusting relationships and build the capacity of caregivers and students. The Greenway administrative team will promote a positive school culture by communicating often, celebrating success, and supporting all school stakeholders.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers provide a positive learning environment where students feel safe to learn the standards while they teach students how to work socially with one another. Students can build positive life skills as they learn to work well with others and learn skills for their future. Our families provide their children with the tools necessary for optimal learning, such as positive partnerships with the teacher and administrators. Parents partner in learning by attending school parent trainings and conferences, utilizing district resources like Skyward Family Access and the District Title I Parent Resource Center to support learning. Volunteers contribute by working directly with students and teachers supporting learning by helping in the classrooms. SAC members support the school goals by providing feedback and support to the school leadership team. Lastly, Greenway's business partner plays a key role in building positive school culture and environment by providing resources such as school supplies, help for our families in need, and volunteering to work with our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00