Gretna Elementary School

2014-15 School Improvement Plan

Gretna Elementary School

706 MARTIN L KING JR BLVD, Gretna, FL 32332

http://www.gcps.k12.fl.us/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	61%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Gretna Elementary will create a school environment that builds self-esteem, develops positive work habits and promotes school and community cooperation necessary to produce measurable academic growth and productive citizens.

Provide the school's vision statement

We, the staff of Gretna Elementary School, envision a climate of caring, helpful, and sharing which will encourage superior student performance, develop positive attitudes and promote wholesome self-concepts.
We also envision all students achieving at their highest level of proficiency by providing excellent, yet appropriate, learning experiences to include the application of the latest technology.
We will remain committed to creating and sustaining a world class school by continual participation in professional in-services, college courses, conferences, workshops and educational observances.
Students, parents, and the community, will assist in designing an educational program that will help Gretna Elementary reach the eight state goals in Florida's System of School Improvement and Accountability. Our vision is supported by the belief that the partners and the administrators, teachers, students, parents, and community members must work together in designing an educational program that will cultivate Gretna Elementary School's success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers at Gretna Elementary School listen, assess individual student strengths, and create ways for students to express themselves and demonstrate their understanding. As a result students become more engaged and take more risks in classroom activities. An understanding for student culture also lays the groundwork for a mutual respect between students and teacher. Teachers continuously monitor the students in order to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion gives the teacher a better understanding of the child's learning difficulties. Once a teacher becomes aware of the problems, there is more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.
In order to foster relationships, we also:
•Attend District provided Professional Development on multicultural offerings.
•Schedule and plan school wide multicultural projects.
•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).
•Form a representative student task force comprised of representative multicultural groups.
•Provide professional development to staff on increasing positive interactions with students.
•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The educational setting at Gretna is attractive, comfortable and well kept so that the students feel that the school is a place worth being and they are worth the effort. The rooms are arranged so that the teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence is not allowed. We create a safe and positive educational environment by promoting positive teacher student relationships, creating a nurturing atmosphere, establishing clear and consistent expectations for behavior, delivering appropriate amounts of structure for specific situations/needs, and providing proactive intervention of problems. Parents and guests are required to report to the office upon visiting the campus so that their presence is known. The school also has a Raptor Identification System used to screen guests through personal ID to determine if they are allowed on campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Gretna has a Positive Behavior Support (PBS) system that rewards students for meeting high expectations. The schoolwide behavioral system is paired with interventions to make all students feel welcomed and supported. There exists an environment where students and teachers feel positively stimulated, well-supported, and engaged in pursuing the learning objectives of the day. Student engagement is especially important in preventing problems. Simply stated, active learning is learning by doing, listening, looking, and asking; but it is not just being active that counts. Our students are asked to seek out answers and learn for themselves. Specific activities are designed to capitalize on student interests and curiosity, involve them in problem solving and guided inquiry, and elicit their thinking through reflective discussions and appropriate products. Students are provided many hands-on activities that are designed to increase student engagement. However, should a child not adhere to the expectations that have been set based on the District Code of Conduct, then those students are subject to receiving the consequences that are listed within the same document. A part of the pre-planning inservices provided for personnel is a session to review both the district's and school's expectations for students and how to enforce the appropriate response.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Gretna Elementary School teachers work hard to create stimulating, caring, and supportive classrooms to motivate learning of subject matter and academic skills. They also provide conditions for social and emotional learning where students learn to cooperate, share responsibility, develop understanding and skills related to conflict resolution and mediation, and much more. The classrooms are arranged and instruction is organized to promote positive behavior. Our optimal design promotes personalized and holistic learning and minimizes learning, behavior, and emotional problems. When a problem does arise, it is addressed immediately with response to intervention strategies. There is also a guidance counselor who is available to provide needed services that address student needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our school's early warning system includes students who miss 10% or more of instructional time, students who are retained, students who are not proficient in reading by third grade, students who receive two or more behavior referrals, and students who receive one or more behavior referrals that lead to suspension.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	10	6	3	2	0	34
One or more suspensions	1	4	1	3	0	2	11
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
3rd Grade Level 1 & 2 Students	0	0	0	0	0	0	
Student Retentions	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Differentiated instruction in the classroom
Small group or individual remediation in the classroom
After-school remediation/extended learning opportunities
Computer-based remediation programs in reading and math

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/84502.

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Partner in Education program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Gretna Elementary is able to secure and utilize resources to support the school and student achievement. Our school based PIE representative establishes new relationships, while maintaining previous relationships with area businesses. Our partnerships include,

but are not limited to: Gretna Correctional Institution, Barkley's Security, City of Gretna, Second Harvest, and additional organizations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Franklin, Micheal	Principal
Ancion, Josemane	Guidance Counselor
Rosier, Caroline	Teacher, K-12
Lewis, Sonja	Teacher, K-12
Wells, Carla	Assistant Principal

Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Assistant Principal and Lead Teacher assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.
Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group

of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Gretna Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information and Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school and their child. Parent funds from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit.

Gretna Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Gretna Elementary School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met though language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

The Supplemental Academic Instruction (SAI) allocation in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Gretna Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

The school participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are

prepared to transition into Kindergarten ready for rigorous instruction and learning . Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Micheal Franklin	Principal
Sonja Lews-Wilson	Teacher
Ida Hughes	Education Support Employee
Maurine Knight	Teacher
La'Quanda Brown	Parent
Delores Quintero	Business/Community
Mrs. O'Neal	Parent
Crystal Myles	Parent
Sherita Harrell	Parent
Chinita Bascom	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2014 FCAT state assessment results to determine an evaluation of it's goals and effectiveness.

Development of this school improvement plan

Data-driven decision making drives school improvement. During the development of the school improvement plan, the SAC reviewed relevant data, identified problem areas, developed and recommended improvement strategies.

Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information was shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Plans are to use $2,000 of school improvement fund for the acquisiton of Instructional materials. and $1,300 for various incentives for students to improve their performance in school.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Bascom, Chinita	Teacher, K-12
Harrell, Sherita	Teacher, K-12
House, Ira	Teacher, K-12
Lewis, Sonja	Teacher, K-12
Piawah, Helen	Teacher, K-12
Rosier, Caroline	Teacher, PreK
Wells, Carla	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will include proper implementation of the Journeys program and K-12 Reading plan. The Literacy Leadership Team is a team of literacy leaders within the school who will support and act as the vehicle for change to assist the faculty in becoming a working, learning community, striving to acquire knowledge in the area of literacy instruction over time through professional development. Programs include Pizza Hut Book-It, Celebrate Literacy Week, Reading Adventures and Project Based Learning Media Content.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Gretna Elementary school has worked to ensure that teachers and other professionals have time to collaborate through grade group meetings, data meetings, and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with a common planning time across the grade so that they may discuss challenges and successes of day-to-day instruction so that adaptations or modifications may be made as needed to foster student success.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to attract, develop, and retain a highly motivated, diverse and competent faculty, Gretna Elementary School has implemented a process to meet the changing need of professionals in education. Potential candidates are interviewed at the Gadsden County School Job Fair which was open to qualified individuals seeking employment in the district. The District lists Employment Opportunities online for individuals desiring employment with the school system.
The Principal accesses this database and selects potential interviewees who are qualified to teach at the elementary school level. Applicants are interviewed for a predetermined position and after careful consideration by a selection team are offered employment. As a member of the Gretna Faculty, the newly hired teacher is then provided professional development opportunities to expand their knowledge and improve the quality of their instruction. They are assigned a mentor, and are provided frequent feedback and evaluation to enhance their instructional skills.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

An experienced teacher who has been able to show student growth and effective ways to manage and educate students with high quality instruction is paired with a new teacher. Planned mentoring activities include weekly sessions working on lesson plans, classroom management, orientation to Gadsden County School policies, conferences, and observations as prescribed by the Beginning Teacher's program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Gretna Elementary will use Go Math! and Journey's Reading programs as its core curriculum; both of which align with the Florida Standards. As a school within the district, Gretna Elementary is utilizing these resources as the core curriculum. The instructional programs and materials that are adopted and supported by the District have been reviewed by the Instructional Specialists prior to dissemination to the school. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Gretna ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA Test Item Specification. Based on
these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Gretna Elementary School uses the RtI process to differentiate instruction to meet the diverse needs of our

students. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Modification or supplementation is ensured by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Providing instruction based on student needs

•Providing instruction aligned with the Language Arts Florida Standards for their grade level

•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

•Administering assessments which measure instructed standards

•Students receiving push-in/pull out services for ESE/ELL

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Students will receive supplementary instruction on the skills that have been identified for testing with the new Florida Standards Assessments.

Strategy Rationale

An afterschool program can do two things: they engage students in fun activities that create a desire to learn, and they build on what students are learning during the school day to extend the knowledge they already have.

Strategy Purpose(s)

• Enrichment

Person(s) responsible for monitoring implementation of the strategy
Franklin, Micheal, franklinm@gcpsmail.com

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

Standardized test scores and student grades
School attendance rate
Behavioral infractions
All three are a part of the Early Warning System that is used to track student progress and determine if interventions are needed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The plan for assisting preschool children in transition from the early childhood program to the local elementary school program utilized by Gretna Elementary School is found in the curriculum for Gadsden County's School Readiness Initiatives which is based on Florida School Readiness Performance Standards, Head Start Performance Standards and the Core Knowledge Preschool Sequence. These standards include concepts and skills, which each child masters for educational growth and success.

Assessment tools are used to determine student readiness. These include the LAP-R (Learning Accomplishment Profile-revised Edition) given to pre-kindergarteners three times a year (September, January, and April) and the FLKRS (Florida Kindergarten Readiness) a state-mandated assessment administered to kindergarteners. FLKRS is given at the beginning of the year and the FAIR (Florida Assessment for Instruction in Reading)assessment is administered 3 times a year.

Needs Assessment is another strategy used to assist in readiness for transition. After the assessments are administered and scored, computer generated reports are provided for staff and later shared with parents during conferencing sessions (required for parents of pre-kindergarteners). The staff disaggregates the data to look for both strengths and weaknesses in student performance. Pre-planning/planning of developmentally appropriate lessons, activities, learning/language experiences, and alternative assessments are then developed and implemented. Parents are invited and expected to be involved in the stages of their child's progression of learning, as well.

Parent Involvement: At the pre-kindergarten level, a Pre-K Coalition is organized, which is similar in its function, roles, and responsibilities to that of a school advisory council. This coalition advises the school-level administration on issues regarding students and their needs; makes decisions related to curriculum; assists with the development of the budget and provides input over the spending of the school-level Pre-K funds. This coalition (representative of all schools with Pre-K programs) meets on a regularly established basis and is open to all Pre-K parent representatives along with District-level Pre-K staff. Minutes, plans, and/or initiatives are communicated back to the school-level parents and acted upon. Parents of kindergarten level students have extended opportunities to participate on the school's established School Advisory Council (SAC) as members, officers, and/or meeting attendees. They are either elected to the council by their peers or appointed by the SAC Chairperson or Principal. As members, they are provided opportunities to help make decisions which impact the school's climate, curriculum, budget, etc.

To acclimate parents and their children to the elementary school setting prior to attending Pre-K and/ or kindergarten, an orientation is scheduled, advertised, and held inviting new-comers to the campus site. Information regarding expectations, policies, the curriculum, and activities are shared during this time. Accommodations are also made to provide parents with health screenings, immunizations, and physicals for their children. Through a partnership with a local health agency, we are able to assist needy families with free physicals for incoming students. After the orientation is held, parents and students tour the campus, meet their teachers and key staff members, and visit their classrooms. Parents of children who have not attended a daycare facility or instructional program prior to attending school are given a collection of preschool activities and readiness for school suggestions. These activities assist the parent and child with the school's expectations for first-time 4 and 5 year olds.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase students' comprehension through rigorous standards-based, data driven instruction and strategies, then 65% of students will score at proficiency on the annual statewide Reading assessment.

G2.   If we increase student understanding of number operations and fractions, then 72% of students will score at proficiency on the annual statewide Mathematics assessment.

G3.   If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase students' comprehension through rigorous standards-based, data driven instruction and strategies, then 65% of students will score at proficiency on the annual statewide Reading assessment. [1a]

🔍 G044740

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	63.0
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal [2]

- Journeys (District Reading Program)
- ThinkCentral
- SuccessMaker (Supplemental Computer Program)
- iReady
- Language Arts Florida Standards,
- FSA Test Items Specifications

Targeted Barriers to Achieving the Goal [3]

- Teachers' lack of understanding of how to effectively apply relevant student data to their instruction.

Plan to Monitor Progress Toward G1. [8]

Edivision data, lesson plans, digital date notebooks, and progress reports will be routinely examined for evidence of data being applied to instruction.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

The collection of lesson plans, weekly data from supplemental computer programs, student work samples, and the results of weekly assessments will be evidence of completion.

G2. If we increase student understanding of number operations and fractions, then 72% of students will score at proficiency on the annual statewide Mathematics assessment. `1a`

`G044741`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	76.0
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal `2`

- Principal with Elementary Math Teaching Experience
- Go Math text
- Acaletics
- ThinkCentral

Targeted Barriers to Achieving the Goal `3`

- Difficulty responding to complex math problems

Plan to Monitor Progress Toward G2. `8`

Mathematics assessments will be created and/or administered to assess students' ability to read and effectively compute word problems.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

An analysis of student work samples demonstrating an understanding of the language in one step problems and teachers moving on to two-step word problems will show evidence of monitoring.

G3. If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment. `1a`

🔍 G046554

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- FCAT Explorer
- Center for Integrating Research and Learning/National High Magnetic Field Laboratory
- Adaptive Curriculum
- SmartBoard
- Next Generation Sunshine State Science Standards
- Science Test Item Specifications

Targeted Barriers to Achieving the Goal `3`

- Student background knowledge

Plan to Monitor Progress Toward G3. `8`

FCAT Explorer student reports will be provided. The Leadership Team will use classroom observation data.

Person Responsible

Chinita Bascom

Schedule

Weekly, from 10/17/2014 to 5/1/2015

Evidence of Completion

Student samples and teachers' data notebooks will be used to demonstrate the goal is being monitored and progress is being made.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

G1. If we increase students' comprehension through rigorous standards-based, data driven instruction and strategies, then 65% of students will score at proficiency on the annual statewide Reading assessment. `1`

🔑 G044740

G1.B1 Teachers' lack of understanding of how to effectively apply relevant student data to their instruction. `2`

🔑 B110200

G1.B1.S1 The leadership team representative will meet weekly with PLC/common planning teams to support the teams in developing rigorous instructional plans based on standards and current student data. `4`

🔑 S121693

Strategy Rationale

With the guidance and support of the administration, teams will learn how to develop rigorous standards-based and data-driven instruction.

Action Step 1 `5`

PLC/common planning meetings will be held weekly, on Thursdays, with an assigned leadership team representative.

Person Responsible

Micheal Franklin

Schedule

Biweekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.program. Bi-weekly data meeting discussions, iObservaton data,lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Edivision data, lesson plans, digital data notebooks, and progress reports/report cards will be used to monitor fidelity of implementation.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, Edivision data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Routine, periodic walk-throughs, observations, and discussions with teachers.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Lesson Plans and Observations from Classroom walk-throughs will be discussed during data meetings and instruction will be adjusted accordingly. Teachers will be provided feedback in regards to student engagement, classroom management, and student performance. Students will receive progress reports.

G2. If we increase student understanding of number operations and fractions, then 72% of students will score at proficiency on the annual statewide Mathematics assessment. 1

🔍 G044741

G2.B1 Difficulty responding to complex math problems 2

🔍 B110201

G2.B1.S1 Students will be taught the language of a problem. A student's ability to understand the language found in math word problems greatly influences his proficiency at solving problems. Students must incorporate semantic abilities (the knowledge of specific words and their meanings), an understanding of syntax (the effects of word order and meaning of sentences), and discourse skills (understanding language beyond the sentence level, as in textbook explanations, teacher instructions, or word problems). 4

🔍 S121694

Strategy Rationale

While key words are very important, they are only part of the process. Understanding the language in word problems is critical for all students. They need to know the meaning of words. What research has found is that if we ask students to only rely on knowing that certain key words signal specific operations, we can actually lead them away from trying to understand the problems. They will tend to look only for those words and whatever numbers are in the problem, even if they are not relevant to the answer.

Action Step 1 5

Teach students to read for meaning, rather than searching for key words, when trying to identify the operation to use for a one-step math word problem through bell-ringers.

Person Responsible

Micheal Franklin

Schedule

Daily, from 9/22/2014 to 5/25/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Lesson plans will be reviewed weekly and classroom walk-throughs will be made to determine the extent to which bell-ringers are being used appropriately.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Feedback to teachers' lesson plans and documentation of walk-throughs will be evidence of monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Evaluation of student work samples will indicate if students are mastering the concept of reading the language in a problem.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Feedback provided to teachers will be evidence that the monitoring has taken place.

G3. If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment. 1

🔍 G046554

G3.B1 Student background knowledge 2

🔍 B115495

G3.B1.S1 Assess background knowledge 4

🔍 S127094

Strategy Rationale

Assessment should occur before and during instruction, and not just in summative exercises at the end of a unit. Regarding background knowledge, it is valuable to determine what will be needed and assess the extent to which students possess it. If and when gaps are noticed, the teacher can actively build it to facilitate new learning.

Action Step 1 5

The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).

Person Responsible

Micheal Franklin

Schedule

Quarterly, from 10/6/2014 to 3/23/2015

Evidence of Completion

Sign-In Sheets; Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans will be checked for the inclusion of anticipation guides. Informal observations and walk-throughs will continue.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 10/13/2014 to 5/18/2015

Evidence of Completion

Lesson plan checklist; student samples; Teacher evaluations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff. Deliberate Practice plans will provide a focus for professional development on using informational text to establish background knowledge.

Person Responsible

Micheal Franklin

Schedule

Biweekly, from 10/20/2014 to 5/11/2015

Evidence of Completion

Collecting Edivision data from coaching walk throughs, informal and formal observations, lesson plan cehcklists, and data notebooks will display evidences of both staff and student growth. Teachers will also be required to create deliberate practice plans. Securing agendas from professional development opportunities will also be the responsibility of the teacher.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PLC/common planning meetings will be held weekly, on Thursdays, with an assigned leadership team representative.	Franklin, Micheal	9/22/2014	Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.program. Bi-weekly data meeting discussions, iObservaton data,lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/25/2015 biweekly
G2.B1.S1.A1	Teach students to read for meaning, rather than searching for key words, when trying to identify the operation to use for a one-step math word problem through bell-ringers.	Franklin, Micheal	9/22/2014	Lesson Plans	5/25/2015 daily
G3.B1.S1.A1	The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).	Franklin, Micheal	10/6/2014	Sign-In Sheets; Agendas	3/23/2015 quarterly
G1.MA1	Edivision data, lesson plans, digital date notebooks, and progress reports will be routinely examined for evidence of data being applied to instruction.	Franklin, Micheal	9/22/2014	The collection of lesson plans, weekly data from supplemental computer programs, student work samples, and the results of weekly assessments will be evidence of completion.	5/25/2015 weekly
G1.B1.S1.MA1	Routine, periodic walk-throughs, observations, and discussions with teachers.	Franklin, Micheal	9/22/2014	Lesson Plans and Observations from Classroom walk-throughs will be discussed during data meetings and instruction will be adjusted accordingly. Teachers will be provided feedback in regards to student engagement, classroom management, and student	5/25/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				performance. Students will receive progress reports.	
G1.B1.S1.MA1	Edivision data, lesson plans, digital data notebooks, and progress reports/report cards will be used to monitor fidelity of implementation.	Franklin, Micheal	9/22/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, Edivision data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/25/2015 weekly
G2.MA1	Mathematics assessments will be created and/or administered to assess students' ability to read and effectively compute word problems.	Franklin, Micheal	9/22/2014	An analysis of student work samples demonstrating an understanding of the language in one step problems and teachers moving on to two-step word problems will show evidence of monitoring.	5/25/2015 weekly
G2.B1.S1.MA1	Evaluation of student work samples will indicate if students are mastering the concept of reading the language in a problem.	Franklin, Micheal	9/22/2014	Feedback provided to teachers will be evidence that the monitoring has taken place.	5/25/2015 weekly
G2.B1.S1.MA1	Lesson plans will be reviewed weekly and classroom walk-throughs will be made to determine the extent to which bell-ringers are being used appropriately.	Franklin, Micheal	9/22/2014	Feedback to teachers' lesson plans and documentation of walk-throughs will be evidence of monitoring.	5/25/2015 weekly
G3.MA1	FCAT Explorer student reports will be provided. The Leadership Team will use classroom observation data.	Bascom, Chinita	10/17/2014	Student samples and teachers' data notebooks will be used to demonstrate the goal is being monitored and progress is being made.	5/1/2015 weekly
G3.B1.S1.MA1	The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff. Deliberate Practice plans will provide a focus for professional development on using informational text to establish background knowledge.	Franklin, Micheal	10/20/2014	Collecting Edivision data from coaching walk throughs, informal and formal observations, lesson plan cehcklists, and data notebooks will display evidences of both staff and student growth. Teachers will also be required to create deliberate practice plans. Securing agendas from professional development opportunities will also be the responsibility of the teacher.	5/11/2015 biweekly
G3.B1.S1.MA1	Lesson plans will be checked for the inclusion of anticipation guides. Informal observations and walk-throughs will continue.	Franklin, Micheal	10/13/2014	Lesson plan checklist; student samples; Teacher evaluations	5/18/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G3. If we increase students' exposure to informational text, then 60% of the 5th grade students will increase proficiency on the FCAT Science assessment.

G3.B1 Student background knowledge

G3.B1.S1 Assess background knowledge

PD Opportunity 1

The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).

Facilitator

Carla Wells

Participants

3rd, 4th, and 5th Grade Teachers

Schedule

Quarterly, from 10/6/2014 to 3/23/2015