



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gretna Elementary School

706 MARTIN L KING JR BLVD

Gretna, FL 32332

850-856-5249

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 61%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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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

Gretna Elementary School

Principal

Micheal D. Franklin

School Advisory Council chair

LaQuanda Brown

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

Name	Title
Micheal D. Franklin	Principal
Laronda Frazier-Lee	Assistant Principal
Sonja Wilson-Lewis	Reading Coach
Carolyn Rosier	Kindergarten Chair
Nancy Persak	1st Grade Chair
Ira House	2nd Grade Chair
Pamela Bryant	3rd Grade Chair
Blossie McCloud	4th Grade Chair
Chinita Bascom	5th Grade Chair

District-Level Information

District

Gadsden

Superintendent

Mr. Reginald C James

Date of school board approval of SIP

10/22/2013

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic and economic community served by the school. The School Advisory Council for the 2013-2014 Instructional Year is as follows:

Micheal D. Franklin, Principal

Laronda Frazier-Lee, Asst. Principal

Sonja Lewis-Wilson, Reading Coach

Ida Hughes, Data Entry Operator
Blossie McCloud, Teacher
Maurine Knight, Media Specialist
La'Quanda Brown, Chairman
Lorena Lopez, Hispanic Representative
Jasmine Shaw, Parent
Shantisha Hobbs, Parent
Carl Gilyard, Jr., Parent
William Harris, Parent
Elizabeth Zacaria, Parent
Pamela Kelly, Parent
Lacissa Jackson, Parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is responsible for monitoring the School Improvement Plan including the use of School Improvement funds. The SAC will meet a minimum of four times during the school year.

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

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

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:

Sonja Wilson-Lewis

Part-time / District-based

Years as Coach: 1

Years at Current School:

Areas

Reading/Literacy

Credentials

Bachelors of Arts Degree, Elementary Education (K-6)
 ESOL Endorsement
 Reading Endorsement

Performance Record

George W. Munroe
 2009-2010: Grade F- Reading Mastery 58%, Math Mastery 60%,
 Writing Mastery 60%
 2010-2011: Grade C- Math Mastery 75%, Writing Mastery 82%
 Gretna Elementary School
 2011-2012: Reading Mastery 80%, Math Mastery 84%, Science
 Mastery 67%

Classroom Teachers**# of classroom teachers**

17

receiving effective rating or higher

13, 76%

Highly Qualified Teachers

94%

certified in-field

15, 88%

ESOL endorsed

8, 47%

reading endorsed

2, 12%

with advanced degrees

5, 29%

National Board Certified

, 0%

first-year teachers

2, 12%

with 1-5 years of experience

2, 12%

with 6-14 years of experience

3, 18%

with 15 or more years of experience

10, 59%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

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

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.

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

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.

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

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.

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

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. School coaches 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.

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

Students are referred to the Student Study Team. During the Student Study Team meetings, educational plans are reviewed and revised (as needed) and problem solving takes place. Appropriate SST members visit classrooms to observe implementation of interventions and follow up with classroom teachers regarding the progress of students. Teachers are required to complete intervention logs indicating the specifics of the intervention implementation: what, when, where and how the intervention was implemented.

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

The effectiveness of core, supplemental and intensive supports can be analyzed using the following resources:

- Engrade and the district's student data base (Skyward) can be accessed and used to analyze data such as student grades. The Skyward system also provides information about student attendance, discipline records, test scores, class schedules and diploma options.
- The Florida Progress Monitoring Network also gives administrators, district coaches and school psychologists access to information which allows them to compare individual student data to their peers, other students in the school, students of similar socioeconomic status and ethnicity.
- The Florida Department of Education website also has an interactive section that provides FCAT results and allows district personnel to compare student performance to other students in the state, district, and school as well as to other groups.
- When Excel is used, a trend line is obtained which informs Student Study Team members about the

student's level of progress during the implementation or interventions.

-Tienet (the district's current Individual Educational Plan system) contains information about services that exceptional students receive, previous evaluations and information from student Study Team meetings.

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

Teachers are given the opportunity to attend trainings throughout the school year and during the summer to increase their knowledge of MTSS. At the beginning of each school year, district School Psychologists present trainings at their assigned schools to familiarize and update teachers and administrators with the MTSS/Problem-solving process.

During Student Study Team meetings, teachers and parents are given an overview of the process. Parents are also given information in the form of a brochure that addresses the MTSS process. District staff members (such as Reading and Math Coaches, RtI/MTSS Specialist, Program Specialists for Exceptional Students and School Psychologists) are very accessible to provide teachers and administrators with support and information regarding the RtI/MTSS process. In addition, district and school personnel receive trainings through outside sources to increase their knowledge and skills.

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:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Laronda Frazier-Lee	Assistant Principal
Sonja Wilson-Lewis	Reading Coach
Caroline Rosier	Kindergarten Chair
Nancy Persak	1st Grade Chair
Ira House	2nd Grade Chair
Pamela Bryant	3rd Grade Chair
Blossie McCloud	4th Grade Chair
Chinita Bascom	5th Grade Chair

Name	Title
Maurine Knight	Media Specialist

How the school-based LLT functions

The LLT will meet monthly to ensure that School Improvement Plan (SIP) goals are being implemented and to plan workshop/school-wide literacy activities for the month. The LLT team will make school wide decisions regarding reading for all grade levels.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will include proper implementation of the Journeys program and K-12 Reading plan.

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

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 Reading Instruction) 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.

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	54%	65%	Yes	59%
American Indian				
Asian				
Black/African American	53%	61%	Yes	57%
Hispanic	61%	80%	Yes	65%
White				
English language learners	58%	76%	Yes	63%
Students with disabilities	18%	0%	No	25%
Economically disadvantaged	53%	64%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	38%	41%
Students scoring at or above Achievement Level 4	24	23%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	88	84%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	16	62%	64%

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)	[data excluded for privacy reasons]		21%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

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	21	68%	70%
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	70%	89%	Yes	73%
American Indian				
Asian				
Black/African American	66%	86%	Yes	69%
Hispanic	90%	100%	Yes	91%
White				
English language learners	88%	100%	Yes	90%
Students with disabilities	91%		No	92%
Economically disadvantaged	68%	88%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	25%	28%
Students scoring at or above Achievement Level 4	62	59%	61%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	64	61%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		21%

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	14	45%	47%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

Florida Alternate Assessment (FAA)

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

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)	4		7
Participation in STEM-related experiences provided for students	17	5%	25%

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	21	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	35	10%	0%
Students who are not proficient in reading by third grade	19	5%	0%
Students who receive two or more behavior referrals	4	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	4%	0%

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

Parents will be provided opportunities to access tools to monitor their child's progress in school using the parent portal within Skyward, the district's electronic management system and will communicate with teachers through parent conferences and act early on behalf of their child. Parents and students will be provided grade level expectations that emphasize rigorous and relevant coursework to assist in academic success. Interventions will be coordinated and focused on providing effective support to students and their families within their regular education and community environment. Strategies to be incorporated to increase parent involvement are Parent Open House, quarterly Parent Nights, parent-teacher conferences upon request, and other appropriate school and district activities that relate to the student's progress monitoring plan. Plans are to provide parents with greater access points to community-based services beyond the traditional school day. To effectively accomplish these targets, the school will schedule and coordinate parent involvement activities for a time that best meets their needs understanding that many of these activities may fall in the evenings or on Saturdays.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend at least one parent conference	302	87%	90%
Parents will attend at least one Parent Night	208	60%	65%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Improve reading comprehension during instructional delivery through the use of comprehension monitoring.
- G2.** Increase math proficiency for targeted students by 10%.
- G3.** Increase access to and the use of technology, devices and resources available to teachers in order to increase student achievement, expand and strengthen the integration of technology in the classroom, and address comprehensive school improvement.
- G4.** Improve writing proficiency of 4th grade students by 10%.

Goals Detail

G1. Improve reading comprehension during instructional delivery through the use of comprehension monitoring.

Targets Supported

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

Resources Available to Support the Goal

- Journeys (District Reading Program)
- Reading Coach
- SuccessMaker (Supplemental Computer Program)

Targeted Barriers to Achieving the Goal

- Differentiating instruction to meet the needs of all learners.

Plan to Monitor Progress Toward the Goal

Provide required resources that include access to curriculum opportunities to interact with the coach and other materials and equipment.

Person or Persons Responsible

Principal; Asst. Principal

Target Dates or Schedule:

Twice a Week

Evidence of Completion:

One of the most important characteristics of small group instruction is using assessment wisely. Ongoing assessment is one of the greatest assets to differentiating instruction strategies. It allows teachers to know what students have mastered and what they are still struggling with. It also provides information on how groups can be adapted to best meet the needs of all learners. For this purpose, FCIM mini assessments will be used in addition to District Assessments to measure the progress of Level 1 and Level 5 students. Assessment data will be used to know who needs the most teacher time and who has already reached mastery and can extend their learning independently. As a result, mastery students may not spend as much time in direct instruction. After struggling students complete a lesson with the teacher, they may work on the assessment based computer program Successmaker.

G2. Increase math proficiency for targeted students by 10%.

Targets Supported

- 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)
- STEM
- STEM - All Levels

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Difficulty responding to complex math problems

Plan to Monitor Progress Toward the Goal

After analyzing student work samples for demonstrating understanding of the language in a one-step problem, teachers will begin using two-step word problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule:

End of the 1st 9 Weeks

Evidence of Completion:

Math assessments created by the Principal/Asst. Principal and grade level teachers to assess student ability to read and effectively compute word problems.

G3. Increase access to and the use of technology, devices and resources available to teachers in order to increase student achievement, expand and strengthen the integration of technology in the classroom, and address comprehensive school improvement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- SmartBoards
- Desktop Computers with Software
- Mounted Projection Systems

- Internet for additional templates and Reference Resources

Targeted Barriers to Achieving the Goal

- Lack of Teacher Technological Knowledge (Fear of Implementing Technology in the Classroom)

Plan to Monitor Progress Toward the Goal

A survey with a rating scale of 1 to 5 to will be given to determine level of proficiency with technology (specifically the SmartBoard).

Person or Persons Responsible

Teachers; Principal; Asst. Principal; Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Surveys will be analyzed to determine teacher proficiency. Initially it is expected that the scores may be rather low; however, by the end of the 1st Semester, the average teacher rating is expected to be no lower than 3.0 out of 5. For teachers who assess their proficiency at less than 3.0, additional professional development will be offered in the basics. For teachers who assess their abilities at 3.0 or higher, they are expected to continue integration of technology and may serve as mentors to their colleagues. The school improvement plan will be revisited in the month of December, late February and in May to ensure implementation of the plan and to assess the quality of the plan in order to make further recommendations.

G4. Improve writing proficiency of 4th grade students by 10%.

Targets Supported

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

Resources Available to Support the Goal

- Florida Department of Education 4th Grade Anchor Sets
- Write Score
- Writing Journals

Targeted Barriers to Achieving the Goal

- Lack of adequate vocabulary to express ideas

Plan to Monitor Progress Toward the Goal

Progress in assessing students' vocabulary development will be monitored through a rubric that contains six criteria related to the goals of the vocabulary instruction: word identification, word meaning, reading the word, writing the word, word learning strategies, and word consciousness. By monitoring students' progress, teachers may use the results to modify their instruction to meet the needs of individual students, those of the class, and the instructional program.

Person or Persons Responsible

Teachers along with Reading Coach, Principal, and Asst. Principal

Target Dates or Schedule:

Data Team Meetings

Evidence of Completion:

As teachers apply the rubric for evaluating students' performances, they will see patterns emerge in each of these areas that need improvement and may use the results for selecting a Response to Intervention strategy.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve reading comprehension during instructional delivery through the use of comprehension monitoring.

G1.B1 Differentiating instruction to meet the needs of all learners.

G1.B1.S1 Teachers will provide interventions/enrichment activities based on assessment data using small group instruction.

Action Step 1

Small, flexible groups based on student data and observations are used to differentiate instruction. The classroom is organized in terms of time (number of days per week and number of minutes per day) for each small group. The Teacher determines the appropriate small group lesson structure for each group. Data is used to form small, flexible groups so that each group meets the specific needs of the students assigned to it, in terms of: • size of each group (e.g., 3-5 for struggling readers, 5-7 for other students, etc.) • number of days per week each group attends the Teacher-Led Center (e.g., daily, twice/week, 3 times/week) • number of minutes per day (e.g., 10 minutes, 20 minutes, 30 minutes, etc.) • type of lesson structure for each group (i.e., Skills-Focused Lesson or Guided Reading) • content and level of the lesson (i.e. area(s) of reading skill and level of instruction) Training will be provided to new staff in differentiating instruction to meet the needs of all learners.

Person or Persons Responsible

Teacher; Reading Coach

Target Dates or Schedule

Twice a Week

Evidence of Completion

Lessons plans indicate small-group instructional periods. Teacher created lists that specify small group members based on FCAT Levels and other assessment data.

Facilitator:

Florida Inclusion Network

Participants:

Faculty

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

Monitor delivery of instruction so that opportunities for explicit, skills focused teaching in small-groups increases.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Twice a Week

Evidence of Completion

A rotation chart that identifies small-group memberships and communicates how the groups will participate at the workstations, worktable, or teaching table. Teachers construct the rotation chart to reflect how many small-groups will be formed and what activities are available. Teachers will also provide clarification for what is expected in each small group and at each level.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Reading Coach; Administration

Target Dates or Schedule

Weekly

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.

G2. Increase math proficiency for targeted students by 10%.**G2.B1 Difficulty responding to complex math problems**

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).

Action Step 1

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 or Persons Responsible

Teacher

Target Dates or Schedule

Monday, Wednesday, and Friday; between 8:30 and 9:00 a.m.

Evidence of Completion

Lesson Plans

Facilitator:

Micheal Franklin, Principal

Participants:

K-5 Teachers

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

Lesson plans checks will be conducted weekly. In addition to lesson plans, walk-throughs will be held with attention paid to bell-ringers which should be displayed on the projection screen, whiteboard, or the SmartBoard. Teachers will be observed for the process of teaching the language.

Person or Persons Responsible

Principal; Asst. Principal

Target Dates or Schedule

Weekly between 8:30 and 9:00

Evidence of Completion

Student Work Samples and Documented compliance on the Lesson Plan Checklist

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Teachers, Principal, and/or Asst. Principal

Target Dates or Schedule

Bi-monthly Data Meetings

Evidence of Completion

Improved scores on classroom assessments for word problems.

G3. Increase access to and the use of technology, devices and resources available to teachers in order to increase student achievement, expand and strengthen the integration of technology in the classroom, and address comprehensive school improvement.

G3.B1 Lack of Teacher Technological Knowledge (Fear of Implementing Technology in the Classroom)

G3.B1.S1 Provide additional professional development in other areas of technical assistance to teachers in order to increase the integration of technology into the classrooms and the creation of common formative assessments.

Action Step 1

12 hours of comprehensive training on the use and capabilities of the Smartboards within the classroom will be provided.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Once a Week during Teacher's Planning Time through December

Evidence of Completion

Lesson plans will indicate activities created by the teacher to be used on the Smartboard.

Facilitator:

Micheal Franklin, Principal

Participants:

Teachers

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

Necessary changes will be made to instructional practices to include the use of SmartBoards to reinforce Marzano's Six Steps of Vocabulary within each classroom. Training will be provided on these steps and integration of SmartBoard.

Person or Persons Responsible

Teachers; Reading Coach; Administration

Target Dates or Schedule

Beginning September 18; Weekly

Evidence of Completion

Lesson plans will specify the integration of technology into vocabulary instruction for Common FCAT terminology for both reading and math. Student work samples will also be indicative of instruction provided via the Smartboard. Observations made by the Reading Coach and Administration will also document the use of technology during walk-throughs.

Plan to Monitor Effectiveness of G3.B1.S1

Routine, periodic walk-throughs, observations, and discussions with the students and staff will allow an opportunity to assess the use and implementation of the Smartboard and other technology into instruction.

Person or Persons Responsible

Principal; Asst. Principal; and Reading Coach

Target Dates or Schedule

Beginning September 30; Bi-monthly

Evidence of Completion

Teacher use of Smartboards and other forms of technology will be visible in documented walk-through forms and discussions during faculty and data meetings. Students will be surveyed after the implementation of activities and lessons to determine their level of engagement and suggestions for improvement.

G4. Improve writing proficiency of 4th grade students by 10%.

G4.B1 Lack of adequate vocabulary to express ideas

G4.B1.S1 Direct instruction of techniques or procedures for developing a broad and varied vocabulary; utilizing the dictionary, referencing word walls, and playing vocabulary games

Action Step 1

Valid online dictionaries and classroom dictionaries will be provided to students and they will be instructed on how to use the reference source. Word walls will cover key terms associated with a lesson and be directly taught. Vocabulary games will be created to encourage familiarity with and interaction by the students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-monthly; Fridays during Reading Block

Evidence of Completion

A list that provides the Website Dictionary url, the hard copy dictionary used, words displayed on word walls, and objective of the vocabulary game created.

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

Observations and collected work samples will be monitored for meaningful and specific outcomes. Teachers may request assistance for ideas.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly; Fridays

Evidence of Completion

Student work samples and student observations documented with feedback provided. Student should display active engagement in the activity.

Plan to Monitor Effectiveness of G4.B1.S1

Provide required resources that include access to the coach. Monitor the progress of teachers in delivering instruction and vocabulary in the content area.

Person or Persons Responsible

Principal; Asst. Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Word Walls displayed in the classroom; student use of technology; student interaction with dictionaries; Lesson plans that include vocabulary assessments.

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

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 through 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/o 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.

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.

G1. Improve reading comprehension during instructional delivery through the use of comprehension monitoring.

G1.B1 Differentiating instruction to meet the needs of all learners.

G1.B1.S1 Teachers will provide interventions/enrichment activities based on assessment data using small group instruction.

PD Opportunity 1

Small, flexible groups based on student data and observations are used to differentiate instruction. The classroom is organized in terms of time (number of days per week and number of minutes per day) for each small group. The Teacher determines the appropriate small group lesson structure for each group. Data is used to form small, flexible groups so that each group meets the specific needs of the students assigned to it, in terms of: • size of each group (e.g., 3-5 for struggling readers, 5-7 for other students, etc.) • number of days per week each group attends the Teacher-Led Center (e.g., daily, twice/week, 3 times/week) • number of minutes per day (e.g., 10 minutes, 20 minutes, 30 minutes, etc.) • type of lesson structure for each group (i.e., Skills-Focused Lesson or Guided Reading) • content and level of the lesson (i.e. area(s) of reading skill and level of instruction) Training will be provided to new staff in differentiating instruction to meet the needs of all learners.

Facilitator

Florida Inclusion Network

Participants

Faculty

Target Dates or Schedule

Twice a Week

Evidence of Completion

Lessons plans indicate small-group instructional periods. Teacher created lists that specify small group members based on FCAT Levels and other assessment data.

G2. Increase math proficiency for targeted students by 10%.

G2.B1 Difficulty responding to complex math problems

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).

PD Opportunity 1

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.

Facilitator

Micheal Franklin, Principal

Participants

K-5 Teachers

Target Dates or Schedule

Monday, Wednesday, and Friday; between 8:30 and 9:00 a.m.

Evidence of Completion

Lesson Plans

G3. Increase access to and the use of technology, devices and resources available to teachers in order to increase student achievement, expand and strengthen the integration of technology in the classroom, and address comprehensive school improvement.

G3.B1 Lack of Teacher Technological Knowledge (Fear of Implementing Technology in the Classroom)

G3.B1.S1 Provide additional professional development in other areas of technical assistance to teachers in order to increase the integration of technology into the classrooms and the creation of common formative assessments.

PD Opportunity 1

12 hours of comprehensive training on the use and capabilities of the Smartboards within the classroom will be provided.

Facilitator

Micheal Franklin, Principal

Participants

Teachers

Target Dates or Schedule

Once a Week during Teacher's Planning Time through December

Evidence of Completion

Lesson plans will indicate activities created by the teacher to be used on the Smartboard.

Appendix 2: Budget to Support School Improvement Goals