

Gratigny Elementary School

11905 N MIAMI AVE, Miami, FL 33168

<http://gratigny.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Gratigny Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

MISSION STATEMENT:

At Gratigny Elementary School, we are dedicated to the development of every student's academic, social, physical, and emotional potential in a wholesome and supportive environment so as to create lifelong learners and productive citizens in a multicultural and changing world.

b. Provide the school's vision statement

VISION: Gratigny Elementary believes that "vision becomes reality".

2. School Environment

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

Gratigny's population is diverse. We maintain an atmosphere of acceptance to all our students' cultural dynamics. The majority of our students are of Haitian descent. Gratigny's student/teacher support team includes our counselor, a social worker, and a community involvement specialist. In addition, to foster positive student/teacher relationships, Gratigny has several Creole-speaking teachers through-out the staff, as well as utilizing an ESOL teacher as support in the classroom. Gratigny's teachers have received training and materials to ensure their sensitivity to the special needs of immigrant students. In addition, a committee is charged with presenting information school-wide and implementing activities for Haitian Flag Day, African American History Month, and Hispanic Heritage Month. We encourage everyone to participate in these activities in an effort to raise cultural awareness.

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

Gratigny's atmosphere is one that fosters cooperation among its stakeholders. Our students' survey results indicate that students feel safe and respected at our school and that the school environment is conducive to learning. They also feel that their teachers are there to support them so they can achieve at the highest level. Our students voluntarily spend more time on campus. Many come to school early so they can participate in extracurricular activities such as safety patrols, and student representatives for EESAC. In addition, our students are recognized in the monthly Do The Right Thing program sponsored by the City of Miami Police Department. To ensure that students understand the consequences of their actions, the administration has grade level assemblies to review in depth the MDCPS 's Code of Student Conduct and the Values Matter Initiative. Additionally, Gratigny employs a number of Security Monitors that continuously move through-out the campus before, during, and after-school. Also, the main entrance is manned by a Security Monitor with a log that all visitors must sign prior to entering the campus. Special area teachers also have morning arrival and afternoon dismissal duties. All of these measures help students feel safe on our campus.

c. 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

At Gratigny all Classroom teachers have assertive discipline plans in place. In addition, a schoolwide behavioral system is initiated at the beginning of the year adhering to the MDCPS Code of Student Conduct. To ensure that students understand the consequences of their actions, the administration has grade level assemblies to review in depth the MDCPS 's Code of Student Conduct and the behavioral expectations for all students. Teachers are also implementing Class DOJO to promote positive student behavior.

On a day to day basis, teachers are expected to complete each step in their assertive discipline plan. If students continue to display inappropriate behavior, they may be referred to the counselor, assistant principal, or principal depending on the severity of the offense.

In addition, if at any time the behavior of a student is continuously inappropriate or aberrant, the student is then referred to the SST committee for review. The committee will then convene to suggest the interventions and/or steps necessary to determine if this student needs additional support or referrals to be tested and placed in a more appropriate learning environment.

d. 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

Gratigny maintains a full-time counselor and a part-time social worker who work closely together to meet the social-emotional needs of all our students. Teachers work as a team with these staff members to identify students who need small and large group counseling sessions. The counselor also refers parents to outside agencies for more intense therapy for the identified students. The district's zero tolerance for bullying is implemented here at Gratigny. A bullying form has been developed for students to anonymously report.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Gratigny Elementary School's Leadership Team reviews and utilizes data from the early warning system that includes: attendance below 90%, regardless of whether absence is excused or unexcused, course failure in English Language Arts or Mathematics, a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics, Level 1 students in 3rd grade and retained students.

The information obtained from the EWS helps us determine the appropriate school-wide strategies and targeted interventions that will be implemented to support students identified as being at risk for academic failure.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	11	6	6	6	12	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	1	20	0	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	33	18	32	0	0	0	0	0	0	0	83
Level 1 3rd graders in ELA	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Retained students	0	0	0	11	0	0	0	0	0	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	0	20	4	7	0	0	0	0	0	0	0	33

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

Gratigny Elementary utilizes the following strategies to improve the academic performance of students identified by the EWS:

- *tutoring--before and after school
- *pull-out and push-in interventions
- *counseling sessions
- *Truancy Intervention Program
- *Code of Student Conduct Assemblies
- *Quarterly Awards Assembly
- *home visits and parent conferences

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Gratigny Elementary School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement through participation in various school advocacy committees and activities. Parents are encouraged to participate on the EESAC Committee, PTA, and in Parent Academy Workshops. Through participation on the EESAC Committee, parents and school personnel will collaborate on the SIP, school initiatives and the use of Title I funds to support the SIP Goals.

2. 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

Through our Dade Partners, EESAC and various other avenues, Gratigny builds and sustains partnerships. Whenever Gratigny is in need of materials and/or resources to enhance programs, our partners are contacted and assist us. If they cannot help us, they will lead us in the direction of others that will get us to the outcome that is needed.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tejeiro, Bisleixis	Principal
West, Stephnie	Guidance Counselor
Arca, Deborah	Instructional Coach
Delisma-Pierre, Myriam	Assistant Principal
Ledo, Joana	Instructional Coach

b. Duties

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

Administrative Staff:

Ms. Bisleixis Tejeiro, Principal and Dr. Myriam Delisma-Pierre, Assistant Principal, are Gratigny’s administrative staff who align the vision for the use of data-based decision-making, ensuring that the MTSS / Rtl is implemented school-wide. These administrators oversee that intervention support and its documentation is valid. They provide opportunities for professional development in the implementation of MTSS / Rtl, and communicate with parents concerning school-based MTSS /RTI plans and activities and oversee the SIP implementation.

Transformational Coaches- Reading-Deborah Arca and Mathematics-Joana Ledo

Gratigny’s Transformational Coaches, develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services Personnel-Stephnie West:

Gratigny’s Guidance Counselor and Part-time Social Worker, provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers and guidance counselors continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

Tier 1(Leadership Team)

The role of the team is to support the development of high-quality, site-based professional growth, in addition to guiding the implementation of job-embedded collaborative learning.

•Administrators Ms. Bisleixis Tejeiro, Principal and; Dr. Myriam Delisma-Pierre, Assistant Principal, who will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

•In addition to Tier 1 problem solving, the Leadership Team members will meet periodically monthly to review consensus, infrastructure, and implementation of building level MTSS/RTI.

Tier 2

Ms. Tejeiro, Dr. Delisma-Pierre, Ms. Arca, Ms. Ledo, and Ms. West as members of the MTSS/RTI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Ms. Tejeiro, Dr. Delisma-Pierre, Ms. Arca, Ms. Ledo, Ms. Trinidad, and Ms. West, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. 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

Gratigny's MTSS/RTI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem-solving is the sole focus.
2. Using the four-step problem-solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem-solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem-solving meetings occur regularly.

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or early intervention efforts.

While the SIP plan does not focus on the primary grades, the MTSS/RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Gratigny Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy and summer school). Support services are provided to the schools, students, and families. Our part-time Community Involvement Specialists (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Transformational Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents at Gratigny Elementary School participate in the design of our school's Parent and Family Engagement Policy (PFEP). They also attend annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is used towards the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, is available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Gratigny Elementary provides services and support to migrant students and parents as applicable. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Currently, Gratigny Elementary School does not have any migrant students.

Title III

Title III funds are used at Gratigny Elementary School to supplement and enhance the programs for English Language Learner (ELL). The funds are used for tutorial programs in grades 3-5.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Our school counselor serves as our Homeless Liaison and trains the school.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrar on the procedures for enrolling homeless students, 2) Our school ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and/or elementary counselor.
- Training and technical assistance for elementary teachers, administrators, and counselors is also a component of this program.
- Our school counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention, and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators and the counselor at Gratigny Elementary School begin any investigation of bullying or harassment within 24 hours of an initial report.

Nutrition Programs

- 1) Gratigny adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Gratigny also has a food forest sponsored by Citibank in collaboration with the Education Fund and the Collaborative Nutrition Initiative.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Iris Sanders	Teacher
Terry Houghteling	Teacher
Pierre Garner	Teacher
Oni Frye	Parent
Alvin Gainey	Business/Community
Martine Souffrant	Business/Community
Bisleixis Tejeiro	Principal
Barbara James-Worrell	Teacher
Audrey Moreau	Education Support Employee
Yves Gabriel	Parent
Eduardo Mendez	Business/Community
April Jackson	Teacher
Stacey Bryant	Parent
Linda Johnson	Teacher
Rose Fernandez	Parent
Karla Valle	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC reviewed last year's SIP through the End of Year Reflection and made suggestions for this year's SIP. The teachers embraced last year's goals of increasing student achievement by improving core instruction in all content areas.

b. Development of this school improvement plan

The School Advisory Council at Gratigny Elementary is responsible for the final decision making at the school relating to the implementation and monitoring of the School Improvement Plan. During the May meeting, the End of Year Reflection discussions took place and suggestions were made for the 2017-2018 SIP.

c. Preparation of the school's annual budget and plan

At every meeting, the principal discusses the budget and how funds are allocated. Members encourage the committee to ask questions, submit suggestions, and if necessary to change the allocations for specific school activities, resources, etc.

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

\$2600.00 for Students Incentives such as certificates, medals, and food.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Tejeiro, Bisleixis	Principal
West, Stephnie	Guidance Counselor
Goehl, Steve	Teacher, K-12
James-Worrell, Barbara	Teacher, K-12
Arca, Deborah	Instructional Coach
Ledo, Joana	Instructional Technology
Delisma-Pierre, Myriam	Assistant Principal
Sanders, Iris	SAC Member
Jackson, April	Teacher, K-12
Moore, Kimberly	Teacher, K-12
Moya, Susana	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Gragny's LLT will increase communication with integral staff members for input and feedback, as well as providing them with procedures and progress on individual student achievement/behavior/attendance.

In addition, the LLT will focus on developing and implementing instructional routines that use complex text and incorporate text-dependent questions. The LLT will develop lessons that provide students with opportunities for research and incorporate writing throughout all subject areas. The LLT will support the implementation of the Florida Standards so our students will be prepared for the administration of all district and state assessments during the 2017-2018 school year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The leadership team conducts Collaborative Planning sessions with staff on a regular basis. Teachers plan together and share pedagogical strategies learned from professional development sessions. District Curriculum Support Staff also assist in ensuring an understanding of the Florida Standards and how to effectively plan for their implementation.

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

1. Regular meetings with administrative team
2. Use collaborative planning and lesson studies with teachers to implement best practices

3. Pairing less experienced teachers with veteran instructors
4. Professional development on the Standards, research-based strategies, and classroom management techniques
5. Attend Teacher Fairs to recruit highly qualified teachers

Principal will be responsible for all of the above.

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

Through the MINT Program, less experienced teachers are paired with veteran teachers who will provide them with needed support, strategies and techniques to utilize within the instructional setting. Mentoring teachers can model and co-teach with the less experienced teacher. Additionally, Collaborative Planning sessions are held weekly with the leadership team.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Gratigny ensures that its core instructional programs and materials are aligned to Florida's standards through the utilization of the core text, item specifications, district-provided pacing guides, and planning/task cards. Teachers receive professional development regarding what content resources are available and the appropriate use of them. Administrative walk-throughs take place in order to provide constructive and corrective feedback to teachers and ensure that the district pacing guide is being followed.

b. Instructional Strategies

1. 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

Subsequent to data analysis, the Leadership Team focuses on the students with the greatest deficiencies. Students who received Levels 1 & 2 on the ELA portion of the 2017 FSA administration have been targeted for reading interventions utilizing WonderWorks outside of the reading block. In addition, during small group time within the 60 minute math and 90 minute reading blocks, teachers differentiate instruction to target individual needs. The programs i-Ready and Reflex Math will be utilized, by the students, during their computer rotation time to help address their deficiencies in the various content areas..

2. 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: Extended School Day

Minutes added to school year: 10,800

The school day at Gratigny Elementary School has been extended for an additional hour. This extension allows for students to receive 60 minutes of intervention and an additional 30 minutes to the mathematics block for differentiated instruction. Students receive strategic intervention on the skills in ELA that they are deficient in. Teachers utilize Saxon for kindergarten and first grade, while second thru fifth-grade use Wonder Works for the intervention curriculum.

Strategy Rationale

Extended learning strategies are provided to remediate benchmarks not mastered, and provide enrichment for students to accelerate their learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Tejeiro, Bisleixis, pr2241@dadeschools.net

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

Assessments are given at appropriate times to determine progress made by interventions. Data is reviewed and groups are readjusted as needed. Interventionists are given materials and assessments and are expected to monitor progress. Principal, Assistant Principal, teachers, and interventionists collaborate to review progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Title I Administration assists Gratigny by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). These funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

End of year meetings are held with parents and students who will be transitioning to middle school. Representatives from neighboring schools schedule meetings to speak with parents and students about their school, course offerings, and general expectations of all students.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 data chats are conducted quarterly and faculty meetings incorporate team building activities and professional development, then there will be a positive effect on school culture leading to increased student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If data chats are conducted quarterly and faculty meetings incorporate team building activities and professional development, then there will be a positive effect on school culture leading to increased student achievement. 1a

G093214

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA ELA Achievement	36.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	67.0
FSA Mathematics Achievement	42.0
Math Gains	62.0
Math Lowest 25% Gains	73.0
FSAA ELA Achievement	40.0
FSAA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	33.0
FCAT 2.0 Science Proficiency	33.0
CELLA Listening/Speaking Proficiency	61.0
CELLA Reading Proficiency	30.0
CELLA Writing Proficiency	10.0
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- Data chats are conducted twice a year and teachers provide feedback to improve professional needs and school culture.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, District Support, common planning time in grade level/subject/content area, PD days, Administrative Support
- Core:McGraw-Hill Reading Wonders/WonderWorks, Supplemental:MyOnReader,I-Ready, Imagine Learning (ELL)
- Core: HMH Florida Go Math! (Online Resources:Animated Math Models, Destination Math, HMH Mega Math);Go Math Printable Resources (Reteach) Supplemental: Promethean

Boards; Gizmos Grades 3-5; Explore Learning--Reflex Math; District Pacing Guides including Technology Resources; Mathematics Florida Standards Item Specifications (Grades 3-5)

- Core: Scott Foresman Grades K-5 (2006), Leveled Readers Pearson Successnet.
Supplemental: Elementary Science Instructional Resources; <http://science.dadeschools.net/elem/InstructionalResources/default.html>, Gizmos (3-5), Discovery Education (K-5) NBC Learn (K-5), PBS Learning Media, PowerMyLearning, ScienceSaurus Student Handbook

Plan to Monitor Progress Toward G1. 8

Standard based and teacher generated assessments, student authentic work, and district provided assessments will be collected and reviewed to determine progress toward the goal.

Person Responsible

Bisleixis Tejeiro

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

District provided Assessment results and its disaggregation, the Florida Standards Assessments, teacher lesson plans, student artifacts, and student journals along with walkthroughs will be collected and used to demonstrate that the goal is being monitored and whether progress is being made toward the selected goal.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If data chats are conducted quarterly and faculty meetings incorporate team building activities and professional development, then there will be a positive effect on school culture leading to increased student achievement. 1

G093214

G1.B1 Data chats are conducted twice a year and teachers provide feedback to improve professional needs and school culture. 2

B250062

G1.B1.S1 Effectively plan and conduct purposeful quarterly data chats to increase student achievement, to assess professional development needs and to improve school culture. 4

S263563

Strategy Rationale

To provide effective planning and instructional delivery of all content area standards.

Action Step 1 5

Plan weekly with grades K-5 to effectively incorporate the master course content and deliver rigorous instruction across all content areas to address student learning needs.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Reflected in teacher lesson plans, student artifacts, classroom observations, and meeting minutes.

Action Step 2 5

Review Imagine Learning data to provide teachers of ELL students with grade level specific activities that incorporate scrupulous thinking that would assist with the acquisition and mastery of the English language.

Person Responsible

Bisleixis Tejeiro

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson plans reflecting ESOL strategies and student work.

Action Step 3 5

Use i-Ready and assessment data to guide whole group and small group/differentiated instruction.

Person Responsible

Bisleixis Tejeiro

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student/teacher data folders

Action Step 4 5

District and school-based professional development will be provided on data analysis, learning needs and school culture.

Person Responsible

Bisleixis Tejeiro

Schedule

Monthly, from 8/12/2017 to 6/7/2018

Evidence of Completion

PD logs; sign in sheets

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

Administrators will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor of the instructional program. Additional professional development sessions will be provided during collaborative planning and faculty meetings.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Teacher lesson plans, student artifacts, and student journals will be reviewed by administrators to verify that the action plan strategies are being implemented with fidelity. Formal and informal classroom observations by administrators will provide feedback to teachers regarding fidelity of instruction.

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

Core text assessments, teacher created assessments, and district provided assessments will be utilized and disaggregated to monitor and support the effectiveness of the strategies implemented through the action plan.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Assessment results, teacher lesson plans, student artifacts, and student journals will be reviewed by administrators to verify that the action plan strategies are being implemented with effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A4  A348444	District and school-based professional development will be provided on data analysis, learning...	Tejeiro, Bisleixis	8/12/2017	PD logs; sign in sheets	6/7/2018 monthly
G1.B1.S1.A3  A348443	Use i-Ready and assessment data to guide whole group and small group/ differentiated instruction.	Tejeiro, Bisleixis	8/21/2017	Student/teacher data folders	6/7/2018 monthly
G1.B1.S1.A2  A348442	Review Imagine Learning data to provide teachers of ELL students with grade level specific...	Tejeiro, Bisleixis	8/21/2017	Lesson plans reflecting ESOL strategies and student work.	6/7/2018 monthly
G1.B1.S1.A1  A348441	Plan weekly with grades K-5 to effectively incorporate the master course content and deliver...	Tejeiro, Bisleixis	8/21/2017	Reflected in teacher lesson plans, student artifacts, classroom observations, and meeting minutes.	6/7/2018 weekly
G1.B1.S1.MA1  M370617	Administrators will conduct walkthroughs to examine student artifacts, lesson plans and to monitor...	Tejeiro, Bisleixis	8/21/2017	Teacher lesson plans, student artifacts, and student journals will be reviewed by administrators to verify that the action plan strategies are being implemented with fidelity. Formal and informal classroom observations by administrators will provide feedback to teachers regarding fidelity of instruction.	6/8/2018 weekly
G1.B1.S1.MA1  M370616	Core text assessments, teacher created assessments, and district provided assessments will be...	Tejeiro, Bisleixis	8/22/2017	Assessment results, teacher lesson plans, student artifacts, and student journals will be reviewed by administrators to verify that the action plan strategies are being implemented with effectiveness.	6/8/2018 weekly
G1.MA1  M370620	Standard based and teacher generated assessments, student authentic work, and district provided...	Tejeiro, Bisleixis	8/21/2017	District provided Assessment results and its disaggregation, the Florida Standards Assessments, teacher lesson plans, student artifacts, and student journals along with walkthroughs will be collected and used to demonstrate that the goal is being monitored and whether progress is being made toward the selected goal.	6/8/2018 monthly

V. Professional Development Opportunities

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

G1. If data chats are conducted quarterly and faculty meetings incorporate team building activities and professional development, then there will be a positive effect on school culture leading to increased student achievement.

G1.B1 Data chats are conducted twice a year and teachers provide feedback to improve professional needs and school culture.

G1.B1.S1 Effectively plan and conduct purposeful quarterly data chats to increase student achievement, to assess professional development needs and to improve school culture.

PD Opportunity 1

Plan weekly with grades K-5 to effectively incorporate the master course content and deliver rigorous instruction across all content areas to address student learning needs.

Facilitator

Transformational Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Use i-Ready and assessment data to guide whole group and small group/differentiated instruction.

Facilitator

Danielle Villano-iReady Representative

Participants

Classroom Teachers

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 3

District and school-based professional development will be provided on data analysis, learning needs and school culture.

Facilitator

Transformational Coaches and District Personnel

Participants

Classroom Teachers

Schedule

Monthly, from 8/12/2017 to 6/7/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.