

Miami-Dade County Public Schools

Gratigny Elementary School



2015-16 School Improvement Plan

Gratigny Elementary School

11905 N MIAMI AVE, Miami, FL 33168

<http://gratigny.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	D	C

**Preliminary 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

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

School Environment

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 Haitian social worker, a CIS, a liaison from the "Communities in Schools" grant, as well as a Creole speaking computer lab instructor. In addition, to foster positive student/teacher relationships Gratigny has several Creole speaking teachers through-out the staff, as well as utilizing a BCC teacher as push in 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.

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.

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.

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.

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, part time social worker, and a liaison from the "Communities in Schools" grant who work closely together to meet the social-emotional needs of all our students. Teachers work as a team with these staff member 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. The bully box is located in the main office. Student concerns are addressed within 24 hours...

Early Warning Systems

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

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

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 a result of out-of-school suspension, one or more suspensions whether in school or out of school, 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.

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

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	11	10	6	6	4	4	3	44
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	6	15	11	3	0	0	40
Level 1 on statewide assessment	0	0	0	15	52	0	0	67
Level 1 3rd graders in ELA	0	0	0	15	0	0	0	15
Retained students	0	0	0	11	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	
Students exhibiting two or more indicators	6	9	8	15	32	70

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

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

- *tutoring--after school and on Saturday
- *pull-out and push-in interventions
- *counseling sessions
- *Truancy Intervention Program
- *outside resources, such as, Communities in Schools
- *Code of Student Conduct Assemblies
- *Quarterly Awards Assembly
- *home visits and parent conferences

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

N/A

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, Gragny builds and sustains partnerships. Whenever Gragny 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.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Tejeiro, Bisleixis	Principal
Pieze, Donna	Assistant Principal
Sanders, Iris	Teacher, K-12
Vallias-Jean, Mario	Teacher, K-12
West, Stephnie	Guidance Counselor
Perez, Martina	Teacher, K-12
Ponce, Laura	Teacher, K-12
Rivera, Liza	Teacher, ESE
Desvallon, Widline	Attendance/Social Work
Gallo, Youselin	Psychologist
Bertrand, James	Teacher, K-12
James-Worrell, Barbara	Teacher, K-12
Goehl, Steve	Teacher, K-12

Duties

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 Ms. Donna Pieze, Assistant Principal, are Gragny'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 /Rtl plans and activities and oversee the SIP implementation.

Select General Education Teachers (Primary – Laura Ponce and Intermediate-Martina Perez):

Gragny's general education teachers, both primary and intermediate, share information about core instruction and participate in data collection and the use of instruction/intervention and collaborate with other staff members on the implementation of MTSS /Rtl activities.

SPED Teacher: Liza Rivera

Gragny's SPED teachers participate in student data collection and assist in integration of the core instructional program in collaboration with classroom teacher.

Liaisons-Reading-Barbara James-Worrell/Mathematics-Steve Goehl/Science-Martina Perez:

Gragny's liaisons 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.

Reading Instructional Specialist-OAT-

Region/District provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist- Yoselin Gallo

Gratigny does not have a full-time school psychologist. On the days that our part-time psychologist is on site, she participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist- Mario Vallias-Jean

Gratigny’s technology specialist assists in using technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist-

Gratigny’s speech and language pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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)

Professional Learning Support Team Members-James Bertrand, Iris Sanders

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; Donna Pieze, 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 the school administrator(s) the school’s Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Reading Liaison - Barbara James-Worrell
- Math Liaison - Steve Goehl
- Science Liaison - Martina Perez
- Special education personnel – Liza Rivera
- School guidance counselor -Stephanie West
- School psychologist -Yoselin Gallo
- School social worker – Willine Desvallon
- Members of advisory group, community stakeholders, parents – Mariana Pierre, Alvin Gainey, Carla Valle, Gail Gaskin, Audrey Moreau, Yves Gabriel
- 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.

Tier 2

Ms. Tejeiro, Ms. Pieze, Ms. James-Worrell, Mr. Goehl, Ms. Perez, Ms. Gallo, & Ms. West as members of the MTSS 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, Ms. Pieze, Ms. James-Worrell, Mr. Goehl, Ms. Perez, Ms. Gallo, & Ms. West, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Gragny's MTSS 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? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure 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 (monthly is suggested) to:

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 (see SST guidelines) for SST Tier 3 intervention

Gragny's school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS 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 prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS 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 or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum 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 participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward 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, will be available online and via hard copy for parents (at schools and at District meetings) 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the new teachers
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used at Gratigny Elementary to supplement and enhance the programs for English

Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (2-5)
 - parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
 - professional development on best practices for ESOL and content area teachers
 - coaching and mentoring for ESOL and content area teachers(K-5)
 - reading and supplementary instructional materials(K-5)
 - cultural supplementary instructional materials (K-5)
 - purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
- The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

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. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- 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.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Gratigny will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Gratigny will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus 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 or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Martina Perez	Teacher
Terry Houghteling	Teacher
Pierre Garner	Teacher
Donna Potolsky	Teacher
Margarita Gomez	Education Support Employee
Mariana Perena	Parent
Sharlene Castella	Business/Community
Alvin Gainey	Business/Community
Karla Valle	Business/Community
Bisleixis Tejeiro	Principal
Anna iglesias	Teacher
Barbara James-Worrell	Teacher
Gail Gaskin	Parent
Audrey Moreau	Parent
Yves Gabriel	Parent
Eduardo Mendez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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.

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 2015-2016 SIP.

Preparation of the school's annual budget and plan

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

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

\$2999.00 for Students Incentives (Including food related items)

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tejeiro, Bisleixis	Principal
Pieze, Donna	Assistant Principal
Vallias-Jean, Mario	Teacher, K-12
West, Stephnie	Guidance Counselor
Goehl, Steve	Teacher, K-12
James-Worrell, Barbara	Teacher, K-12
Perez, Martina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Gratigny'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. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. 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 2015-2016 school year.

Public and Collaborative Teaching

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

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

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

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
2. Pairing less experienced teachers with veteran instructors
3. Professional development on the Standards, research-based strategies, and classroom management techniques

Principal will be responsible for all of the above.

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

Although we have no beginning teachers on staff, when necessary teachers with less experience are paired with veteran teachers who will provide them with needed support, strategies and techniques to utilize within the instructional setting.. Collaborative Planning sessions are held weekly with the administrative team.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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 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.

Instructional Strategies

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

Subsequent to data analysis, the Leadership Team focuses on the students with the greatest deficiencies. Students who received Levels 1 & 2 on the reading portion of the 2015 FSA administration have been targeted for reading interventions utilizing WonderWorks outside of the reading block. In addition, during small group time within the 90 minute math and reading blocks, teachers differentiate instruction to target individual needs. The programs i-Ready, Explore Learning, Learn Zillion and Reflex will be utilized by the students during their computer rotation time to help address their deficiencies in various content areas..

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

Strategy: After School Program

Minutes added to school year: 6,900

Students requiring additional remediation and/or enrichment are provided services through extended learning opportunities which include before/after school, Saturday Academy or summer school. Gratigny provides push-in and pull-out interventions for students needing remediation. Departmentalization and block scheduling in grades 4-5 help teachers plan effectively and become experts in their areas. Marzano's Classroom Instruction That Works emphasizes implementing research-based strategies such as using Advanced Graphic Organizers, Goal Setting & Feedback which are employed during the school day and during extended learning opportunities to help increase student achievement.

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. Tutors are given materials and assessments and are expected to monitor progress. Principal, Assistant Principal, teachers, tutors, and collaborate to review progress.

Student Transition and Readiness

PreK-12 Transition

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

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

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 will assist 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.

College and Career Readiness

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

NA

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

NA

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

NA

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070700

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
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	
FSA English Language Arts - Achievement	21.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	76.0
FSA Mathematics - Achievement	30.0
Math Gains	78.0
Math Lowest 25% Gains	73.0
FAA Reading Proficiency	87.0
FAA Mathematics Achievement	87.0
FCAT 2.0 Science Proficiency	100.0
FCAT 2.0 Science Proficiency	37.0
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	38.0
CELLA Writing Proficiency	27.0

Resources Available to Support the Goal 2

- Instructional liaisons, 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>, Waterford (k-2), Gizmos (3-5), Discovery Education (K-5) NBC Learn (K-5), PBS Learning Media, PowerMyLearning, ScienceSaurus Student Handbook

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in depth, standards based planning and delivery of rigorous, data driven instruction in all content areas..

Plan to Monitor Progress Toward G1. 8

Core text assessments, teacher created assessments, and district provided Interim Assessments will be collected and reviewed to determine progress toward the goal.

Person Responsible

Bisleixis Tejeiro

Schedule

Monthly, from 9/2/2015 to 5/29/2016

Evidence of Completion

District provided Interim Assessment results and its disaggregation, the Florida Standards Assessment, teacher lesson plans, student artifacts, and student journals along with walkthroughs will be collected or 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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070700

G1.B1 Limited evidence of in depth, standards based planning and delivery of rigorous, data driven instruction in all content areas.. **2**

 B184239

G1.B1.S1 Effectively plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S195789

Strategy Rationale

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

Action Step 1 **5**

Plan weekly with grades K-5 to effectively incorporate the master course content and skills in order to increase the level of rigorous instruction across all content areas. Review CELLA data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use i-Ready, Interim, and Baseline data to guide whole group and small group instruction.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

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

Action Step 2 5

Provide professional development in the construction and utilization of Higher Order Thinking questions to increase the rigor in classroom instruction and improve student achievement..

Person Responsible

Bisleixis Tejeiro

Schedule

On 5/29/2016

Evidence of Completion

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

Action Step 3 5

Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, and paraphrase into written responses.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Reflected in consumable workbooks and student journals.

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of all content area material and consistent utilization of Pacing Guides and Item Specifications.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

Lesson plans and student artifacts.

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. Professional development will be provided during collaborative planning sessions.

Person Responsible

Bisleixis Tejeiro

Schedule

Weekly, from 9/2/2015 to 5/29/2016

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

Monthly, from 9/2/2015 to 5/29/2016

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.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Plan weekly with grades K-5 to effectively incorporate the master course content and skills in order to increase the level of rigorous instruction across all content areas. Review CELLA data to provide teachers of ELL	Tejeiro, Bisleixis	9/2/2015	Reflected in teacher lesson plans, student artifacts, and classroom observations.	5/29/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students with grade level specific activities that incorporate Imagine Learning. Use i-Ready, Interim, and Baseline data to guide whole group and small group instruction.				
G1.B1.S1.A2	Provide professional development in the construction and utilization of Higher Order Thinking questions to increase the rigor in classroom instruction and improve student achievement..	Tejeiro, Bisleixis	9/2/2015	Reflected in teacher lesson plans, student artifacts, and classroom observations.	5/29/2016 one-time
G1.B1.S1.A3	Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, and paraphrase into written responses.	Tejeiro, Bisleixis	9/2/2015	Reflected in consumable workbooks and student journals.	5/29/2016 weekly
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of all content area material and consistent utilization of Pacing Guides and Item Specifications.	Tejeiro, Bisleixis	9/2/2015	Lesson plans and student artifacts.	5/29/2016 weekly
G1.MA1	Core text assessments, teacher created assessments, and district provided Interim Assessments will be collected and reviewed to determine progress toward the goal.	Tejeiro, Bisleixis	9/2/2015	District provided Interim Assessment results and its disaggregation, the Florida Standards Assessment, teacher lesson plans, student artifacts, and student journals along with walkthroughs will be collected or used to demonstrate that the goal is being monitored and whether progress is being made toward the selected goal.	5/29/2016 monthly
G1.B1.S1.MA1	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.	Tejeiro, Bisleixis	9/2/2015	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.	5/29/2016 monthly
G1.B1.S1.MA1	Administrators will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor of the instructional program. Professional development will be provided during collaborative planning sessions.	Tejeiro, Bisleixis	9/2/2015	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.	5/29/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of in depth, standards based planning and delivery of rigorous, data driven instruction in all content areas..

G1.B1.S1 Effectively plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development in the construction and utilization of Higher Order Thinking questions to increase the rigor in classroom instruction and improve student achievement..

Facilitator

District/School Personnel

Participants

Classroom Teachers

Schedule

On 5/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Plan weekly with grades K-5 to effectively incorporate the master course content and skills in order to increase the level of rigorous instruction across all content areas. Review CELLA data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use i-Ready, Interim, and Baseline data to guide whole group and small group instruction.	\$0.00			
2	G1.B1.S1.A2	Provide professional development in the construction and utilization of Higher Order Thinking questions to increase the rigor in classroom instruction and improve student achievement..	\$700.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$700.00
<i>Notes: Substitutes for PD</i>						
3	G1.B1.S1.A3	Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, and paraphrase into written responses.	\$100.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$100.00
<i>Notes: EESAC funds</i>						
4	G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of all content area material and consistent utilization of Pacing Guides and Item Specifications.	\$0.00			
Total:						\$800.00