



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gratigny Elementary School

11905 N MIAMI AVE

Miami, FL 33168

305-681-6685

<http://gratigny.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gratigny Elementary School

Principal

Aaron Enteen L

School Advisory Council chair

Iris Sanders

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

Name	Title
Dr. Aaron L. Enteen	Principal
Donna Pieze	Assistant Principal
Iris Sanders	Reading Coach
Susan Gotlieb	Math Coach
Matina Perez	Science Coach
Liza Rivera	Special Education Personnel
Stephanie West	School Guidance Counselor
Tanya Restrepo	School Psychologist
Widline Desvallon	School Social Worker
Donna Potolsky	Media Specialist
Mario Vallias-Jean	Computer Lab Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-1, UTD steward – 1, teachers- 5, alternate teacher-1 , parents- 4, alternate parent-1, educational support- 1, alternate educational support-1 , student -1, alternate student-1, BCR –4,

Involvement of the SAC in the development of the SIP

The School Advisory Council at Gragny Elementary is responsible for the final decision making at the school relating to the implementation and monitoring of the School Improvement Plan.

Activities of the SAC for the upcoming school year

Gragny's Council will focus on including all stakeholders and involve them in decision making, which in turn, will affect the instruction and delivery of programs at Gragny Elementary.

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

\$2999.00 for Students Incentives (Including food related items)
\$1250.00 for Media Center
\$1250.00 for Science Lab

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donna Pieze		
Asst Principal	Years as Administrator: 12	Years at Current School: 12

Credentials	Bachelor Business Management Masters Elementary Ed. Elementary Education ESOL Ed. Leadership
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Performance Record	2013 – School Grade – D Rdg. Proficiency, 38% Math Proficiency, 46% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 59 points Rdg. AMO –No Math AMO–No 2012 – School Grade – C Rdg. Proficiency, 41% Math Proficiency, 41% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 57 points Rdg. AMO –no Math AMO–no '11 '10 '09 School Grade B C B AYP N N N High Standards Rdg 61% 59% 53% High Standards Math 63% 58% 57% Lrng Gains-Rdg. 69% 59% 68% Lrng Gains-Math 74% 62% 63% Gain-Rdg.-25% 57% 50% 74% Gains-Math-25% 67% 69% 69%
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Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Iris Sanders		
Full-time / District-based	Years as Coach: 9	Years at Current School: 19
Areas	Reading/Literacy	
Credentials	Bachelor Elementary Ed. Masters Computer Science Specialist Elementary Science Elementary Education Reading Endorsement ESOL Endorsement Gifted Endorsement NBCT	
Performance Record	2013 – School Grade – D Rdg. Proficiency, 38% Rdg. Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 65points Rdg. AMO –No 2012 – School Grade – C Rdg. Proficiency, 41% Rdg. Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 66points Rdg. AMO –no 2011 – School Grade – B Rdg. Proficiency, 61% Rdg. Lrg. Gains, 69points Rdg. Imp. of Lowest 25% - 57 points Rdg. AYP -no 2010 – School Grade – C Rdg. Proficiency, 59% Rdg. Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 50 points Rdg. AYP –no 2009– School Grade – B Rdg. Proficiency, 53% Rdg. Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 74 points Rdg. AYP –no 2013 – School Grade – D Rdg. Proficiency, 38% Rdg. Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 65points Rdg. AMO –No 2012 – School Grade – C Rdg. Proficiency, 41% Rdg. Lrg. Gains, 65 points	

Rdg. Imp. of Lowest 25% - 66points
Rdg. AMO –no
2011 – School Grade – B
Rdg. Proficiency, 61%
Rdg. Lrg. Gains, 69points
Rdg. Imp. of Lowest 25% - 57 points
Rdg. AYP -no
2010 – School Grade – C
Rdg. Proficiency, 59%
Rdg. Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% - 50 points
Rdg. AYP –no
2009– School Grade – B
Rdg. Proficiency, 53%
Rdg. Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% - 74 points
Rdg. AYP –no 2013 – School Grade – D
Rdg. Proficiency, 38%
Rdg. Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% - 65points
Rdg. AMO –No
2012 – School Grade – C
Rdg. Proficiency, 41%
Rdg. Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% - 66points
Rdg. AMO –no
2011 – School Grade – B
Rdg. Proficiency, 61%
Rdg. Lrg. Gains, 69points
Rdg. Imp. of Lowest 25% - 57 points
Rdg. AYP -no
2010 – School Grade – C
Rdg. Proficiency, 59%
Rdg. Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% - 50 points
Rdg. AYP –no
2009– School Grade – B
Rdg. Proficiency, 53%
Rdg. Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% - 74 points
Rdg. AYP –no 2013 – School Grade – D
Rdg. Proficiency, 38%
Rdg. Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% - 65points
Rdg. AMO –No
2012 – School Grade – C
Rdg. Proficiency, 41%
Rdg. Lrg. Gains, 65 points
Rdg. Imp. of Lowest 25% - 66points
Rdg. AMO –no
2011 – School Grade – B

Rdg. Proficiency, 61%
Rdg. Lrg. Gains, 69points
Rdg. Imp. of Lowest 25% - 57 points
Rdg. AYP -no
2010 – School Grade – C
Rdg. Proficiency, 59%
Rdg. Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% - 50 points
Rdg. AYP –no
2009– School Grade – B
Rdg. Proficiency, 53%
Rdg. Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% - 74 points
Rdg. AYP –no

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Susan Gotlieb

Full-time / District-based

Years as Coach: 6

Years at Current School: 25

Areas

Mathematics

Credentials

Bachelor
Elementary Ed.
Masters
Elementary Ed.
Elementary
Education
ESOL Endorsement
Gifted Endorsement
NBCT

Performance Record

2013 – School Grade – D
Math. Proficiency, 46%
Math Lrg. Gains, 63 points
Math Imp. of Lowest 25% - 59 points
Math AMO –No
2012 – School Grade – C
Math. Proficiency, 41%
Math Lrg. Gains, 62 points
Math Imp. of Lowest 25% - 57 points
Math AMO –no
2011 – School Grade – B
Math. Proficiency, 63%
Math Lrg. Gains, 74 points
Math Imp. of Lowest 25% - 67 points
Math AYP - no
2010 – School Grade – C
Math. Proficiency, 58%
Math Lrg. Gains, 62 points
Math Imp. of Lowest 25% - 69 points
Math AYP - No
2009– School Grade – B
Math. Proficiency, 57%
Math Lrg. Gains, 63 points
Math Imp. of Lowest 25% - 69 points
Math AYP- No

Martina Perez

Full-time / District-based

Years as Coach: 2

Years at Current School: 6

Areas

Science

CredentialsBachelor
Elementary Ed.
Masters ESOL K-12**Performance Record**2013 – School Grade – D
Science Proficiency – 36%**Classroom Teachers****# of classroom teachers**

49

receiving effective rating or higher

45, 92%

Highly Qualified Teachers

67%

certified in-field

39, 80%

ESOL endorsed

29, 59%

reading endorsed

4, 8%

with advanced degrees

24, 49%

National Board Certified

2, 4%

first-year teachers

0, 0%

with 1-5 years of experience

3, 6%

with 6-14 years of experience

30, 61%

with 15 or more years of experience

15, 31%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings with administrative team
 2. Pairing new teacher with veteran instructor
 3. Professional development on research-based strategies and classroom management techniques
- Principal will be responsible for all of the above.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We have no new teachers on staff. However, as an ETO school, we have three assigned instructional coaches who mentor veteran teachers in reading, language arts, math and science. Collaborative Planning sessions are held weekly with the coaches.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Gratigny'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

Gratigny'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.

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

Administrative Staff:

Dr. Aaron L. Enteen, Principal and Ms. Donna Pieze, Assistant Principal, are Gratigny's administrative staff

who align the vision for the use of data-based decision-making, ensuring that the MTSS / RtI 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 / RtI, and communicate with parents concerning school-based MTSS /RTI plans and activities and oversee the SIP implementation.

Select General Education Teachers (Primary – Laura Ponce and Intermediate-Katherina Zanabria):

Gratigny'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 /RtI activities.

SPED Teacher: Matha Michel

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

Instructional Coach(es) Reading-Iris Sanders/Mathematics-Susan Gotlieb/Science-Martina Perez:

Gratigny's 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.

Reading Instructional Specialist- ETO:Patricia Sosa:

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- Tanya Restrepo:

Gragny does not have a full-time school psychologist. On the days that our part-time psychologist is on site, he 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

Gragny'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-TBA

Gragny'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-Stephanie West

Gragny'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)

- Administrators Dr. Aaron L. Enteen, Principal and; Donna Pieze, Assistant Principal, who will schedule and facilitate regular Rtl 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

- School reading coach Iris Sanders,
- School math coach- Susan Gottlieb
- School science coach- Martina Perez
- Special education personnel – Liza Rivera
- School guidance counselor -Stephanie West
- School psychologist -Tanya Restrepo
- School social worker – Widline Desvallon
- Member of advisory group, community stakeholders, parents – Mariana Pierre, Alvin Gainey, Keith Bishop & DJ Hauptman
- 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

Dr. Enteen, Ms. Pieze, Ms. Sanders, Ms. Gottlieb, Ms. Perez, Ms. Restrepo, & 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

Dr. Enteen, Ms. Pieze, Ms. Sanders, Ms. Gotlieb, Ms. Perez, Ms. Restrepo, & Ms. West, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- STAR reading assessment
- Oral Reading Fluency Measures
- Voyager Phonemic Awareness and Phonics measures/Wonderworks
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS

implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools.net>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Gragny provides services to ensure students requiring additional remediation and enrichment are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). We also provide push-in and pull-out interventions programs. In addition, the computer lab and media center are kept open before school. Through ETO funding, support is given to allow teachers to collaborate, plan and engage in professional development. We have also gone to departmentalization and block scheduling in grades 3-6 to help teachers plan effectively and become experts in their areas. Marzano's Classroom Instruction That Works emphasized implementing research based strategies such as using Advanced Graphic Organizers, Goal Setting & Feedback are employed during the school day and during extended learning opportunities to help increase student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Assessments were given at appropriate times to determine progress made by intervention. Data is reviewed to refocus, or regroup students. Groups are fluid. Tutors are given materials and assessments and are expected to monitor progress. Assistant Principal, teachers, tutors, and coaches collaborate to review progress.

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Aaron L. Enteen	Principal
Donna Pieze	Assistant Principal

Name	Title
Iris Sanders	Reading Coach
Susan Gottlieb	Mathematics Coach
Martina Perez	Science Coach
Donna Potolsky	Media Specialist
Mario Vallias-Jean	Computer Lab Teacher
Stephanie West	School Guidance Counselor

How the school-based LLT functions

The following steps will be considered by the Gratigny's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (MTSS/RtI problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for our faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Major initiatives of the LLT

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 Common Core so our students will be prepared for the PARCC administration of 2015

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	37%	No	55%
American Indian				
Asian				
Black/African American	50%	37%	No	55%
Hispanic	58%	40%	No	62%
White				
English language learners	39%	27%	No	45%
Students with disabilities	45%	55%	Yes	51%
Economically disadvantaged	49%	37%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	19%	24%
Students scoring at or above Achievement Level 4	50	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	50%	50%
Students scoring at or above Level 7	10	45%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	89	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	21%	29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	92%	93%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	45%	No	57%
American Indian				
Asian				
Black/African American	50%	44%	No	55%
Hispanic	73%	51%	Yes	76%
White				
English language learners	44%	37%	Yes	50%
Students with disabilities	41%	53%	Yes	47%
Economically disadvantaged	53%	45%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	27%	31%
Students scoring at or above Achievement Level 4	51	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	59%	59%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	23%	28%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	51	8%	7%
Students who are not proficient in reading by third grade	74	71%	64%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.
- G2.** All teachers will implement writing across curriculum areas.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Instructional Coaches, ETO support, common planning time in grade level/subject/content area, PD days, Administrative Support

Targeted Barriers to Achieving the Goal

- There is a lack of fidelity in implementing the Gradual Release of Responsibility Model during instruction.

Plan to Monitor Progress Toward the Goal

Progress will be monitored by teachers' increased implementation of the GRRM

Person or Persons Responsible

Administration Instructional Coaches ETO personnel

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student generated work, lesson plans, walkthrough logs.

G2. All teachers will implement writing across curriculum areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Instructional Coaches, ETO support, common planning time in grade level/subject/content area, PD days, Administrative Support

Targeted Barriers to Achieving the Goal

- There is a lack of fidelity in the consistent use of writing throughout the curriculum areas.

Plan to Monitor Progress Toward the Goal

Progress will be monitored by teachers' increased usage of writing throughout the curriculum.

Person or Persons Responsible

Administration, Instructional Coaches, ETO Personnel

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student generated work & journals, lesson plans, walkthrough logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

G1.B1 There is a lack of fidelity in implementing the Gradual Release of Responsibility Model during instruction.

G1.B1.S1 Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

Action Step 1

Work collaboratively during common planning to create lesson plans implementing the components of the Gradual Release of Responsibility Model to scaffold instruction.

Person or Persons Responsible

Instructional Coaches ETO CSSs

Target Dates or Schedule

Ongoing

Evidence of Completion

• Student journals • Lesson plans • Student work samples • Walkthroughs

Facilitator:

Instructional Coaches CSSs

Participants:

Teachers Instructional Coaches ETO personnel

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

Walkthroughs by Administration and Instructional Coaches,

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Work samples, Anchor charts, Walkthrough documentation

Plan to Monitor Effectiveness of G1.B1.S1

Throughout the instructional block there will be an increase in effective teaching practices to include explicit instruction and student involvement through collaborative strategies;

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough checklist

G2. All teachers will implement writing across curriculum areas.

G2.B1 There is a lack of fidelity in the consistent use of writing throughout the curriculum areas.

G2.B1.S1 Provide ongoing support/PD for teachers during common planning sessions to incorporate quality writing throughout all content areas.

Action Step 1

Work collaboratively during common planning to enhance journaling/writing through the use of graphic organizers (i.e. Frayer models, thinking maps, anchor charts, flip charts, Venn diagrams, and foldables), and/or written responses (i.e. summaries, citing evidence, and responding to text.)

Person or Persons Responsible

Instructional Coaches ETO CSSs

Target Dates or Schedule

Ongoing

Evidence of Completion

-student interactive journals -lesson plans -student work samples -walkthroughs

Facilitator:

Instructional Coaches ETO CSSs

Participants:

Teachers Instructional Coaches ETO personnel

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

Walkthroughs will be performed by Administration and instructional coaches

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

work samples Interactive journals walkthroughs documentation

Plan to Monitor Effectiveness of G2.B1.S1

Throughout the curriculum areas, there will be an increase in the consistency of writing in responding to text and journaling.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student generated work & journals, lesson plans, walkthrough logs

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. 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 Teacher (MINT) Program
 - 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 (K-12)
- parent outreach activities (K-12) 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-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- 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-12, RFP Process)

The above services will be provided should funds become available for the 2013-2014 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) To enhance our students' nutrition education, we participate in the "Fresh Fruit and Vegetable" Program sponsored by the Florida Department of Agriculture and Consumer Services.
- 4) 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.

Other

Health Connect at Gratigny:

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release of Responsibility Model.

G1.B1 There is a lack of fidelity in implementing the Gradual Release of Responsibility Model during instruction.

G1.B1.S1 Utilize the NGSSS/ Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility Model.

PD Opportunity 1

Work collaboratively during common planning to create lesson plans implementing the components of the Gradual Release of Responsibility Model to scaffold instruction.

Facilitator

Instructional Coaches CSSs

Participants

Teachers Instructional Coaches ETO personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

• Student journals • Lesson plans • Student work samples • Walkthroughs

G2. All teachers will implement writing across curriculum areas.

G2.B1 There is a lack of fidelity in the consistent use of writing throughout the curriculum areas.

G2.B1.S1 Provide ongoing support/PD for teachers during common planning sessions to incorporate quality writing throughout all content areas.

PD Opportunity 1

Work collaboratively during common planning to enhance journaling/writing through the use of graphic organizers (i.e. Frayer models,thinking maps,anchor charts, flip charts, Venn diagrams, and foldables),and/or written responses (i.e. summaries,citing evidence, and responding to text.)

Facilitator

Instructional Coaches ETO CSSs

Participants

Teachers Instructional Coaches ETO personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

-student interactive journals -lesson plans -student work samples -walkthroughs

Appendix 2: Budget to Support School Improvement Goals