

Miami-Dade County Public Schools

Gratigny Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Positive Culture & Environment	27
Budget to Support Goals	0

Gratigny Elementary School

11905 N MIAMI AVE, Miami, FL 33168

<http://gratigny.dadeschools.net>

Demographics

Principal: Marie Dugas R

Start Date for this Principal: 6/21/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

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<http://gratigny.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">87%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

At Gragny 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.

Gragny Elementary believes that "vision becomes reality".

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Tejeiro, Bisleixis	Principal	Dr. Bisleixis Tejeiro, Principal: Provides a strategic vision for utilizing data to implement standards-aligned instruction. Ensuring that the School Leadership Team is applying the Mtss/Rtl to bridge achievement gaps in struggling students. Effectively communicating the school's activities, programs, and progress with stakeholders, parents, and teachers.
Ledo, Joana	Instructional Coach	Joana Ledo, Instructional Coach: Assists in the design and implementation of academic goals and objectives for instructional planning. Participates in the collection of data.
Perez, Ileana	Behavior Specialist	Ileana Perez, Behavior Specialist: Lead grade-level teams in the development or revision of the students FBA/BIP. Provide direct support to students and teachers in and out of the classroom utilizing evidence based social-emotional practices. Evaluate and develop the social-emotional IEP goals of the student.
Holts-Rich, Shontel	Assistant Principal	Shontel Holts-Rich, Assistant Principal: Assists in ensuring the implementation of intervention support and documentation. Guaranteeing teachers have adequate professional development opportunities and the implementation of school-based MTSS/Rtl activities are available.
Miller, Ashley	Assistant Principal	Ashley Miller, Assistant Principal: Assists in ensuring the implementation of intervention support and documentation. Guaranteeing teachers have adequate professional development opportunities and the implementation of school-based MTSS/Rtl activities are available.
West, Stephnie	School Counselor	

Demographic Information

Principal start date

Sunday 6/21/2015, Marie Dugas R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

27

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

328

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	57	56	51	59	62	0	0	0	0	0	0	0	328
Attendance below 90 percent	6	9	13	11	3	13	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	5	2	2	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	4	4	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	1	18	33	34	19	29	0	0	0	0	0	0	0	134

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	1	5	2	9	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	1	0	10	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	70	61	46	73	66	66	0	0	0	0	0	0	0	382
Attendance below 90 percent	9	14	12	3	13	16	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	0	7	2	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	9	8	2	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	2	0	7	9	14	0	0	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	1	0	10	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	62%	57%	45%	62%	56%
ELA Learning Gains				55%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				64%	58%	53%	53%	59%	48%
Math Achievement				57%	69%	63%	54%	69%	62%
Math Learning Gains				68%	66%	62%	64%	64%	59%
Math Lowest 25th Percentile				36%	55%	51%	50%	55%	47%
Science Achievement				44%	55%	53%	44%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	60%	-9%	58%	-7%
Cohort Comparison						
04	2021					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-51%				
05	2021					
	2019	36%	60%	-24%	56%	-20%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	67%	-21%	62%	-16%
Cohort Comparison						
04	2021					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-46%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used by all grade levels to compile the below data was I-Ready diagnostic assessments. Grades K-5 will use i-Ready data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	52.2	34.8
	Economically Disadvantaged	37	52.2	34.8
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.3	52.2	32.6
	Economically Disadvantaged	28.3	52.2	32.6
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.1	40.5	37.8
	Economically Disadvantaged	33.3	38.9	36.1
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.9	43.2	37.8
	Economically Disadvantaged	16.7	41.7	36.1
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.4	41.2	55.9
	Economically Disadvantaged	32.4	41.2	55.9
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.2	26.5	35.3
	Economically Disadvantaged	13.2	26.5	35.3
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.8	18.8	27.1
	Economically Disadvantaged	17.4	17.4	26.1
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.5	25	37.5
	Economically Disadvantaged		23.9	37
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.1	32.7	32.7
	Economically Disadvantaged	30.2	34	32.1
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	34.6	47.3
	Economically Disadvantaged	20.8	34	47.2
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		16	
	Economically Disadvantaged		16.7	
	Students With Disabilities English Language Learners		0.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	37	30		40	40		55				
ELL	23	55		23	60		32				
BLK	30	37	27	27	39	27	26				
HSP	35			35							
FRL	30	36	23	29	42	31	28				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	50		44	50	45					
ELL	40	54	61	54	63	29	36				
BLK	43	61	71	56	69	33	42				
HSP	45	37		63	67	36	43				
FRL	45	56	65	57	67	34	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	45		32	42						
ELL	31	42	43	51	49	40	8				
BLK	47	63	59	53	67	59	47				
HSP	40	48		50	52		25				
FRL	46	60	50	54	64	53	46				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The comparison between 2019 and 2021 FSA Assessments are as follows:

ELA Proficiency Achievement levels decreased by 14 percentage points in 2021 as compared to 2019.

Third Grade ELA Proficiency Achievement levels decreased by 23 percentage points in 2021 as compared to 2019.

Math Proficiency Achievement levels decreased by 28 percentage points in 2021 as compared to 2019.

Science Proficiency Achievement levels decreased by 7 percentage points in 2021 as compared to 2019.

The comparison between the 2018 and 2019 FSA Assessments are as follows:

All ELA Subgroup Achievement levels increased with the exception of the Black Subgroup which decreased by 4 percentage points and the FRL which decreased by 1 percentage point.

All ELA Subgroup Learning Gains increased with the exception of the Black Subgroup which decreased by 2 percentage points and Hispanic Subgroup which decreased by 11 percentage points.

All ELA Subgroups Achievement levels for the L25 population increased by an average of 14 percentage points.

All Mathematics Subgroups over all Achievement and Learning Gains increased.

All Mathematics Subgroup Achievement for the L25 population decreased by an average of 16 percentage points

The Science Subgroups Achievement levels increased by 12 percentage points. .

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2021 Assessment Data

ELA Proficiency Achievement levels decreased by 14 percentage points in 2021 as compared to 2019.

Third Grade ELA Proficiency Achievement levels decreased by 23 percentage points in 2021 as compared to 2019.

Math Proficiency Achievement levels decreased by 28 percentage points in 2021 as compared to 2019.

Science Proficiency Achievement levels decreased by 7 percentage points in 2021 as compared to 2019.

2019 Assessment Data

The Math Lowest 25% subgroup decreased in all grade levels and sub groups. Students with Free and Reduced lunch decreased by 19 percentage points, black students students decreased by 21 percentage points, and ELL students decreased by 11 percentage points from 2018 to 2019.

ELA learning gains also had a decrease in the Hispanic subgroup, they decreased by 11 percentage points from 2018 to 2019.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

According to the 2019 FSA Math data, 36% of students in the lowest 25% made learning gains compared to 50% in the previous year. This is a decrease of 14 percentage points. We attribute this decrease in learning gains from students having to fluctuate between in-person and distance learning as a result of COVID-19. We will continue to provide support to our lowest 25% student population

while incorporating data-driven instruction to help meet the needs of our L25 subgroup. As a result of consistent DI and extended learning opportunities like Saturday school, we expect to increase learning gains by 5%. We will also provide targeted mathematics intervention as well as extended learning opportunities to help students access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Students with disabilities subgroup increased by 16 percentage point from 2018 to 2019.
ELA- ELL Lowest 25% sub group increased by 18 percentage points from 2018 to 2019.
5th grade Science ELL students increased by 28 percentage points from 2018 to 2019, and Hispanics increased by 18 percentage points.
All MATH Subgroups Achievement increased by 3 percentage points or higher.
Incorporating differentiated instruction to tailor the specific needs of the learner is a contributing factor that led to increased achievement in subgroups.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Ongoing Progress Monitoring will continue to take place at Gragny Elementary to ensure student achievement.
Interventions will be provided in both Mathematics and ELA to accelerate closing the achievement gap and mitigating learning loss.

What strategies will need to be implemented in order to accelerate learning?

Focus on Whole group instruction with scaffolding
Intervention-targeted instruction based on specific needs
Ongoing progress monitoring

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Specific PD sessions will be provided in order to assist teachers in accelerating student learning. The PLST will develop strategic whole group professional development and job-embedded sessions on using data to accelerate learning (September/2021), Standards-aligned instruction (October/2021), Creating fluid intervention groups (November/December 2021), OPM/Data chats (February/2022) and ongoing data chats. Coaching cycles will also be implemented individually with teachers to support specific needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The following Extended Learning opportunities will be provided:
During school interventions for Tier 2 students has been built into every teacher's schedule beginning August, 2021.
During school pull-out interventions for Tier 3 students will be provided by 3 interventionist beginning August, 2021.
After school ELA and Math tutoring will take place 3 days a week targeting students in the lowest 35 percentile utilizing Title I funds beginning September, 2021.
After school ELA and Math tutoring will take place 3 days a week targeting ELL students utilizing Title III funds beginning September, 2021.

Saturday Academy for ELA, Math and Science tutoring will take place for 6 Saturdays targeting students in grades 3-5 beginning February, 2021.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Walkthroughs**Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Walkthroughs. Establishing a walkthrough process at Gratigny Elementary School will help to strengthen the school culture of instructional effectiveness of all staff. Conducting walkthroughs reinforces the importance of building trust and collaboration, while communicating to staff that the walkthrough process is separate from the evaluative process.

Measurable Outcome:

If the Leadership Team successfully implements daily classroom walkthroughs, the Principal, Assistant Principal and Reading Coach will each be able to effectively obtain a snapshot of how instructional delivery taking place in the classroom. Follow-up support and resources will be provided to strengthen the instructional effectiveness of all teachers subsequently, increasing student achievement. As a result of this action, we expect overall student achievement to increase by 5 percentage points on the FSA in ELA and Math.

Monitoring:

The leadership team will conduct daily walkthroughs to ensure that standards-align instruction is taking place. The leadership team will provide teachers with feedback based on observed instructional practices while conducting classroom walkthroughs.

Person responsible for monitoring outcome:

Bisleixis Tejeiro (btejeiro@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Walkthroughs, our school will focus on the evidence-based strategy of: High Expectations for Students and Staff. Classroom walkthroughs will ensure that high quality instruction is taking place, providing teachers with feedback and opportunity to make adjustments as necessary to ensure continued success.

Rationale for Evidence-based Strategy:

Gratigny Elementary has a commitment to our students by setting high expectations for both students and staff. Teachers will be empowered to serve as active participants and advocates in our school's decision making process by collaborating with administration during the feedback portion of the walkthroughs.

Action Steps to Implement

1. The Leadership team will meet weekly starting September 1, 2021 through October 11, 2021 to determine the focus of the week. After determining the focus of the week, the Leadership team will disseminate and implement the weekly focus to staff.

Person Responsible

Bisleixis Tejeiro (btejeiro@dadeschools.net)

2. The Leadership team will conduct weekly walkthroughs starting on September 1, 2021 through October 11, 2021 to gain a snapshot of how instructional delivery is taking place. Monitoring student engagement during instructional delivery will ensure student achievement is evident.

Person Responsible

Bisleixis Tejeiro (btejeiro@dadeschools.net)

3. Teachers will be provided feedback from the Leadership team following every walkthrough starting on September 1, 2021 through October 11, 2021. Additional instructional resources and materials will be provided to teachers to bridge learning gaps and promote student achievement.

Person Responsible

Bisleixis Tejeiro (btejeiro@dadeschools.net)

4. The Leadership team will meet beginning on September 1, 2021 through October 11, 2021 to determine next week's walkthrough focus and plan for teacher support. Additionally, they will review the growth and development of teachers receiving additional instructional support and resources.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

5. As a follow up to feedback, additional walkthroughs will be conducted to observe that corrective measures have been implemented. Second quarter walkthrough schedules beginning on November 1, 2021 through December 17, 2021 will be created and distributed to the leadership team. Additional instructional resources and materials will be provided to teachers to bridge learning gaps and promote student achievement.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

6. The Leadership team will meet beginning on November 1, 2021 through December 17, 2021 to determine next week's walkthrough focus and plan for teacher support. Additionally, they will review the growth and development of teachers receiving additional instructional support and resources. Monitoring student data from i-Ready, McGraw Hill assessments, and Topic assessments to check for student proficiency. Additionally conducting quarterly data chats with teachers to address student proficiency and deficiency on standard aligned skills.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

7. The Leadership team will begin 3rd quarter walkthroughs on February 7, 2022 through February 18, 2022 to determine if data was used to make revisions to differentiated instruction groups and adjustments to instructional strategies based on i-Ready AP2 data and discussions from data chats.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

8. Teachers will conduct peer observation walkthroughs based on focus discussed in collaborative planning meetings beginning on February 7, 2022 through March 18, 2022 to learn strategies and best practices to implement in their classrooms.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on the 2021 FSA data review, our school will implement the Targeted Element of ELA /Standards-aligned instruction. We selected the area of ELA based on our data findings that indicated 70% of students scored below level 3 on the 2021 statewide, standardized English Language Arts assessment. The percentage of children in kindergarten through grade 2, based on the 2020-2021 end of year screening progress monitoring data, who are not on track to score Level 3 or above on statewide, standardize grade 3 English Language Arts assessments are as follows:

AP 3 - ELA
 Kindergarten - 30% not scoring proficient.
 First Grade - 64% not scoring proficient.
 Second Grade - 60% not scoring proficient.

AP 3 - Math
 Kindergarten - 44% not scoring proficient.
 First Grade - 67% not scoring proficient.
 Second Grade - 60% not scoring proficient.

Measurable Outcome:

As a result of successfully incorporating and implementing ELA/Standards-aligned instruction, we will increase student proficiency by a minimum of 5% in grades 3-5 on statewide, standardized English Language Arts assessments.

Monitoring:

The Leadership Team will conduct walkthroughs to ensure teachers are delivering standard-based instruction in ELA. Coaching Logs will be completed by the transformational coach and the Leadership Team will discuss the next steps. Quarterly data chats, Progress Monitoring and Daily End Products will be completed by teachers and students in order to be aware of what steps need to be taken going forward.

Person responsible for monitoring outcome:

Bisleixis Tejeiro (btejeiro@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of ELA/Standards-aligned Instruction, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Quarterly data chats will assist in the acceleration of learning gains in our L25 and ELL subgroups as it is a systematic approach of instruction to meet the students' needs.

Rationale for Evidence-based Strategy:

Standard based instruction in ELA will ensure that teaches are applying Relevant, Rigorous and Innovative Academics to plan lessons that are appropriate to eliminate the achievement gap.

Action Steps to Implement

1. The Leadership team embedded grade level weekly collaborative planning in our master schedule. The Instructional Coach meet with teachers according to the schedule to assist with standards-aligned instructional planning beginning the week of August 23, 2021 through October 11, 2021.

Person Responsible Joana Ledo (jledo@dadeschools.net)

2. A review of pacing guidelines beginning on August 23, 2021 through October 11, 2021 during collaborative planning meetings will ensure teachers are staying on track with the introduction and implementation of standard-aligned skills. Daily monitoring the implementation of standards-aligned instruction will guarantee teachers are assessing students based on aligned standards.

Person Responsible Joana Ledo (jledo@dadeschools.net)

3. The Instructional Coach will assist teachers with unpacking the standards and planning for instruction so that each standard is implemented with fidelity from August 23, 2021 through October 11, 2021.

Person Responsible Joana Ledo (jledo@dadeschools.net)

4. The Leadership team will conduct weekly walkthroughs beginning August 23, 2021 through October 11, 2021 to gain a snapshot of how instructional delivery is taking place. Monitoring student engagement during instructional delivery will ensure effective standards-aligned instruction is evident.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

5. Teachers will be provided feedback from the Leadership team following all classroom walkthroughs taking place from August 23, 2021 - October 11, 2021. Additional instructional resources and materials will be provided to teachers that supports standards-aligned instruction.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

6. The Leadership team will conduct weekly walkthroughs beginning November 1, 2021 through December 17, 2021 to gain a snapshot of how instructional delivery is taking place. Monitoring student engagement during instructional delivery will ensure effective standards-aligned instruction is evident. Instructional coach will utilize coaching model with evidence based instructional strategies in order to support teachers. Weekly common planning sessions will be a collaboration between teachers and coach to unpack the standards and determine the support needs.

Person Responsible Bisleixis Tejeiro (btejeiro@dadeschools.net)

7. Monitoring student data from iReady, McGraw-Hill Assessments, and Math Topic Assessments to check for student proficiency. Additionally, conducting quarterly data chats with teachers to address student proficiency or deficiency on standards-aligned skills. Teachers will be provided ongoing support from the Instructional Coach during from November 1, 2021 through December 17, 2021.

Person Responsible Joana Ledo (jledo@dadeschools.net)

8. Following data chats, teachers will utilize ELA data from the i-Ready AP2 diagnostic exam to make adjustments to differentiated instruction groups and resources utilized to better meet the needs of students. Teachers will restructure their groupings beginning on January 31, 2022 to February 4, 2022.

Person Responsible Joana Ledo (jledo@dadeschools.net)

9. Based on results of data disaggregation and data chats, students will be strategically selected and invited to attend Saturday Academy and Spring Break Academy focusing on ELA standards aligned materials and strategies.

Person Responsible Joana Ledo (jledo@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected this Targeted Element as a result of a decrease in learning gains in our L25 and ELL subgroups. When teachers collaborate, they are able to build upon the interests, backgrounds and strengths of each other and contribute to the overall success of all students. By learning from one another, teachers can hone their skills and adopt new teaching practices, which can increase the effectiveness of their lesson delivery. Additionally, Planning lessons in advance is a key part of teaching. When teachers plan their lessons together, they have the opportunity to learn from one another and can brainstorm how to approach difficult subjects or learning aims.

Measurable Outcome: If we successfully conduct weekly collaborative planning meetings, students will receive uniform standards-aligned instruction subsequently, student proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 ELA State Assessment. The effectiveness of the weekly collaborative planning meetings will be measured by daily observations during walkthroughs. Additionally, we expect increased student proficiency on informal assessments.

Monitoring: Agendas showing evidence of weekly collaborative planning meetings, and support needs will be maintained in a binder by the transformational coach. Evidence of classroom walkthroughs and leadership team meeting minutes will be kept in the principals office.

Person responsible for monitoring outcome: Bisleixis Tejeiro (btejeiro@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of: Standards-aligned instructional planning. Standards-aligned instructional planning will ensure that teachers effectively collaborate and share best practices to learn from one another. Incorporating grade-level projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Rationale for Evidence-based Strategy: Standards based collaborative planning will ensure that teachers are utilizing B.E.S.T. standards to guide instruction. Teachers will meet weekly to discuss, plan, and create standards based lessons.

Action Steps to Implement

1. The Leadership team embedded grade level weekly collaborative planning in our master schedule. The Instructional Coach meets with teachers according to the schedule to assist with instructional planning. Additional members of the Leadership team will attend weekly common planning periodically. Collaborative planning meetings will begin the week of August 23, 2021 through October 11, 2021.

Person Responsible Joana Ledo (jledo@dadeschools.net)

2. Teachers are encouraged to share ‘Best Practices’ for effective instructional delivery. The Instructional Coach will share common planning norms and expectations with teachers beginning the week of August 23, 2021 through October 11, 2021.

Person Responsible Joana Ledo (jledo@dadeschools.net)

3. Teachers will gather all necessary materials needed during collaborative planning on a weekly basis beginning August 23, 2021 through October 11, 2021, to ensure the successful implementation for instructional delivery.

Person Responsible Joana Ledo (jledo@dadeschools.net)

4. The Instructional Coach will assist teachers during collaborative planning sessions with unpacking the standards and planning for instruction so that each standard is implemented with fidelity from August 23, 2021 through October 11, 2021

Person Responsible Joana Ledo (jledo@dadeschools.net)

5. The Instructional Coach will continue to collaborate with teachers beginning November 1, 2021 through December 17, 2021 during grade level common planning offering additional assistance in instructional delivery to ensure standards-aligned instruction is evident and the implementation of effective DI is taking place in the classroom. The Instructional coach will see the evidence of what was discussed and planned in the classrooms during coach support visits.

Person Responsible Joana Ledo (jledo@dadeschools.net)

6. The Instructional Coach will assist teachers during collaborative planning sessions with unpacking the standards and planning for instruction so that each standard is implemented with fidelity from November 1, 2021 through December 17, 2021. Conducting consistent walkthroughs and monitoring of instructional delivery to measure student progress and standards-aligned instruction will ensure that overall student achievement is evident.

Person Responsible Joana Ledo (jledo@dadeschools.net)

7. Supported by the instructional coach, teachers will begin teacher facilitated collaborative planning sessions to share student samples and discuss best practices to learn strategies to implement in their classrooms. Teacher facilitated collaborative planning sessions will take place from January 31, 2022 to March 31, 2022.

Person Responsible Joana Ledo (jledo@dadeschools.net)

8. Teachers participating in peer observation walkthroughs will plan for and conduct peer modeling of instructional delivery, strategies for effective instruction and standards aligned lessons during collaborative planning sessions. This observation and modeling period will be implemented from February 7, 2022- March 31, 2022.

Person Responsible Joana Ledo (jledo@dadeschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that student emotional learning was negatively impacted due to Covid-19. Social emotional development is important as it affects students' success in school in many areas but specifically in the areas of student attendance and behavior. This development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships. Additionally, social-emotional skills also help students successfully manage everyday life. They help students focus, make good decisions, and become supportive members of their community well beyond school.

Measurable Outcome: If we successfully implement the targeted Social and Emotional Learning initiatives, the number of students having two or more early warning indicators will decrease from 33 students during the 2020-2021 school year to 23 students during the 2021-2022 school year.

Monitoring: The school counselor and the mental health therapist will establish and promote responsible decisions. Counseling Logs, schedules, and mental health referrals will be submitted to administration on a weekly basis with emphasis on the Social and Emotional trends.

Person responsible for monitoring outcome: Stephnie West (sdwest@dadeschools.net)

Evidence-based Strategy: Our school will focus on the Social Emotional Learning element to promote the physical, emotional, and mental health of students and employees within and beyond school. We will promote mindfulness and mental health awareness in order to contribute to improved students outcomes.

Rationale for Evidence-based Strategy: Social and Emotional Learning initiatives will effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions.

Action Steps to Implement

1. Ms. West, school counselor and classroom teachers will work together to identify students that will benefit from social emotional learning services. The initial identification of students will take place from August 23 to September 3, 2021.

Person Responsible Stephnie West (sdwest@dadeschools.net)

2. Our counselor, Ms. West, will create a schedule to provide whole group social emotional lessons to classes. Additionally, she will have small group and one-to-one sessions for students that require additional services. The schedule will be provided to all teachers by September 10, 2021.

Person Responsible Stephnie West (sdwest@dadeschools.net)

3. Ms. West will identify and implement social emotional learning activities that will benefit our students beginning on the first day of school August 23, 2021 through June 8, 2022.

Person Responsible Stephnie West (sdwest@dadeschools.net)

4. All social emotional learning activities will be shared with our stakeholders during monthly EESAC meetings beginning September 2021 through May 2022. Additionally, we will communicate these activities on our social media platforms.

Person Responsible Stephnie West (sdwest@dadeschools.net)

5. Ms. West will continue to identify and implement social emotional learning activities that will benefit our students. Based on evidence collected, students with more severe emotional situations will be referred to an outside community agency. Also, SEL Resources will also be shared with teachers and assistance will be provided for instructional delivery.

Person Responsible Stephnie West (sdwest@dadeschools.net)

6. In order to meet our goal, parent notification will be provided to identified students participating in SEL Activities. All social emotional learning activities will be shared with our stakeholders during monthly EESAC meetings beginning September 2021 through May 2022. Additionally, we will communicate these activities on our social media platforms.

Person Responsible Stephnie West (sdwest@dadeschools.net)

7. The mental health coordinator will be provided a schedule of students to meet based on priority. The school counselor and mental health coordinator will prioritize SEL activities based on the needs of student from January 31, 2022 through April 29, 2022.

Person Responsible Stephnie West (sdwest@dadeschools.net)

8. The school counselor will monitor attendance daily and provide correspondence to students with excessive absences. The AP and CIS will continue to make efforts daily to decrease the amount of students with excessive absences by making contact with parents daily from January 31, 2022 through May 31, 2022.

Person Responsible Stephnie West (sdwest@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on SafeSchoolsforAlex.org Gratigny Elementary is a non-reporting school. No students were suspended during the 2020-2021 school year. At the beginning of the school year parents, teachers, and students will receive the district and school's code of conduct which outlines the expectations for behavior and discipline.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Gratigny Elementary School implements the following strategies for creating a positive school climate and environment: Building effective communication among all stakeholders; Emphasis on individual needs; Creating and promoting a healthy physical environment; Enhancing self esteem; Having respect for diversity; Fostering inclusive and respectful language. Additionally, Gratigny promotes positive relationships between and amongst students, staff, and parents. Anti-bullying strategies and programs that develop social and emotional skills are implemented to help nurture a safe, caring school environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The following stakeholders will assist in promoting a positive culture and environment at Gratigny Elementary School.

Dr. Tejeiro-Principal, Establish school norms that build values.

Shontel Holts-Rich-Assistant Principal, Encourage innovation in all classrooms.

Ms. Alphonse-CIS, Creating meaningful parent involvement activities that offer open communication with parents.

Ms. West-Ensure Values Matters is implemented throughout the school

Ms. Ledo-Transformational Coach, Celebrate personal achievement and good behavior by implementing a reward system for both students and staff.

Ms. Perez-BMT, Plan professional development for teachers that encourage a positive school culture.

Classroom Teachers-Create routines that are fun for students and builds morale in school.