

# Gratigny Elementary School



2014-15 School Improvement Plan

## Gratigny Elementary School

11905 N MIAMI AVE, Miami, FL 33168

<http://gratigny.dadeschools.net>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
96%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

###### MISSION STATEMENT:

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

##### Provide the school's vision statement

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

#### School Environment

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

Gratigny's population is diverse. We maintain an atmosphere of acceptance to all our students' cultural dynamics. The majority of our students are of Haitian descent. Gratigny's student/teacher support team includes our counselor, a Haitian social worker, a CIS, two liaisons from the "Communities in Schools" grant, and an ESOL computer lab, as well as a Creole speaking computer lab instructor. In addition, to foster a positive student/teacher relationship Gratigny has several Creole speaking teachers at most grade levels, as well as utilizing a BCC teacher as push in support in the classroom. Gratigny's teachers have received training and materials to ensure their sensitivity to the special needs of immigrant students.

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

Gratigny's atmosphere is one that fosters cooperation among its stakeholders. Our students' survey results indicate that students feel safe and respected at our school and that the school environment is conducive to learning. They also feel that their teachers are there to support them so they can achieve higher standards. Our students voluntarily spend more time on campus. Many come to school early so they can participate in extracurricular activities such as safety patrols, Litterbug Heroes, and student representatives for EESAC. In addition, our students are recognized in the monthly Do The Right Thing program sponsored by the Miami Police Department. To ensure that students understand the consequences for their actions, Dr. Enteen has grade level assemblies to review in depth the MDCPS 's Code of Student Conduct . This helps students feel safe on our campus.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Gratigny all teachers have classroom assertive discipline plans in place. In addition, a schoolwide behavioral system is initiated at the beginning of the year adhering to the MDCPS Code of Student Conduct. To ensure that students understand the consequences for their actions, Dr. Enteen has grade level assemblies to review in depth the MDCPS 's Code of Student Conduct. On a day to day basis, students who display inappropriate behavior are referred to the counselor,



assistant principal, or principal depending on the severity of the offence.

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Gratigny maintains a full time counselor, part time social worker, and liaisons from the Communities in Schools grant who work closely to meet the social-emotional needs of all our students. Teachers work as a team with these staff member to identify students who need small and larger group sessions. The counselor also refers parents to outside agencies for more intense therapy for the identified students.

**Early Warning Systems**

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

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

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

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

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

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6		
Attendance below 90 percent	11	10	6	6	4	4	3	44	
One or more suspensions	0	0	0	0	0	0	0		
Course failure in ELA or Math	11	14	19	19	7	6	10	86	
Level 1 on statewide assessment	0	0	0	60	28	53	50	191	
Level 1 3rd graders in ELA	0	0	0	29	0	0	0	29	
Retained students	0	0	0	21	0	0	0	21	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

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

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

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

### **Description**

N/A

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

## Effective Leadership

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

### **School Leadership Team**

#### **Membership**

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

Name	Title
Tejeiro, Bisleixis	Principal
Gotlieb, Susan	Instructional Coach
Pieze, Donna	Assistant Principal
Potolsky, Donna	Teacher, K-12
Sanders, Iris	Instructional Coach
Vallias-Jean, Mario	Teacher, K-12
West, Stephnie	Guidance Counselor
Perez, Martina	Teacher, K-12
Ponce, Laura	Teacher, K-12
Rivera, Liza	Teacher, ESE
Gallo, Youselin	Psychologist
Desvallon, Widline	Attendance/Social Work

### Duties

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

**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 / Rtl is implemented school-wide. These administrators oversee that intervention support and its documentation is valid. They provide opportunities for professional development in the implementation of MTSS / Rtl, and communicate with parents concerning school-based MTSS /RTI plans and activities and oversee the SIP implementation.

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

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 /Rtl activities.

**SPED Teacher: Liza Rivera**

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 Liaison-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-OAT-**

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

#### School Psychologist- Youselin Gallo

Gratigny 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

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

#### Speech Language Pathologist-

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

#### Student Services Personnel-Stephnie West

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

#### Tier 1(Leadership Team)

- 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 Gotlieb
- Science Liaison - Martina Perez
- Special education personnel – Liza Rivera
- School guidance counselor -Stephanie West
- School psychologist -Youselin Gallo
- School social worker – Widline Desvallon
- Member of advisory group, community stakeholders, parents – Mariana Pierre, Alvin Gainey, Keith Bishop ,Carla Valle, Jessica Jean Baptiste, & Heather Halliday.
- 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. Gotlieb, Ms. Perez, Ms. Gallo,& Ms. West as members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)***

**responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

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.

Title I, Part A

Gratigny Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making

processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Gratigny Elementary provides services and support to migrant students and parents as applicable. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

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

#### Title II

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

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

#### Title III

Title III funds are used at Gratigny Elementary to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (2-6)
- parent outreach activities (K-6) 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-6)
- reading and supplementary instructional materials(K-6)
- cultural supplementary instructional materials (K-6)
- 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-6, RFP Process)

The above services will be provided should funds become available for the 2014-2015 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.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Iris Sanders	Teacher
Aaron L. Enteen	Principal
Terry Houghteling	Teacher
Pierre Garner	Teacher
Linda Hess	Teacher
Martina Perez	Teacher
Donna Potolsky	Teacher
Margarita Gomez	Education Support Employee
Heather Halliday	Teacher
Jessica Jean-Baptiste	Parent
Keith Bishop	Parent
Mariana Perena	Parent
Sharlene Castella	Business/Community
Alvin Gainey	Business/Community
Rick Rome	Business/Community
Karla Valle	Business/Community
Shayla Preston	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

The EESAC reviewed last year's SIP through the End of Year Reflection and made suggestions for this year's SIP. The teachers embraced last year's goals of implementing the gradual release of



responsibility model of instruction and writing across the curriculum. EESAC members were pleased that our school grade improved from a D to a C and attributed this to the goals we had set.

*Development of this school improvement plan*

The School Advisory Council at Gratigny Elementary is responsible for the final decision making at the school relating to the implementation and monitoring of the School Improvement Plan. During the May meeting, the End of Year Reflection discussions took place and suggestions were made for the 2014-2015 SIP.

*Preparation of the school's annual budget and plan*

At every meeting during the 2013-2014 school year, Dr. Enteen, the principal, discusses the budgets and how funds are allocated. He encourages the committee for their suggestions, and if necessary to change the allocations. Also, EESAC funds are discussed and allocated for specific school activities, resources, etc.

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

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

\$1250.00 for Media Center

\$1250.00 for Science Lab

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Tejeiro, Bisleixis	Principal
Sanders, Iris	Instructional Coach
Pieze, Donna	Assistant Principal
Gotlieb, Susan	Instructional Coach
Potolsky, Donna	Teacher, K-12
Vallias-Jean, Mario	Teacher, K-12
West, Stephnie	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

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

In addition, the LLT will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that

provide students with opportunities for research and incorporate writing throughout. The LLT will support the implementation of the Florida Standards so our students will be prepared for the AIR administration of 2015.

## Public and Collaborative Teaching

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

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

Coaches conduct Collaborative Planning sessions with staff on a regular basis. Teachers plan together and share pedagogical strategies that they learn from professional development opportunities that they attended. District Curriculum Support Staff also assist in ensuring an understanding and effective implementation of the new Florida Standards.

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

1. Regular meetings with administrative team
  2. 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.

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

We have no new beginning teachers on staff. However, as a released Tier 2 ETO school, we have two assigned instructional coaches who mentor veteran teachers in reading, language arts, and math. Collaborative Planning sessions are held weekly with the coaches.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Instructional programs and materials are aligned to Florida's standards through the utilization of the core text, item specifications, district-provided pacing guides, and task cards.

#### Instructional Strategies

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

Subsequent to data analysis, the Leadership Team focuses on the students with the greatest deficiencies. Students who received Levels 1 & 2 on the reading portion of the 2014 FCAT 2.0 administration have been targeted for reading interventions utilizing WonderWorks outside of the reading block. In 6th grade, the students targeted are receiving an intensive reading course. In addition, during small group time within the 90 minute math and reading blocks, teachers differentiate instruction to target individual needs. The program i-Ready will be utilized by the students during their computer rotation time to help address their deficiencies in both reading and math.

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

**Strategy:** After School Program

**Minutes added to school year:** 6,900

Students requiring additional remediation and/or enrichment are provided services through extended learning opportunities which include before/after school, Saturday Academy or summer school. Gratigny provides push-in and pull-out interventions for students needing remediation. In addition, the computer lab and media center are opened before school for students to work on research or computer-based programs. Departmentalization and block scheduling in grades 2-6 help teachers plan effectively and become experts in their areas. Marzano's Classroom Instruction That Works emphasizes implementing research-based strategies such as using Advanced Graphic Organizers, Goal Setting & Feedback which are employed during the school day and during extended learning opportunities to help increase student achievement.

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Tejeiro, Bisleixis, pr2241@dadeschools.net

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

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

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

### **College and Career Readiness**

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

NA

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

NA

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

NA

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To utilize the EWS to identify at-risk students to provide support and intervention to increase achievement.
- G3.** To increase the number of quality projects by students participating in science competitions.
- G4.** "See Title I PIP"

## Strategic Goals Detail

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

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

G039444

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Reading - African American	60.0
AMO Reading - Hispanic	66.0
AMO Reading - ELL	51.0
AMO Reading - SWD	56.0
AMO Reading - ED	59.0
AMO Math - All Students	62.0
AMO Math - African American	60.0
AMO Math - Hispanic	79.0
AMO Math - ELL	55.0
AMO Math - SWD	53.0
AMO Math - ED	62.0
FSA - English Language Arts - Proficiency Rate	21.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	76.0
FSA - Mathematics - Proficiency Rate	30.0
Math Gains	78.0
Math Lowest 25% Gains	73.0
FAA Reading Proficiency	87.0
FAA Mathematics Proficiency	87.0
FCAT 2.0 Science Proficiency	100.0
FCAT 2.0 Science Proficiency	37.0
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	38.0
CELLA Writing Proficiency	27.0

**Resources Available to Support the Goal** 2

- Instructional Coaches, District support, common planning time in grade level/subject/content area, PD days, Administrative Support
- Core:McGraw-Hill Reading Wonders/WonderWorks, Supplemental:MyOnReader,I-Ready, Imagine Learning (ELL)
- Core: HMH Florida Go Math! (Online Resources:Animated Math Models, Destination Math, HMH Mega Math);Go Math Printable Resources (Reteach) Supplemental: Promethean Boards;Gizmos Grades 3-5;Explore Learning--Reflex Math;District Pacing Guides including Technology Resources; Mathematics Florida Standards Item Specifications (Grades 3-6)
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers Pearson Successnet. Supplemental: Elementary Science Instructional Resources;<http://science.dadeschools.net/elem/InstructionalResources/default.html>, Waterford (k-2), Gizmos (3-5), Discovery Education (K-5) NBC Learn (K-5), PBS Learning Media, PowerMyLearning, ScienceSaurus Student Handbook

### Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the LAFS to guide planning and delivery of rigorous instruction in grades 3-6 in reading.
- Limited evidence of use of Accountable Talk and Higher Order Questioning Strategies in mathematics.
- Limited collaborative planning within the grade levels and/or vertical teaming across grade levels in science.

### Plan to Monitor Progress Toward G1. 8

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

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

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

**G2. To utilize the EWS to identify at-risk students to provide support and intervention to increase achievement.** 1a

G049728

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90% Kindergarten	13.0
Attendance Below 90% Grade 01	12.0
Attendance Below 90% Grade 02	7.0
Attendance Below 90% Grade 03	6.0
Attendance Below 90% Grade 04	4.0
Attendance Below 90% Grade 05	5.0
Attendance Below 90% Grade 06	4.0
One or More Suspensions	0.0
Level 1 - Grade 04	12.0
Level 1 - Grade 05	34.0
Level 1 - Grade 06	31.0
Non-proficient Reading by Grade 03	32.0

**Resources Available to Support the Goal** 2

- EWS Dashboard Report, WonderWorks, counselor and social worker, incentives and awards, Communities in Schools personnel

**Targeted Barriers to Achieving the Goal** 3

- Attendance: Inconsistent review of attendance bulletin
- Behavior: Inconsistent use of the SCAM (Student Case Management Form)
- Student Progress: Lack of teacher understanding of Data Analysis

**Plan to Monitor Progress Toward G2.** 8

Attendance data, behavior management forms, and Principal's Honor Roll Report will be collected and reviewed throughout the year to determine the progress toward the goal.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Attendance bulletin, the completed SCAM forms, and Principal's Honor Roll Report will be collected to demonstrate the goal is being monitored and whether progress is being made toward the selected goals.



**G3. To increase the number of quality projects by students participating in science competitions.** 1a

G050373

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

**Resources Available to Support the Goal** 2

- Science Liaison, District Science CSS, Guest speakers, Mobile Labs & Field Trips, District prepared website <http://stem.dadeschools.net/docs/STEMpresentationfinal.pdf>

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack content knowledge to facilitate student engagement in quality science competitions.

**Plan to Monitor Progress Toward G3.** 8

Throughout the year, data for each competition will be collected to prepare a graph to represent the results and determine progress toward the goal.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Semiannually, from 9/24/2014 to 5/15/2015

**Evidence of Completion**

Professional development agendas/sign-in sheets, lesson plans, student artifacts/projects, the displayed graph of science completions' results and the judges' scoring rubrics will be collected to demonstrate that the strategy was monitored and to determine if progress was made toward the goal.

**G4. "See Title I PIP"** 1a

G050404

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

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

 G039444

**G1.B1** Inconsistent use of the LAFS to guide planning and delivery of rigorous instruction in grades 3-6 in reading. **2**

 B122575

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

 S134490

### Strategy Rationale

To provide effective planning and instructional delivery of the Language Arts Florida Standards.

### Action Step 1 **5**

Plan weekly with grades 3-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting coaching cycle as needed in classrooms. Review CELLA data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use Interim data to guide whole group and small group instruction.

#### Person Responsible

Bisleixis Tejeiro

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

#### Evidence of Completion

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

### Action Step 2 5

Provide professional development to dissect the Item Specifications to align instruction to the LAFS identifying specific instructional implementations.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

On 11/26/2014

***Evidence of Completion***

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

### Action Step 3 5

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

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Reflected in student journals.

### Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of Pacing Guides.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans and student artifacts.

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

Administrators and the reading coach will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor in the implementation of the LAFS. Professional development will be provided during collaborative planning sessions. The reading coach provides modeling and support during the reading block.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

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

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

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

**Person Responsible**

Bisleixis Tejeiro


**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

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

**G1.B1.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S134563

### Strategy Rationale

To effectively implement text/evidence based analytical writing within various genres of writing.

### Action Step 1 5

Use data from the District Writing Pretest to effectively plan for student needs.

#### Person Responsible

Bisleixis Tejeiro

#### Schedule

Weekly, from 10/6/2014 to 11/26/2014

#### Evidence of Completion

Student artifacts

### Action Step 2 5

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

#### Person Responsible

Bisleixis Tejeiro

#### Schedule

On 10/1/2014

#### Evidence of Completion

PD Rosters, lesson plans

**Action Step 3** 5

Plan for mini-lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet students' needs. Reading coach will conduct the coaching cycle in identified classrooms.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Students' artifacts, lesson plans, classroom observations

**Action Step 4** 5

Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 10/1/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans and artifacts

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Administrators and the reading coach will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor in the implementation of academic writing. Professional development will be provided during collaborative planning sessions. The reading coach provides modeling and support during the reading block.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Teacher created assessments, district provided assessments, and the open responses on the pacing guide will be utilized to monitor and support the effectiveness of the strategies implemented through the action plan.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014


***Evidence of Completion***

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

**G1.B2** Limited evidence of use of Accountable Talk and Higher Order Questioning Strategies in mathematics. **2**

 B122602

**G1.B2.S1** Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. **4**

 S134625

### **Strategy Rationale**

To provide students the opportunity to participate in accountable talk which leads to higher order thinking, student reflection, and self-corrections.

### **Action Step 1** **5**

Provide professional development on "Accountable Talk" and "Higher Order Thinking Strategies" during Early Release and collaborative grade level common planning.

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

On 11/26/2014

#### **Evidence of Completion**

PD Agendas, Sign-in sheets, handouts

### **Action Step 2** **5**

Attend monthly ICAD meetings with District personnel.

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

In-service activity roster, reflection



### Action Step 3 5

Conduct weekly collaborative deep planning sessions to ensure the effective implementation of MFAS, Accountable Talk, and Higher Order Thinking Strategies; and the inclusion of technology enhanced resources (i.e. I-Ready, GIZMOs, Reflex, ThinkCentral Intervention Resources) to reinforce concepts taught.

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Lesson Plans, Go Math TE, Item Specifications Gr. 3-5, coach's conference sheets, classroom/student data-DI grouping forms, activities from technology resources; PD sign-in sheets

### Action Step 4 5

Conduct Classroom Walkthroughs and support, on a bi-weekly basis during quarter 1, selected teachers in specific areas utilizing the coaching cycle process to model "Accountable Talk" and "Higher Order Thinking" strategies.

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Classroom Walkthroughs Logs, lesson plans, student work (e.g. folders, journals)

**Action Step 5** 5

Conduct three cycles of the Peer Observation Protocol as a vehicle for professional growth and learning, recognizing the expertise of teachers, and providing an opportunity to learn from each other.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Quarterly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Peer Observation schedules, Observation Protocol Framework, teacher reflections

**Action Step 6** 5

Support teachers in disaggregating data from chapter and benchmark assessments to the current District Fall Interim Assessment, and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Data reports from Fall Interim Assessment and implementation of FCIM; data debriefing agendas, sign-in sheets; instructional action plans to include primary/secondary standards for teach-led center

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrators and the math coach will conduct walkthroughs to examine student artifacts, lesson plans, student journals to monitor the fidelity and the rigor incorporating "Accountable Talk" and Higher Order Thinking Strategies. Professional development will be provided during collaborative planning sessions. The math coach provides modeling and support during the math block

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

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

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014


**Evidence of Completion**

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

**G1.B3** Limited collaborative planning within the grade levels and/or vertical teaming across grade levels in science. **2**

 B122604

**G1.B3.S1** Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. **4**

 S134775

### **Strategy Rationale**

To effectively deliver science instruction covering the required course objectives.

### **Action Step 1** **5**

Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs)

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Lesson plans, science journals, student work folders

### **Action Step 2** **5**

Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (Science Fair)

#### **Person Responsible**

Bisleixis Tejeiro

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### **Evidence of Completion**

Timeline for schedule of assignments for Science Fair and completion of steps.

**Action Step 3** 5

Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive instruction and monitor student progress, including data chats between the administration, teachers and students.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Data binders, data chats

**Action Step 4** 5

Attend ICAD meetings that will focus on identifies strategies in action plan.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

***Evidence of Completion***

Registration document and completion of follow-up assignment

**Action Step 5** 5

Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

On 11/26/2014

***Evidence of Completion***

Lesson plans with technology incorporated

**Action Step 6** 5

Attend ICAD meetings that will focus on pacing guide content and strategies.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Registration document and completion of follow-up action plan

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administrators will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor in the implementation of the science curriculum utilizing the district pacing guide.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

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

**Person Responsible**

Bisleixis Tejeiro

**Schedule**


Monthly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**


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

**G2. To utilize the EWS to identify at-risk students to provide support and intervention to increase achievement.**


1

 G049728

**G2.B1 Attendance: Inconsistent review of attendance bulletin 2**

 B124503

**G2.B1.S1 Regular review of the attendance bulletin by teacher, counselor, and social worker. 4**

 S137486

**Strategy Rationale**

Heighten awareness of excessive absences.

**Action Step 1 5**

Ensure accuracy of daily attendance bulletin.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Teacher initials daily attendance bulletin.

**Action Step 2** 5

Notify parents of excessive absences.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

SCAM forms noting excessive absences.

**Action Step 3** 5

Recognition of perfect attendance at the quarterly Awards Assemblies.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Printout of Principal's Honor Roll Report.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

At Leadership Team meetings, records will be reviewed for students with excessive absences.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Leadership Team Agenda



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Increased monitoring of the daily attendance bulletin will improve student attendance.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Daily attendance bulletin, logs of parent contact and meetings.

**G2.B2 Behavior: Inconsistent use of the SCAM (Student Case Management Form)** 2

 B125601

**G2.B2.S1 Provide teacher training in the appropriate use of SCAM forms.** 4

 S137553

**Strategy Rationale**

To become aware of the most severe infractions within the MDCPS Student Code of Conduct.

**Action Step 1** 5

Principal will conduct Code of Student Conduct Assemblies with students and teachers.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

On 9/30/2014

**Evidence of Completion**

Monthly school calendar sent home to parents.

**Action Step 2** 5

Ensure that SCAMS are necessary and if so document it appropriately.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Improved accuracy of the SCAM forms.

**Action Step 3** 5

Counselor provides counseling sessions to students identified by the SCAMS

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Counselor's log of sessions

**Action Step 4** 5

Incentives for good citizenship at the quarterly Awards Assembly.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Principal's Quarterly printout of Honor Roll Qualifications Report

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Review of the SCAMS and logs to monitor fidelity of the action step's implementation.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

On 6/4/2015

***Evidence of Completion***

Increased number of correctly documented SCAMS and logs.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Data will show a decrease in inappropriate student behavior resulting in a reduction in the number of suspensions.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Increased number of correctly completed SCAMs will demonstrate that the strategy was monitored and whether it was being implemented with effectiveness.

**G2.B3 Student Progress: Lack of teacher understanding of Data Analysis** 2

 B125602

**G2.B3.S1 Provide professional development to staff in data analysis.** 4

 S137581

**Strategy Rationale**

To assist teachers and facilitate their use of the most current data to effectively guide instruction.

**Action Step 1** 5

Ongoing data chats with the leadership team.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Agendas and logs of data chats

**Action Step 2** 5

Provide training for teachers in disaggregating data

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Sign-in sheets from PD meetings

**Action Step 3** 5

Formulate intervention groups for support

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Daily, from 9/8/2014 to 4/30/2015

**Evidence of Completion**

Interventionists' schedules and Wonder Works Assessments.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Teacher lesson plans for DI resulting from the data analysis; Posted rotation charts indicating fluidity of grouping visible during walkthroughs

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/8/2014 to 4/30/2015

**Evidence of Completion**

Walkthroughs and data from the Wonder Works assessments

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Assessments will be utilized and disaggregated to monitor and support the effectiveness of the strategies implemented in the action plan.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

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

**G3.** To increase the number of quality projects by students participating in science competitions. 1

G050373

**G3.B1** Teachers lack content knowledge to facilitate student engagement in quality science competitions.

2

B126195

**G3.B1.S1** Implement vertical planning sessions for K-2 (Primary) and 3-6 (Intermediate) to address STEM initiatives 4

S138142

### Strategy Rationale

To increase teacher content knowledge.

### Action Step 1 5

Professional development in the Science inquiry method

#### Person Responsible

Bisleixis Tejeiro

#### Schedule

Quarterly, from 9/9/2014 to 6/4/2015

#### Evidence of Completion

PD sign in roster

### Action Step 2 5

Increase use of Science/Math/Technology by implementing with fidelity the GIZMOS computer program.

#### Person Responsible

Bisleixis Tejeiro

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Computer Lab schedule, GIZMOs data/reports, student artifacts.

**Action Step 3** 5

Increase student's awareness of possible future careers in the math/science/technology fields.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

On 5/29/2015

**Evidence of Completion**

Career Day sign in sheets and schedules

**Action Step 4** 5

Increase student engineering experiences by hosting school-wide STEM competitions.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Annually, from 1/12/2015 to 5/15/2015

**Evidence of Completion**

Student projects.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administrators will conduct walkthroughs to examine student artifacts, projects and journals to verify that the strategy is being implemented with fidelity.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Monthly, from 9/24/2014 to 5/15/2015

**Evidence of Completion**

Student projects, artifacts, and journals will verify that the strategy is being implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

For each competition, a graph will display the number of participants by grade level and by category (honorable mention/good/excellent/superior) which will monitor and support the effectiveness of implementation.

**Person Responsible**

Bisleixis Tejeiro

**Schedule**

Semiannually, from 9/24/2014 to 5/15/2015

**Evidence of Completion**

The displayed graph of science completion's' results and the judges' scoring rubrics will be collected to demonstrate that the strategy was monitored and was implemented with effectiveness.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Plan weekly with grades 3-5 to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting coaching cycle as needed in classrooms. Review CELLA data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use Interim data to guide whole group and small group instruction.	Tejeiro, Bisleixis	9/9/2014	Reflected in teacher lesson plans, student artifacts, and classroom observations.	11/26/2014 weekly
G1.B1.S2.A1	Use data from the District Writing Pretest to effectively plan for student needs.	Tejeiro, Bisleixis	10/6/2014	Student artifacts	11/26/2014 weekly
G1.B2.S1.A1	Provide professional development on "Accountable Talk" and "Higher Order Thinking Strategies" during Early Release and collaborative grade level common planning.	Tejeiro, Bisleixis	9/9/2014	PD Agendas, Sign-in sheets, handouts	11/26/2014 one-time
G1.B3.S1.A1	Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs)	Tejeiro, Bisleixis	9/9/2014	Lesson plans, science journals, student work folders	11/26/2014 weekly
G2.B1.S1.A1	Ensure accuracy of daily attendance bulletin.	Tejeiro, Bisleixis	8/18/2014	Teacher initials daily attendance bulletin.	6/4/2015 daily
G2.B2.S1.A1	Principal will conduct Code of Student Conduct Assemblies with students and teachers.	Tejeiro, Bisleixis	9/2/2014	Monthly school calendar sent home to parents.	9/30/2014 one-time



**Dade - 2241 - Gratigny Elementary School - 2014-15 SIP**  
*Gratigny Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Ongoing data chats with the leadership team.	Tejeiro, Bisleixis	8/18/2014	Agendas and logs of data chats	6/4/2015 quarterly
G3.B1.S1.A1	Professional development in the Science inquiry method	Tejeiro, Bisleixis	9/9/2014	PD sign in roster	6/4/2015 quarterly
G1.B1.S1.A2	Provide professional development to dissect the Item Specifications to align instruction to the LAFS identifying specific instructional implementations.	Tejeiro, Bisleixis	9/9/2014	Reflected in teacher lesson plans, student artifacts, and classroom observations.	11/26/2014 one-time
G1.B1.S2.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.	Tejeiro, Bisleixis	9/9/2014	PD Rosters, lesson plans	10/1/2014 one-time
G1.B2.S1.A2	Attend monthly ICAD meetings with District personnel.	Tejeiro, Bisleixis	9/9/2014	In-service activity roster, reflection	11/26/2014 monthly
G1.B3.S1.A2	Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (Science Fair)	Tejeiro, Bisleixis	9/9/2014	Timeline for schedule of assignments for Science Fair and completion of steps.	11/26/2014 monthly
G2.B1.S1.A2	Notify parents of excessive absences.	Tejeiro, Bisleixis	8/18/2014	SCAM forms noting excessive absences.	6/4/2015 biweekly
G2.B2.S1.A2	Ensure that SCAMS are necessary and if so document it appropriately.	Tejeiro, Bisleixis	8/18/2014	Improved accuracy of the SCAM forms.	6/4/2015 daily
G2.B3.S1.A2	Provide training for teachers in disaggregating data	Tejeiro, Bisleixis	8/18/2014	Sign-in sheets from PD meetings	6/4/2015 quarterly
G3.B1.S1.A2	Increase use of Science/Math/Technology by implementing with fidelity the GIZMOS computer program.	Tejeiro, Bisleixis	8/18/2014	Computer Lab schedule, GIZMOs data/reports, student artifacts.	6/4/2015 weekly
G1.B1.S1.A3	Plan for the implementation of effective instructional strategies such as note taking, selective highlighting/underlining to gather and cite evidence, and paraphrase into written responses.	Tejeiro, Bisleixis	9/9/2014	Reflected in student journals.	11/26/2014 weekly
G1.B1.S2.A3	Plan for mini-lessons aligned to the data gathered from Pretest and use technology, such as Writer's Workspace to meet students' needs. Reading coach will conduct the coaching cycle in identified classrooms.	Tejeiro, Bisleixis	9/9/2014	Students' artifacts, lesson plans, classroom observations	11/26/2014 quarterly
G1.B2.S1.A3	Conduct weekly collaborative deep planning sessions to ensure the effective implementation of MFAS, Accountable Talk, and Higher Order Thinking Strategies; and the inclusion of technology enhanced resources (i.e. I-Ready, GIZMOs, Reflex, ThinkCentral Intervention Resources) to reinforce concepts taught.	Tejeiro, Bisleixis	9/9/2014	Lesson Plans, Go Math TE, Item Specifications Gr. 3-5, coach's conference sheets, classroom/student data-DI grouping forms, activities from technology resources; PD sign-in sheets	11/26/2014 weekly
G1.B3.S1.A3	Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive instruction and monitor student progress, including data chats between the administration, teachers and students.	Tejeiro, Bisleixis	9/9/2014	Data binders, data chats	11/26/2014 monthly
G2.B1.S1.A3	Recognition of perfect attendance at the quarterly Awards Assemblies.	Tejeiro, Bisleixis	8/18/2014	Printout of Principal's Honor Roll Report.	6/4/2015 monthly
G2.B2.S1.A3	Counselor provides counseling sessions to students identified by the SCAMS	Tejeiro, Bisleixis	8/18/2014	Counselor's log of sessions	6/4/2015 weekly

**Dade - 2241 - Gratigny Elementary School - 2014-15 SIP**  
*Gratigny Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3	Formulate intervention groups for support	Tejeiro, Bisleixis	9/8/2014	Interventionists' schedules and Wonder Works Assessments.	4/30/2015 daily
G3.B1.S1.A3	Increase student's awareness of possible future careers in the math/science/technology fields.	Tejeiro, Bisleixis	5/4/2015	Career Day sign in sheets and schedules	5/29/2015 one-time
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of Pacing Guides.	Tejeiro, Bisleixis	9/9/2014	Lesson plans and student artifacts.	11/26/2014 weekly
G1.B1.S2.A4	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.	Tejeiro, Bisleixis	10/1/2014	Lesson plans and artifacts	11/26/2014 weekly
G1.B2.S1.A4	Conduct Classroom Walkthroughs and support, on a bi-weekly basis during quarter 1, selected teachers in specific areas utilizing the coaching cycle process to model "Accountable Talk" and "Higher Order Thinking" strategies.	Tejeiro, Bisleixis	9/9/2014	Classroom Walkthroughs Logs, lesson plans, student work (e.g. folders, journals)	11/26/2014 biweekly
G1.B3.S1.A4	Attend ICAD meetings that will focus on identifies strategies in action plan.	Tejeiro, Bisleixis	9/9/2014	Registration document and completion of follow-up assignment	11/26/2014 monthly
G2.B2.S1.A4	Incentives for good citizenship at the quarterly Awards Assembly.	Tejeiro, Bisleixis	8/18/2014	Principal's Quarterly printout of Honor Roll Qualifications Report	6/4/2015 quarterly
G3.B1.S1.A4	Increase student engineering experiences by hosting school-wide STEM competitions.	Tejeiro, Bisleixis	1/12/2015	Student projects.	5/15/2015 annually
G1.B2.S1.A5	Conduct three cycles of the Peer Observation Protocol as a vehicle for professional growth and learning, recognizing the expertise of teachers, and providing an opportunity to learn from each other.	Tejeiro, Bisleixis	9/9/2014	Peer Observation schedules, Observation Protocol Framework, teacher reflections	11/26/2014 quarterly
G1.B3.S1.A5	Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.	Tejeiro, Bisleixis	9/9/2014	Lesson plans with technology incorporated	11/26/2014 one-time
G1.B2.S1.A6	Support teachers in disaggregating data from chapter and benchmark assessments to the current District Fall Interim Assessment, and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	Tejeiro, Bisleixis	9/9/2014	Data reports from Fall Interim Assessment and implementation of FCIM; data debriefing agendas, sign-in sheets; instructional action plans to include primary/secondary standards for teach-led center	11/26/2014 monthly
G1.B3.S1.A6	Attend ICAD meetings that will focus on pacing guide content and strategies.	Tejeiro, Bisleixis	9/9/2014	Registration document and completion of follow-up action plan	11/26/2014 monthly
G1.MA1	Core text assessments, teacher created assessments, and district provided Interim Assessments will be collected and reviewed to determine progress toward the goal.	Tejeiro, Bisleixis	9/9/2014	District provided Interim Assessment results and its disaggregation, the Florida Standards Assessment, teacher lesson plans, student artifacts, and student journals along with walkthroughs will be collected or used to demonstrate that the goal is being monitored and whether progress is being made toward the selected goal.	11/26/2014 monthly
G1.B1.S1.MA1	Core text assessments, teacher created assessments, and district provided assessments will be utilized and disaggregated to monitor and support the effectiveness of the strategies implemented through the action plan.	Tejeiro, Bisleixis	9/9/2014	Assessment results, teacher lesson plans, student artifacts, and student journals will be reviewed by administrators and reading coach to verify that the action plan strategies are being implemented with effectiveness.	11/26/2014 monthly

**Dade - 2241 - Gratigny Elementary School - 2014-15 SIP**  
*Gratigny Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administrators and the reading coach will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor in the implementation of the LAFS. Professional development will be provided during collaborative planning sessions. The reading coach provides modeling and support during the reading block.	Tejeiro, Bisleixis	9/9/2014	Teacher lesson plans, student artifacts, and student journals will be reviewed by administrators and reading coach to verify that the action plan strategies are being implemented with fidelity. Formal and informal classroom observations by administrators will provide feedback to teachers regarding fidelity of instruction.	11/26/2014 weekly
G1.B2.S1.MA1	Core text assessments, teacher created assessments, and district provided assessments will be utilized and disaggregated to monitor and support the effectiveness of the strategies implemented through the action plan.	Tejeiro, Bisleixis	9/9/2014	Core text assessments, teacher created assessments, and district provided assessments will be collected and reviewed to determine progress toward the goal.	11/26/2014 monthly
G1.B2.S1.MA1	Administrators and the math coach will conduct walkthroughs to examine student artifacts, lesson plans, student journals to monitor the fidelity and the rigor incorporating "Accountable Talk" and Higher Order Thinking Strategies. Professional development will be provided during collaborative planning sessions. The math coach provides modeling and support during the math block	Tejeiro, Bisleixis	9/9/2014	Teacher lesson plans, student artifacts, and student journals will be reviewed by administrators and math coach to verify that the action plan strategies are being implemented with fidelity. Formal and informal classroom observations by administrators will provide feedback to teachers regarding fidelity of instruction.	11/26/2014 weekly
G1.B3.S1.MA1	Core text assessments, teacher created assessments, and district provided assessments will be utilized and disaggregated to monitor and support the effectiveness of the strategies implemented through the action plan.	Tejeiro, Bisleixis	9/9/2014	Assessment results, teacher lesson plans, student artifacts, and student journals will be reviewed by administrators to verify that the action plan strategies are being implemented with effectiveness.	11/26/2014 monthly
G1.B3.S1.MA1	Administrators will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor in the implementation of the science curriculum utilizing the district pacing guide.	Tejeiro, Bisleixis	9/9/2014	Teacher lesson plans, student artifacts, and student journals will be reviewed by administrators to verify that the action plan strategies are being implemented with fidelity. Formal and informal classroom observations by administrators will provide feedback to teachers regarding fidelity of instruction.	11/26/2014 weekly
G1.B1.S2.MA1	Teacher created assessments, district provided assessments, and the open responses on the pacing guide will be utilized to monitor and support the effectiveness of the strategies implemented through the action plan.	Tejeiro, Bisleixis	9/9/2014	Assessment results, teacher lesson plans, student artifacts, and student journals will be reviewed by administrators and reading coach to verify that the action plan strategies are being implemented with effectiveness.	11/26/2014 monthly
G1.B1.S2.MA1	Administrators and the reading coach will conduct walkthroughs to examine student artifacts, lesson plans and to monitor the fidelity and the rigor in the implementation of academic writing. Professional development will be provided during collaborative planning sessions. The reading coach provides modeling and support during the reading block.	Tejeiro, Bisleixis	9/9/2014	Teacher lesson plans, student artifacts, and student journals will be reviewed by administrators and reading coach to verify that the action plan strategies are being implemented with fidelity. Formal and informal classroom observations by administrators will provide feedback to teachers regarding fidelity of instruction.	11/26/2014 weekly
G2.MA1	Attendance data, behavior management forms, and Principal's Honor Roll Report will be collected and reviewed throughout the year to determine the progress toward the goal.	Tejeiro, Bisleixis	8/18/2014	Attendance bulletin, the completed SCAM forms, and Principal's Honor Roll Report will be collected to demonstrate the goal is being monitored and whether progress is being made toward the selected goals.	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Increased monitoring of the daily attendance bulletin will improve student attendance.	Tejeiro, Bisleixis	8/18/2014	Daily attendance bulletin, logs of parent contact and meetings.	6/4/2015 monthly
G2.B1.S1.MA1	At Leadership Team meetings, records will be reviewed for students with excessive absences.	Tejeiro, Bisleixis	8/18/2014	Leadership Team Agenda	6/4/2015 monthly
G2.B2.S1.MA1	Data will show a decrease in inappropriate student behavior resulting in a reduction in the number of suspensions.	Tejeiro, Bisleixis	8/18/2014	Increased number of correctly completed SCAMS will demonstrate that the strategy was monitored and whether it was being implemented with effectiveness.	6/4/2015 monthly
G2.B2.S1.MA1	Review of the SCAMS and logs to monitor fidelity of the action step's implementation.	Tejeiro, Bisleixis	8/18/2014	Increased number of correctly documented SCAMS and logs.	6/4/2015 one-time
G2.B3.S1.MA1	Assessments will be utilized and disaggregated to monitor and support the effectiveness of the strategies implemented in the action plan.	Tejeiro, Bisleixis	9/8/2014	Assessment results and lesson plans will be reviewed by administrators to verify that the action plan strategies are being implemented with effectiveness.	6/4/2015 monthly
G2.B3.S1.MA1	Teacher lesson plans for DI resulting from the data analysis; Posted rotation charts indicating fluidity of grouping visible during walkthroughs	Tejeiro, Bisleixis	9/8/2014	Walkthroughs and data from the Wonder Works assessments	4/30/2015 monthly
G3.MA1	Throughout the year, data for each competition will be collected to prepare a graph to represent the results and determine progress toward the goal.	Tejeiro, Bisleixis	9/24/2014	Professional development agendas/ sign-in sheets, lesson plans, student artifacts/projects, the displayed graph of science completions' results and the judges' scoring rubrics will be collected to demonstrate that the strategy was monitored and to determine if progress was made toward the goal.	5/15/2015 semiannually
G3.B1.S1.MA1	For each competition, a graph will display the number of participants by grade level and by category (honorable mention/good/excellent/superior) which will monitor and support the effectiveness of implementation.	Tejeiro, Bisleixis	9/24/2014	The displayed graph of science completion's' results and the judges' scoring rubrics will be collected to demonstrate that the strategy was monitored and was implemented with effectiveness.	5/15/2015 semiannually
G3.B1.S1.MA1	Administrators will conduct walkthroughs to examine student artifacts, projects and journals to verify that the strategy is being implemented with fidelity.	Tejeiro, Bisleixis	9/24/2014	Student projects, artifacts, and journals will verify that the strategy is being implemented with fidelity.	5/15/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B1** Inconsistent use of the LAFS to guide planning and delivery of rigorous instruction in grades 3-6 in reading.

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

### PD Opportunity 1

Provide professional development to dissect the Item Specifications to align instruction to the LAFS identifying specific instructional implementations.

#### Facilitator

Maricela Landin

#### Participants

3-5 classroom teachers

#### Schedule

On 11/26/2014

**G1.B1.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

#### Facilitator

Maricela Landin

#### Participants

grade 3-6 ELA teachers

#### Schedule

On 10/1/2014

**G1.B2** Limited evidence of use of Accountable Talk and Higher Order Questioning Strategies in mathematics.

**G1.B2.S1** Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

**PD Opportunity 1**

Provide professional development on "Accountable Talk" and "Higher Order Thinking Strategies" during Early Release and collaborative grade level common planning.

**Facilitator**

Maria Tujillo

**Participants**

Math teachers

**Schedule**

On 11/26/2014

**PD Opportunity 2**

Attend monthly ICAD meetings with District personnel.

**Facilitator**

District personnel

**Participants**

Math coaches

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

### PD Opportunity 3

Conduct weekly collaborative deep planning sessions to ensure the effective implementation of MFAS, Accountable Talk, and Higher Order Thinking Strategies; and the inclusion of technology enhanced resources (i.e. I-Ready, GIZMOs, Reflex, ThinkCentral Intervention Resources) to reinforce concepts taught.

#### Facilitator

Reflex representative/webinar and Promethean Board representative

#### Participants

Math Teachers

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

**G1.B3** Limited collaborative planning within the grade levels and/or vertical teaming across grade levels in science.

**G1.B3.S1** Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

### PD Opportunity 1

Attend ICAD meetings that will focus on identifies strategies in action plan.

#### Facilitator

District Science Personnel

#### Participants

Science liason

#### Schedule

Monthly, from 9/9/2014 to 11/26/2014

## PD Opportunity 2

Attend ICAD meetings that will focus on pacing guide content and strategies.

### Facilitator

District Science Personnel

### Participants

Science liason

### Schedule

Monthly, from 9/9/2014 to 11/26/2014

**G2.** To utilize the EWS to identify at-risk students to provide support and intervention to increase achievement.

**G2.B3** Student Progress: Lack of teacher understanding of Data Analysis

**G2.B3.S1** Provide professional development to staff in data analysis.

## PD Opportunity 1

Ongoing data chats with the leadership team.

### Facilitator

Leadership team

### Participants

Teachers

### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

## PD Opportunity 2

Provide training for teachers in disaggregating data

### Facilitator

Leadership team

### Participants

Teachers

### Schedule

Quarterly, from 8/18/2014 to 6/4/2015



**G3.** To increase the number of quality projects by students participating in science competitions.

**G3.B1** Teachers lack content knowledge to facilitate student engagement in quality science competitions.

**G3.B1.S1** Implement vertical planning sessions for K-2 (Primary) and 3-6 (Intermediate) to address STEM initiatives

**PD Opportunity 1**

Professional development in the Science inquiry method

**Facilitator**

District Science CSS

**Participants**

Science Teachers

**Schedule**

Quarterly, from 9/9/2014 to 6/4/2015

**PD Opportunity 2**

Increase use of Science/Math/Technology by implementing with fidelity the GIZMOS computer program.

**Facilitator**

Mario Junco, GIZMO representative

**Participants**

Math & science teachers.

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**PD Opportunity 3**

Increase student engineering experiences by hosting school-wide STEM competitions.

**Facilitator**

Martina Perez

**Participants**

Science/Math teachers

**Schedule**

Annually, from 1/12/2015 to 5/15/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	8,341
<b>Goal 2:</b> To utilize the EWS to identify at-risk students to provide support and intervention to increase achievement.	33,474
<b>Goal 3:</b> To increase the number of quality projects by students participating in science competitions.	1,200
<b>Grand Total</b>	<b>43,015</b>

### Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B1.S1.A2</b> - Substitutes for PD	General Fund	700
<b>B1.S1.A3</b> - EESAC funds	Other	100
<b>B2.S1.A1</b> - Substitutes for PD	General Fund	600
<b>B3.S1.A2</b> - Science Boards for science fair and science ribbons for science fair	Other	941
<b>B3.S1.A5</b> - Buses for field trip to the Museum of Science	Title I Part A	6,000
<b>Total Goal 1</b>		<b>8,341</b>

### Goal 2: To utilize the EWS to identify at-risk students to provide support and intervention to increase achievement.

Description	Source	Total
<b>B1.S1.A3</b> - EESAC funds	Other	1,500
<b>B2.S1.A4</b> - EESAC funds	Other	1,499
<b>B3.S1.A3</b> - Interventionists salary	Title I Part A	25,000
<b>B3.S1.A3</b> - Materials for tutoring	Title I Part A	3,000
<b>B3.S1.A3</b> - AR program	Title I Part A	2,475
<b>Total Goal 2</b>		<b>33,474</b>

### Goal 3: To increase the number of quality projects by students participating in science competitions.

Description	Source	Total
<b>B1.S1.A1</b> - Substitutes for PD	General Fund	700
<b>B1.S1.A4</b> - STEM projects/materials	Title I Part A	500
<b>Total Goal 3</b>		<b>1,200</b>