

Miami-Dade County Public Schools

# Gratigny Elementary School



2022-23 Schoolwide Improvement Plan

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# Gratigny Elementary School

11905 N MIAMI AVE, Miami, FL 33168

<http://gratigny.dadeschools.net>

## Demographics

**Principal: Marie Dugas R**

Start Date for this Principal: 6/10/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Other School<br>PK-5                                     |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education                                   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) |  |
| <b>School Grades History</b>   | 2021-22: B (59%)<br>2018-19: C (53%)<br>2017-18: C (53%) |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>                 |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## School Board Approval

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

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

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## School Demographics

|  |   |   |
|--|---|---|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p style="text-align: center;">Other School<br/>PK-5</p> | <p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p style="text-align: center;">100%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>         | <p><b>Charter School</b></p> <p style="text-align: center;">No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p style="text-align: center;">98%</p>                |

## School Grades History

|       |         |         |         |         |
|-------|---------|---------|---------|---------|
| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | B       | C       | C       | C       |

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

At 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.**

Gratigny Elementary believes that "vision becomes reality".

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name          | Position Title      | Job Duties and Responsibilities  |
|---------------|---------------------|--|
| Dugas, Marie  | Principal           | <p>Mrs. Marie Dugas, our school principal, is our instructional leader. Her leadership strategically drives the educational goals of the school, as she oversees all aspects of the school environment. In addition, she ensures that students and teachers receive a clean and nurturing building to work and learn in. She works daily in collaboration with the School Leadership team including the Assistant Principal, and the Instructional Coaches for Reading and Mathematics. In addition, she continuously conducts classroom walk throughs to provide constructive feedback that will ultimately improve a teacher's ability to provide a highly effective education resulting in greater number of students in the proficient range of progress in the Core subjects of Reading, Mathematics, and Science.</p>  |
| Diaz, Ines    | Assistant Principal | <p>Ms. Ines Diaz, Assistant Principal: Will provide guidance on K-12 Comprehensive Reading, Mathematics, and Science Plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; ensure ESE and ESOL policies and procedures are followed, and support the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans. Assists in ensuring the implementation of intervention support and documentation. Guarantees teachers have adequate professional development opportunities and the implementation of school-based MTSS/RtI activities are available. In addition, Ms. Diaz will assist the school principal in all aspects of leadership, to ensure all school-wide goals are met.</p>   |
| Ledo, Joana   | Instructional Coach | <p>Mrs. Joana Ledo, Reading Coach, will develop, lead, and provide teachers support and guidance with the core content standards/program. In addition, she analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies. Additionally, she assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation of progress monitoring, data collection, and data analysis. Ms. Ledo also participates in the design and delivery of professional development and provides support for assessments. These goals are met through weekly collaborative planning sessions that provide modeling, support, and knowledge.</p> |
| Arca, Deborah | Instructional Coach | <p>Dr. Deborah Arca, Math Coach, will develop, lead, and provide teachers support and guidance with the Reading curriculum and standards. In addition, she analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies. Additionally, she assists with whole school screening programs that provide early Reading intervening services for children to be considered "at risk", assists in the design and implementation of progress monitoring, data collection, and data analysis. Dr. Arca also participates in the design and delivery of professional development and</p>   |

| Name           | Position Title      | Job Duties and Responsibilities   |
|----------------|---------------------|---|
|                |                     | provides support for assessments. These goals are met through weekly Reading collaborative planning sessions that provide modeling, support, and knowledge.   |
| West, Stephnie | School Counselor    | Ms. Stephnie West, Guidance Counselor, will provide quality services and expertise on issues ranging from academic, behavioral, and Social and Emotional Learning needs of students, as well as facilitate school-wide initiatives, such as Attendance, Character Education, and Discipline. She is an integral member of the School Safety Mental Health Team, ensuring that all students are emotionally supported at school. |
| Moya, Susana   | Behavior Specialist | Dr. Susana Moya, Behavior Specialist: Leads grade-level teams in the development or revision of the students Functional Behavior Assessment/ Behavior Improvement Plan. Provide direct support to students and teachers in and out of the classroom utilizing evidence based social-emotional practices for special education students. Evaluates and develops the social-emotional IEP goals of the students.                  |

**Demographic Information**

**Principal start date**

Friday 6/10/2022, Marie Dugas R

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

**Total number of teacher positions allocated to the school**

26

**Total number of students enrolled at the school**

376

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

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

3

**Demographic Data**

**Early Warning Systems**



Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator  | Grade Level |    |    |    |    |    |   |   |   |   |    |    |    | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|  | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 76          | 74 | 64 | 56 | 45 | 63 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 378   |
| Attendance below 90 percent                              | 0           | 16 | 11 | 10 | 7  | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 50    |
| One or more suspensions                                  | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                                    | 0           | 0  | 6  | 7  | 3  | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 19    |
| Course failure in Math                                   | 0           | 0  | 5  | 10 | 0  | 13 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 28    |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0  | 0  | 6  | 9  | 26 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 41    |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0  | 0  | 6  | 9  | 17 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 32    |
| Number of students with a substantial reading deficiency | 0           | 1  | 10 | 26 | 15 | 27 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 79    |

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

| Indicator                            | Grade Level |   |   |   |   |    |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 4 | 9 | 9 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 43    |

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/18/2022

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

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

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

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

**The number of students identified as retainees:**

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

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

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

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

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

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

| School Grade Component      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 41%    |          |       |        |          |       | 44%    |          | 57%   |
| ELA Learning Gains          | 68%    |          |       |        |          |       | 55%    |          | 57%   |
| ELA Lowest 25th Percentile  | 63%    |          |       |        |          |       | 64%    |          | 51%   |
| Math Achievement            | 55%    |          |       |        |          |       | 57%    |          | 60%   |
| Math Learning Gains         | 74%    |          |       |        |          |       | 68%    |          | 59%   |
| Math Lowest 25th Percentile | 78%    |          |       |        |          |       | 36%    |          | 50%   |
| Science Achievement         | 37%    |          |       |        |          |       | 44%    |          | 55%   |
| Social Studies Achievement  |        |          |       |        |          |       |        |          | 74%   |

**Grade Level Data Review - State Assessments**

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

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 51%    | 60%      | -9%                        | 58%   | -7%                     |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 64%      | -29%                       | 58%   | -23%                    |
| Cohort Comparison |      | -51%   |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 36%    | 60%      | -24%                       | 56%   | -20%                    |
| Cohort Comparison |      | -35%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 46%    | 67%      | -21%                       | 62%   | -16%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 52%    | 69%      | -17%                       | 64%   | -12%                    |
| Cohort Comparison |      | -46%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 58%    | 65%      | -7%                        | 60%   | -2%                     |
| Cohort Comparison |      | -52%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 42%    | 53%      | -11%                       | 53%   | -11%                    |
| Cohort Comparison |      |        |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        |        |          |                       |       |                    |

| CIVICS EOC |        |          |                       |       |                    |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year       | School | District | School Minus District | State | School Minus State |
| 2022       |        |          |                       |       |                    |
| 2019       |        |          |                       |       |                    |

| HISTORY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |

**Subgroup Data Review**

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 48       | 76     |             | 47        | 67      |              | 30       |         |           |                   |                     |
| ELL                                       | 31       | 66     |             | 46        | 69      |              | 38       |         |           |                   |                     |
| BLK                                       | 39       | 64     | 55          | 52        | 73      | 78           | 27       |         |           |                   |                     |
| HSP                                       | 50       | 77     |             | 64        | 77      |              | 56       |         |           |                   |                     |
| FRL                                       | 40       | 67     | 63          | 54        | 73      | 78           | 36       |         |           |                   |                     |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD                                       | 37       | 30     |             | 40        | 40      |              | 55       |         |           |                   |                     |
| ELL                                       | 23       | 55     |             | 23        | 60      |              | 32       |         |           |                   |                     |
| BLK                                       | 30       | 37     | 27          | 27        | 39      | 27           | 26       |         |           |                   |                     |
| HSP                                       | 35       |        |             | 35        |         |              |          |         |           |                   |                     |
| FRL                                       | 30       | 36     | 23          | 29        | 42      | 31           | 28       |         |           |                   |                     |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD                                       | 34       | 50     |             | 44        | 50      | 45           |          |         |           |                   |                     |
| ELL                                       | 40       | 54     | 61          | 54        | 63      | 29           | 36       |         |           |                   |                     |
| BLK                                       | 43       | 61     | 71          | 56        | 69      | 33           | 42       |         |           |                   |                     |
| HSP                                       | 45       | 37     |             | 63        | 67      | 36           | 43       |         |           |                   |                     |
| FRL                                       | 45       | 56     | 65          | 57        | 67      | 34           | 45       |         |           |                   |                     |

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| <b>ESSA Federal Index</b>   |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | N/A |
| OVERALL Federal Index – All Students  | 60  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 0   |
| Progress of English Language Learners in Achieving English Language Proficiency | 64  |
| Total Points Earned for the Federal Index                                       | 480 |
| Total Components for the Federal Index  | 8   |
| Percent Tested  | 99% |
| <b>Subgroup Data</b>  |     |
| <b>Students With Disabilities</b>   |     |
| Federal Index - Students With Disabilities                                      | 54  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0   |
| <b>English Language Learners</b>  |     |
| Federal Index - English Language Learners                                       | 52  |
| English Language Learners Subgroup Below 41% in the Current Year?               | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0   |
| <b>Native American Students</b>   |     |
| Federal Index - Native American Students  |     |
| Native American Students Subgroup Below 41% in the Current Year?                | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%         | 0   |
| <b>Asian Students</b>   |     |
| Federal Index - Asian Students  |     |
| Asian Students Subgroup Below 41% in the Current Year?                          | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   | 0   |
| <b>Black/African American Students</b>  |     |
| Federal Index - Black/African American Students                                 | 57  |
| Black/African American Students Subgroup Below 41% in the Current Year?         | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  | 0   |

| Hispanic Students  |     |
|--|-----|
| Federal Index - Hispanic Students  | 64  |
| Hispanic Students Subgroup Below 41% in the Current Year?                          | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   | 0   |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                | 0   |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students  |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           | 0   |
| White Students   |     |
| Federal Index - White Students   |     |
| White Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years White Students Subgroup Below 32%                      | 0   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 59  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

### Part III: Planning for Improvement

#### Data Analysis

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

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

Our school currently has a grade of 'I'. According to the school generated data for the 2022 school year, ELA proficiency was 34% and the Math proficiency was 49%. FSA Scores from the 2021 school year were; ELA 30% while Math proficiency was 29%. Although there was an increase in proficiency when comparing the two years, Reading and Mathematics continue to be an area of focus as our school goal is to have at least 50% of students at or above grade level.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the school generated data, it is evident that proficiency in all core content areas, across all grade levels, and subgroups needs to continue to be a focus. It can be seen that ELA proficiency of 34%, continues to be lower than Math proficiency of 49%. For the 2021 FSA data ELA proficiency was at 30% while Math proficiency was at 29%. This data is significant as it strongly indicates that increasing proficiency in both Reading and Math is our school's main priority. Our focus is to provide an engaging learning environment while providing rigorous lessons in reading and mathematics. By implementing effective reading and mathematics strategies students will be better equipped when reading their Math and Science assessment questions.

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

Attaining proficiency levels continues to be an area of concern at Gragny Elementary. In the past, emphasis was primarily given to Reading Intervention and Differentiated Instruction in order to close the achievement gap, as our data trends demonstrate that students in all subgroups are reaching proficiencies levels in ranges between 23% and 37%. These percentage rates are significantly lower than our desired goals of performance of 50 percent of students meeting levels of proficiency. Data points indicate that students need assistance developing basic Reading and Math skills. Therefore, during collaborative planning sessions with instructional coaches, teachers, and administration, standards-based instruction targeting proficiency will be the area of focus for all core subjects. Examples include incorporating the three Reads Strategy in Mathematics and utilizing context clues to determine the meaning of vocabulary words in Science and Social Studies.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

According to the school generated data, significant improvements can be seen in learning gains for all students and students in the lowest quartile for both Reading and Math. In Reading, learning gains increased from 36% to 64% and students in the lowest quartile increased from 23% to 66%. In Math, learning gains increased from 41% to 58% and students in the lowest quartile increased from 31% to 66%.

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

Improvements in learning gains in Reading are the result of collaborative planning sessions focusing on differentiated instruction and Tier 2/Tier 3 Reading Interventions. Additionally, teachers implemented differentiated instruction and ensured all Tier 2 and Tier 3 Reading Interventions were done with fidelity. Improvements in learning gains in Math are the result of collaborative planning sessions, where the Coach and teachers focused on whole group and differentiated instruction to close learning gaps. Additionally, the Coach met weekly with the Math interventionist, to strategically plan for intervention, resources, best practices, and Math Camps for third thru fifth-grade.

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

To accelerate learning, Instructional Coaches will be meeting with teachers to assist with planning for whole group and differentiated instruction, Tier 2/Tier 3 Reading Interventions, and student engagement. Additionally, administration will conduct walkthroughs to monitor that instructional activities planned during collaborative planning are implemented inside the classroom, and that differentiated instruction, Tier 2, and Tier 3 Reading Interventions are implemented with fidelity.

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



Professional development opportunities will be provided monthly focusing on best practices shared during common planning for both reading and mathematics, B.E.S.T. standards, culture, curriculum, and the effective use of instructional resources.

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

Teachers will continue to utilize various innovative platforms to increase engagement within their classrooms, such as Schoology, and digital notebooks. Additionally, teachers will continue to incorporate learning platforms such as i-Ready, Reflex Math, Gizmos, and Brain Pop. Efforts will be made to host vertical planning sessions where teachers in all content areas and grade levels will meet to discuss best practices and engagement strategies that will help students be prepared for the upcoming grade level. In addition, extended learning opportunities will be offered to students after-school such as The Talents-Smart Gators tutoring program, and Saturday Academy sessions will be offered on select dates to tutor students in Reading, Mathematics and Science.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on school generated data [Current school grade "I"], Gragny Elementary made significant improvements with learning gains in both Reading and Math. For the 2021-2022 school year, learning gains in Reading improved from 36% to 64%, while learning gains for the L25 improved from 23% to 66%, when compared to student performance in 2020. In Math, learning gains improved from 41% in 2020 to 58% in 2021, while learning gains for the L25 improved from 31% in 2020 to 66% in 2021. Further, AP3 i-Ready diagnostic results during the 2021 school year showed 36% of students at grade level in Reading and 39% of students at grade level in Mathematics. Increasing the percent of students working at grade level is a priority, and that is why Differentiation was selected as an Area of Focus.

**Measurable Outcome:****State the specific measurable outcome the school plans to achieve.**

**This should be a data based, objective outcome.**

By successfully implementing differentiated instruction, students will show significant improvements on their Reading/Math on-going progress monitoring and i-Ready assessments. After analyzing school generated data, it is our goal to increase the percent of students scoring in the proficiency range by 5 percentage points in reading and math when compared to last years data.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Data trackers will be implemented across all grade levels for both Reading and Math. Teachers and students will hold data chat meetings, and track the data to ensure students are progressing. Data will be discussed during Leadership Team meetings and administration will be monitoring to ensure trackers are being implemented with fidelity.

**Person responsible for monitoring outcome:**

Marie Dugas (pr2241@dadeschools.net)

**Evidence-based Strategy:****Describe the evidence-based strategy being**

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in closing the achievement gap of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include on-going progress monitoring.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Data driven instruction will ensure teachers are utilizing relevant and aligned data to plan lessons that are specific to the needs of the students. Teachers will make adjustments to their plans and instructional delivery as data is continuously acquired based on Reading progress monitoring assessments, topic assessments, and i-Ready assessments.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14-During collaborative planning teachers and instructional coaches will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction developed to increase student achievement.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

2. 8/22-10/14- During weekly collaboratively planning sessions, teachers and instructional coaches will develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. As a result, student data will be monitored to guide instruction.

**Person Responsible** Deborah Arca (dlarca@dadeschools.net)

3. 8/22-10/14- During weekly collaborative planning sessions, teachers will share best practices and effective strategies used during DI groups that help students achieve higher levels of proficiency. As a result, teachers will share best practices that will increase student knowledge in core subjects.

**Person Responsible** Deborah Arca (dlarca@dadeschools.net)

4.8/22-10/14- Provide Professional Development for teachers on effective implementation of differentiated instruction that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups. The curricular alignment will be evident throughout the grade levels.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

5. 10/31 - 12/16: Transformation Coaches (TCs) will continue to provide weekly collaborative planning sessions strategically planning for differentiated instruction based on recent data. TCs will guide teachers through data disaggregation, formulation of student groups, identifying appropriate resources, and instructional practices. As a result, teachers will have lesson plans and appropriate resources for differentiated instruction.

**Person Responsible** Marie Dugas (pr2241@dadeschools.net)

6. 10/31 - 12/16: Transformation Coaches will develop a walkthrough schedule to ensure planned differentiated instructional activities are being implemented. Additionally, TCs will identify if further support is needed. As a result of weekly walkthroughs, teachers will ensure that all planned differentiated instructional activities are implemented in their classrooms.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When reviewing data for the 2021-2022 school year, learning gains in Reading improved from 36% to 64%, while learning gains for the L25 improved from 23% to 66%, when compared to student performance in 2020. In Math, learning gains improved from 41% in 2020 to 58% in 2021, while learning gains for the L25 improved from 31% in 2020 to 66% in 2021. Standards-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets discussed during collaborative planning meetings. This focus will definitely help increase our student's performance in all core subjects.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Improving the overall proficiency rate of students in reading and math, is a priority. An emphasis will be placed on Standards-aligned instruction to ensure students are making adequate progress. After analyzing school generated data, it is our goal to increase the percent of students scoring in the proficiency range by 5 percentage points in reading and math when compared to last years data.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will conduct Walkthroughs to ensure teachers are delivering standards-aligned instruction. Coaching Logs will be completed by the the transformational coaches and will be reviewed during Leadership Team meetings to discuss next steps. In addition, lesson plans will be reviewed to ensure the alignment of standards-based instruction. Progress Monitoring and daily end products will be completed by teachers and students in order to be aware of what steps need to be taken moving forward.

**Person responsible for monitoring outcome:**

Marie Dugas (pr2241@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented**

Based on the data review, our school will ensure that student products and teaching techniques are aligned to the state standards.

**for this Area of Focus.**

**Rationale for Evidence-based**

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

Standards-based instruction will ensure that teachers are applying relevant, rigorous and innovative academics with detailed lessons that are developmentally appropriate to eliminate the achievement gap.

**Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14-Teachers will review District provided pacing guides and will develop lesson plans that are grade specific and stimulating to the learning environment. As a result, lessons and activities will be engaging for students.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

2. 8/22-10/14- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate, brainstorm challenges, needs, and share best practices aligned to the state standards as they plan for instruction.

**Person Responsible** Ines Diaz (inesdiaz@dadeschools.net)

3.8/22-10/14- Teachers will plan and incorporate rigorous and detailed activities that enhance the learning environment. As a result, students will be challenged to think, explore and become problem solvers, ultimately increasing their proficiency levels in Reading, Mathematics, Science and Social Studies.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

4.8/22-10/14- With the guidance of instructional coaches, teachers will plan and develop activities and materials that are aligned to the standards appropriate for each grade level. As a result, materials and activities used will be at grade level and challenging for students.

**Person Responsible** Deborah Arca (dlarca@dadeschools.net)

5. 10/31 - 12/16: Transformation Coaches will continue to facilitate weekly collaborative planning sessions with teachers to ensure lessons are standards-aligned, rigorous, and engaging. As a result, there will be an increase student achievement on progress monitoring and topic assessments.

**Person Responsible** Marie Dugas (pr2241@dadeschools.net)

6. 10/31 - 12/16: Transformation Coaches will develop a weekly walkthrough schedule to ensure planned whole group activities are implemented in the classrooms. As a result, instructional activities developed during collaborative planning sessions will be implemented.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

**#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

**Area of Focus**

**Description and Rationale:**

According to the 2021-2022 School Climate Survey, 40% of teachers disagree that staff morale is high at our school. Establishing a walkthrough process at Gratigny Elementary School will help strengthen our school morale and the instructional effectiveness of all staff. Conducting Walkthroughs reinforces the importance of building trust, relevance, and collaboration. The continuous communication with staff through the walkthrough process will assist in increasing staff culture.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable**

**Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By successfully implementing the walkthrough process, we will be able to strengthen the full potential of the instructional program offered. Teachers will be able to communicate with the Leadership Team while working to their fullest potential. Results from the School Climate Survey will indicate an increase of 5 percent of the teachers indicating that staff morale at our school is higher than the previous year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The leadership team will conduct weekly walkthroughs to ensure that standards-based instruction is taking place. The leadership team will provide teachers with feedback based on observed instructional practices while conducting classroom walkthroughs. In addition, teachers with noted deficiencies will be provided with support through strategic coaching cycles.

**Person responsible for monitoring outcome:**

Ines Diaz (inesdiaz@dadeschools.net)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Gratigny Elementary staff are committed to our students by setting high expectations for both students and teachers. Stakeholders will be empowered to serve as active participants and advocates in our school's decision making process while ensuring student success.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14- The Leadership Team will meet weekly to decide the purpose of walk-throughs. As a result, walk-throughs will be conducted with purpose and motive.



**Person Responsible** Ines Diaz (inesdiaz@dadeschools.net)

2. 8/22-10/14- Provide teachers with immediate, and clear feedback from weekly classroom walkthroughs that focus on the alignment of standards. As a result, teachers will have a better understanding of the standards and how to effectively teach students as they reach for higher levels of proficiency.

**Person Responsible** Joana Ledo (jledo@dadeschools.net)

3. 8/22-10/14- The Leadership Team will meet weekly to decide the support provided to teachers based on feedback acquired during classroom walk-throughs. As a result, instructional coaches will provide support as needed to strengthen the instructional delivery of teachers.

**Person Responsible** Ines Diaz (inesdiaz@dadeschools.net)

4. 8/22-10/14- The modeling of best practices during collaborative planning will help teachers develop as instructional leaders while building school culture and enthusiasm. Sharing with other colleagues builds trust and allows teachers an opportunity to contribute as team members. As a result, teachers and students will strive for higher standards of excellence and proficiency.

**Person Responsible** Deborah Arca (dlarca@dadeschools.net)

5. 11/8: The Transformation Coaches will provide a Professional Development session based on the findings from the Impact Review and information provided by the Professional Learning Support Team session. Teachers will learn about standards-based instruction and grading, differentiated instruction, reading intervention, and improving teacher morale. As a result, instruction and teacher morale will improve.

**Person Responsible** Deborah Arca (dlarca@dadeschools.net)

6. 10/31 - 12/16: The School Leadership Team will continue to meet weekly to determine teachers who require additional support to strengthen instructional delivery and planning.

**Person Responsible** Marie Dugas (pr2241@dadeschools.net)

**#4. Positive Culture and Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on PowerBi data, our school has chosen the target area of attendance. Student attendance is an area of concern to assist with ensuring students are academically successful. For the 2021-2022 school year, there were 40% of students with 16 or more absences, 13% with 11-15 absences, and 21% with 6-10 absences. These numbers are slightly higher than the 2020-2021 school year. This year's attendance initiatives will need to be improved in order to ensure attendance is consistently high so students are in school and learning.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With consistent implementation of student incentives, our attendance will increase by 5 percentage points by June 2023. If we successfully implement the targeted Area of Focus relating to Student Attendance, our students will receive targeted instruction to ensure improved academic outcomes.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The Attendance Review Committee (ARC) will work to connect families who struggle with attendance, identifying the root cause for absences, and developing a plan to ensure students are present daily. The ARC will plan regular student incentives to promote the importance of daily attendance. Teachers will monitor their daily attendance and will reach out to parents if a child has 3 days of unexcused absences, and will notify the ARC if a family voices any issues or concerns. Teachers and the ARC will follow the established school's attendance protocols and will discuss this data during data chats.

**Person responsible for monitoring outcome:**

Ines Diaz (inesdiaz@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategy of implementing Attendance Initiatives will assist in narrowing the attendance and achievement gap. Student absences will be monitored to prevent a pattern of excessive absences. The Community Involvement Specialist will make daily calls, and home visits as needed.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific**

Establishing attendance initiatives will assist in decreasing the number of students with either unexcused and excused absences. This initiative will also provide the ARC with any issues a family may be encountering, allowing opportunities for assistance in fostering relationships between the school and its stakeholders.

**strategy.**  
**Describe the**  
**resources/**  
**criteria used for**  
**selecting this**  
**strategy.**

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 8/22-10/14- School counselor will contact the parents of students who have 3 or more unexcused absences with a telephone call. As a result, the importance of daily attendance will be reviewed with parents.

**Person Responsible**      Stephnie West (sdwest@dadeschools.net)

2. 8/22-10/14- The ARC-Attendance Review Committee will meet weekly to review student absences and to schedule truancy meetings with parents. The school counselor in collaboration with the Assistant Principal, will document parent meetings, attendance contracts, and truancy packets submitted. A monthly i-Attend report will be submitted to the North Region office outlining parent contacts and services provided to students with excessive absences. As a result, less students should be out daily, therefore increasing our school's daily attendance rate.

**Person Responsible**      Ines Diaz (inesdiaz@dadeschools.net)

3.8/22-10/14- The Leadership Team will review student attendance data during instructional data chat meetings. As a result, parents will be contacted to review data chat findings and the impact of missed instruction on student academic progress.

**Person Responsible**      Ines Diaz (inesdiaz@dadeschools.net)

4.8/22-10/14- The counselor and the administrative team will review student attendance and through active communication refer parents for wrap-around services that may be needed. As a result, parents will be referred to receive additional services that are aimed to support families in need.

**Person Responsible**      Stephnie West (sdwest@dadeschools.net)

5. 10/31 - 12/16: The administrative team, counselor, and CIS, will work together to target students with excessive absences to determine if the family requires additional support or services. As a result, the targeted students will have improved attendance.

**Person Responsible**      Stephnie West (sdwest@dadeschools.net)

6. 10/31 - 12:16: The counselor will provide bi-weekly rewards to homeroom classes with the most perfect attendance. As a result, students morale will improve as well as the school-wide attendance percentage.

**Person Responsible**      Stephnie West (sdwest@dadeschools.net)

## Positive Culture & Environment

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

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

Gragny Elementary focuses daily on building a positive school culture and environment by fostering relationships with all school stakeholders. Our school will continue to create various opportunities for parents to stay informed and interact through various programs, meetings, and activities offered at the school. Opportunities are also provided for both staff and students to provide feedback regarding educational and professional areas of concerns within the school. Emphasis will be placed on ensuring students are celebrated for their success, build a relationship with their teacher and school staff, and have their physical, social, and emotional needs met. Additionally, we will continue to build a positive school culture by incorporating team building experiences during collaborative planning sessions, faculty meetings, and professional development opportunities provided by the school.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, School Counselor, Instructional Coaches, and the Behavior Management Teacher (our school's Leadership Team). The Leadership Team will plan team building sessions throughout the school year to increase teacher and staff morale.