

Miami-Dade County Public Schools

GRATIGNY ELEMENTARY SCHOOL

A word cloud graphic featuring various educational terms in blue and yellow. The words are arranged in a roughly rectangular shape. The largest words are 'students' and 'improvement'. Other prominent words include 'learning', 'success', 'teaching', 'relationships', 'leadership', 'mission', and 'growth'. Smaller words include 'analysis', 'ambitious', 'striving', 'achievement', 'resources', 'instruction', 'collaboration', 'vision', 'supportive environment', 'areas of focus', 'strategic planning', 'needs assessment', 'family and community involvement', and 'college and career'. A circular logo is positioned at the bottom left of the word cloud.

mission Florida college and career
family and community involvement
needs assessment
students analysis ambitious
school improvement
striving achievement
teaching relationships
success resources
learning vision
strategic planning collaboration
supportive environment
areas of focus
growth instruction

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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".

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Marie Dugas

Position Title

Principal

Job Duties and Responsibilities

Marie Dugas 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.

Leadership Team Member #2

Employee's Name

Elisa P. Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

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. In addition, she will assist the school principal in all aspects of leadership, to ensure all school-wide goals are met.

Leadership Team Member #3

Employee's Name

Elda Guthrie

Position Title

Literacy Coach

Job Duties and Responsibilities

Elda Guthrie 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. She 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.

Leadership Team Member #4

Employee's Name

Dr. Susana Moya

Position Title

Behavioral Specialist

Job Duties and Responsibilities

Dr. Moya 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.

Leadership Team Member #5

Employee's Name

Stephnie West

Position Title

School Counselor

Job Duties and Responsibilities

Stephnie West 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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders inclusive of school staff, parents, students, families, business partners, and community leaders will be involved in the academic and cultural process of the SIP through the use of faculty meetings, school website, parent meetings, EESAC meetings, and staff/student/parent surveys.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored by the leadership team members. Administrators will monitor the overall implementation of the SIP. The principal and assistant principal will conduct weekly classroom walkthroughs and provide timely feedback to classroom teachers. The instructional coach will conduct weekly collaborative planning sessions with teachers as evident of collaborative planning agendas and sign-in rosters. Administration and teachers will conduct quarterly data chats with the completion of data protocol sheets. Data from FAST, and i-Ready will be analyzed during leadership team meetings and collaborative planning sessions. The data will be discussed during EESAC, and professional development will be provided by the instructional coach for the area of focus listed on the SIP. Based on the continuous monitoring of data, student groups, differentiated instruction, and intervention will be adjusted as needed. Before the beginning of each SIP Phase, we will speak with stakeholders (EESAC, faculty meetings, etc.) to review and discuss our next goal. We will make adjustments to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	7	4	7	0	2				20
One or more suspensions		1	0	3	0	3	0	0	0	7
Course failure in English Language Arts (ELA)			8	11	8	1				28
Course failure in Math			8	8	4	12				32
Level 1 on statewide ELA assessment				11	16	14				41
Level 1 on statewide Math assessment				8	14	8				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		30	20	32						82
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		23	8	15	8					54

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		19	13	22	20	16				90

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				11						11
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	15	7	8	6	4	6				46
One or more suspensions		1	1		1	1				4
Course failure in ELA		15	5	6	11	6				43
Course failure in Math		14	5	6	11	6				42
Level 1 on statewide ELA assessment				32	14	18				64
Level 1 on statewide Math assessment				25	4	16				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	18	17	16	34						124

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		11	4	28	10	12				65

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				17						17
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	46	63	57	45	60	53	41	62	56
ELA Grade 3 Achievement **	38	63	58	29	60	53			
ELA Learning Gains	71	64	60				68		
ELA Learning Gains Lowest 25%	68	62	57				63		
Math Achievement *	52	69	62	57	66	59	55	58	50
Math Learning Gains	71	65	62				74		
Math Learning Gains Lowest 25%	72	58	52				78		
Science Achievement *	42	61	57	42	58	54	37	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	57	64	61	39	63	59	64		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	517
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	46%	60%	30%		52%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	2	2
English Language Learners	53%	No		
Black/African American Students	53%	No		
Hispanic Students	70%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	1	1
English Language Learners	39%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	47%	No		
Hispanic Students	43%	No		
Economically Disadvantaged Students	46%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	52%	No		
Native American Students				
Asian Students				
Black/African American Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	64%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%	38%	71%	68%	52%	71%	72%	42%					57%
Students With Disabilities	17%				17%								
English Language Learners	32%	27%	67%	71%	41%	73%	77%	33%					57%
Black/African American Students	46%	39%	71%	58%	49%	65%	62%	37%					51%
Hispanic Students	50%		74%		67%	83%							76%
Economically Disadvantaged Students	48%	39%	70%	67%	56%	73%	73%	39%					57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%	29%			57%			42%					39%
Students With Disabilities	34%				34%			9%					
English Language Learners	34%	17%			53%			36%					56%
Black/African American Students	47%	32%			59%			42%					54%
Hispanic Students	42%	23%			46%								61%
Economically Disadvantaged Students	45%	33%			55%			42%					55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	41%		68%	63%	55%	74%	78%	37%					64%
Students With Disabilities	48%		76%		47%	67%		30%					
English Language Learners	31%		66%		46%	69%		38%					64%
Native American Students													
Asian Students													
Black/African American Students	39%		64%	55%	52%	73%	78%	27%					67%
Hispanic Students	50%		77%		64%	77%		56%					62%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	40%		67%	63%	54%	73%	78%	36%					62%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	32%	56%	-24%	55%	-23%
Ela	4	46%	55%	-9%	53%	-7%
Ela	5	32%	56%	-24%	55%	-23%
Math	3	27%	65%	-38%	60%	-33%
Math	4	63%	62%	1%	58%	5%
Math	5	53%	59%	-6%	56%	-3%
Science	5	37%	53%	-16%	53%	-16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvement can be seen from ELA grade. Gratigny will be focusing on differentiation to increase proficiency in all grade levels.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the 2024 FAST report, the lowest performance are Grade 3 ELA, Grade 5 ELA and Grade 3 Mathematics. The primary contributing factor is teacher capacity in one of my grade 3 ELA classes and the lack of readiness of our incoming grade 3 students.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When comparing the 2023 and 2024 FAST PM3 scores, Grade 5 ELA saw the most significant drop in proficiency, decreasing by 21 percentage points. This decline is attributed to the pacing of the teachers. Teachers fell behind the pacing guide due to students not grasping the concepts.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to the state average, Grade 3 and Grade 5 ELA showed the largest gap, with a 32-point difference in proficiency. Both grades are 23 percentage points below the state average. The contributing factors were teacher capacity in Grade 3 and pacing in Grade 5. Grade 5 was not anticipated for grade 5, as this cohort entered 5th grade had a 49% proficiency.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, identify one or two potential areas of concern.

1. The number of students across all grade levels with substantial reading deficiencies is a major area of concern.

2. The number of students with 2 or more indicators must be identified at the beginning of the school year for immediate referral to the MTSS process.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Begin implementing after-school tutoring immediately following the administration of FAST PM1 targeting the deficient skills of bubble students and students in the lowest 25-35 quartile.
2. Conduct daily walkthroughs in grades 3-5 with a focus calendar.
3. Participate in all common planning sessions.
4. Ensure that Differentiated Instruction is being done with fidelity.
5. Ensure that Intervention is being implemented with fidelity.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2023-2024 FAST PM3 data, 17% of our third through fifth-grade SWD students achieved proficiency in ELA. Given these results, we will implement the Targeted Element of Differentiation to address the needs of these students to increase their proficiency. It has been identified as a critical need due to scoring below the threshold of 41% proficiency.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The SWD subgroup scored 17% proficiency on the 2024 FAST PM3 assessment. With the implementation of the Targeted Element of Differentiated instruction (DI), we hope to increase to 50% proficiency with the SWD students on the 2025 FAST PM3 assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data trackers will be implemented in Grades 3-5 for ELA. Teachers and students will conduct data chats and monitor progress with the SWD students to ensure ongoing improvement. The data will also be reviewed during Leadership Team meetings and in collaborative sessions with the literacy coach. Administration will conduct walkthroughs along with providing feedback to teachers.

Person responsible for monitoring outcome

Elisa Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the Targeted Element of Differentiation, it will our SWD students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale:

This evidence-based strategy of Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ESSA- Professional Development

Person Monitoring:

Elda Guthrie

By When/Frequency:

9-27-2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Provide professional learning for teachers on effectively implementing DI and gathering resources to set high expectations for all students.

Action Step #2

Data Trackers

Person Monitoring:

Elda Guthrie

By When/Frequency:

9-27-2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Provide teachers with DI Data Trackers to monitor students' process.

Action Step #3

Walk-throughs

Person Monitoring:

Elisa Smith

By When/Frequency:

9-27-2024/ Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Walkthroughs by literacy coach and administration.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, 46% of our third through fifth-grade students were proficient in ELA. Based on data, we will implement the Targeted Element of Standard-Based Collaborative Planning to increase the knowledge of teachers which would increase proficiency for students. ELA was identified as a critical area of focus due to its status as the lowest performing subject and the largest gap compared to the state average.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the targeted element of Standards-Based Collaborative Planning, an additional 6% (for a total of 52%) of our grades 3-5 students will score Level 3 or higher on the 2025 FAST ELA PM3 assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by administration to ensure teachers play an active role in the collaborative planning process. Administration will sit in on weekly collaborative planning and provide feedback.

Person responsible for monitoring outcome

Elda Guthrie

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

As part of the Targeted Element of Standard-Based Collaborative Planning, we will incorporate Lesson Study. This approach involves teachers working together to plan, teach, and revise a single class lesson collaboratively. It can be integrated into our collaborative planning sessions.

Rationale:

This evidence-based strategy was chosen because it addresses teachers' needs for enhanced

preparation and readiness to effectively instruct their students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ELA-Collaborative Planning

Person Monitoring:

Elisa Smith

By When/Frequency:

9-27-2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Literacy Coach will meet with ELA teachers weekly to plan collaboratively.

Action Step #2

Resources

Person Monitoring:

Elda Guthrie

By When/Frequency:

9-27-2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Literacy Coach will ask teachers to bring resources to planning to ensure there are standard-aligned.

Action Step #3

Data

Person Monitoring:

Elisa Smith

By When/Frequency:

9-27-2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Teachers will bring data bi-weekly to collaborative planning to plan for DI.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, 46% of our third through fifth-grade students were proficient in ELA. Based on data, we will implement the Evidence-Based Intervention of utilizing Anchor Charts. Anchor Charts serve as artifacts of classroom learning. Like an anchor, they holds students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our area of focus for this year is the Differentiation during instruction. During our collaborative planning, we plan to use make targeted interventions by analyzing data from FAST STAR and i-Ready to ensure groups are aligned and beneficial to students to promote improved students' outcomes.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our area of focus for this year is the Differentiation along with utilizing anchor charts during instruction. We plan to use make targeted interventions by analyzing data from FAST STAR and i-Ready to ensure groups are aligned and beneficial to students to promote improved students' outcomes. Anchor charts can be created by teacher and/or students to indicate if concepts are understood.

Grades K-2: Measurable Outcome(s)

With a clear understanding of our standards and the implementation of differentiation, we expect to see a 10% increase in the number of K-2 students on track to score Level 3 or higher, as reflected in the comparison between FAST PM1 and FAST PM3 data in 2025.

Grades 3-5: Measurable Outcome(s)

With the implementation of differentiation and collaborative planning, an increase of 5% of the students in grades 3-5 that are on track to score Level 3 will be evident in the comparison of the PM1 and PM3 in 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Leadership Team will conduct data chats after PM1 & PM2 to plan for DI and instruction. Students not showing adequate growth following PM2 will be provided with tutorial.

Person responsible for monitoring outcome

Elisa Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Anchor Charts serve as artifacts of classroom learning. Like an anchor, they hold students' and teachers' thoughts, in alignment to standards and skills, as well as ideas and processes in place. Anchor charts can be displayed as reminders of prior learning and built upon over multiple lessons.

Rationale:

Anchor charts provide visual reminders, support for learning and guidance for independent work. It provides consistency in instruction by keeping important information visible throughout the learning process. With students seeing it constantly, it will be embedded in their minds when testing arises and produce better scores. This will be focused on during collaborative planning to ensure they are being done with fidelity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Elda Guthrie

By When/Frequency:

9-27-2024/ weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 Literacy Coach will meet with ELA teachers weekly to plan collaboratively.

Action Step #2

Anchor Charts

Person Monitoring:

Elda Guthrie

By When/Frequency:

9-27-2024/ Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

8/15-9/27 During collaborative planning, ideas for anchor charts will be discussed.

Action Step #3

Creation of Anchor Charts

Person Monitoring:

Elda Guthrie

By When/Frequency:

9-27-2024/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

8/15-9/27 Once a month, during collaborative planning, teachers will create anchor charts pertaining to upcoming standards.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2023-2024 school climate survey revealed that 56% of the students strongly agreed with the statement, "Adults at my school help me when I need it". This is a crucial need due to the fact that only 17% of our students with disability (SWD) were proficiency in the 2024 FAST ELA PM3 assessment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The 2023-2024 school climate survey indicated that 56% of the staff strongly agreed with this statement "Adults at my school help me when I need it". The 2024-2025 goal is to increase this to 70%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will meet with the SWD students to speak to them regarding their performance on their assessment. We will meet with them monthly to build and create a relationship with them hoping to build their self esteem and self worth to increase proficiency to 42 % on the 2024 FAST ELA PM3 assessment,

Person responsible for monitoring outcome

Elisa Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

School Spirit and Pride encourages and promotes school spirit and pride through activities.

Rationale:

School Spirit and Pride are fostered through engaging activities that promote a positive school culture. The SWD students will feel important and valued in our school community. When students feel valued, their scores tend to increase.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

SWD List

Person Monitoring:

Marie Dugas

By When/Frequency:

9-27-2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will create a list with the SWD students including grade level, performance on 2024 PM3 assessment.

Action Step #2

Scheduled Meeting with SWD Students

Person Monitoring:

Elisa Smith

By When/Frequency:

9-27-2024/One time

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will schedule an assembly with SWD students.

Action Step #3

Choosing our SWD students

Person Monitoring:

Elisa Smith

By When/Frequency:

9-27-2024/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each member of the leadership team will select 4 -8 students that they will responsible for the school year by building relationships with them and conducting monthly check-ins.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://gratignyelementary.net/wp-content/uploads/2023/12/Gratigny-ES-2023-2024-School-Improvement-Process-SIP.pdf>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Website: gratignyelementary.net

As we move forward this year, we are making every effort to be available in the mornings and after school to interact with our students and parents. In addition, our school continues to create various opportunities for our parents to stay informed through various programs, meetings, and activities offered to discuss various topics related to student achievement and mental well-being. Additionally, we have a Community Involvement Specialist available to offer support and help to parents as needed.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

All stakeholders involved in providing instructional guidance and support will continue to attend

collaborative planning and utilize professional development opportunities as necessary to strengthen their craft. In addition, teachers will follow their master schedule to ensure that equitable time is provided in all core subjects as well as the electives. This year Differentiated Instruction has been built into the Master Schedule to ensure that teachers are providing students an opportunity to receive tiered instruction according to their educational needs.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

All efforts have been made to share with parents at our Parent Meet and Greet as well documents sent home with students information from Project Up-Start, how to obtain a mobile device, and opportunities for after-school programs. In addition, we have a VPK program. Students are also offered the opportunity to participate in the Do the Right Thing program and D.A.R.E. All of these are offered to allow students early exposure and opportunities to achieve educational excellence and physical and mental well-being.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

We will utilize the resources provided by the district (McGraw-Hill Wonders) to ensure we meet the needs of all students. We will conduct Data Chats following PM1 & PM2 to review data and make the necessary changes to provide the optimal instruction. Students may need to be moved to intervention (Reading Horizon) or enrichment.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

We will revisit after each progress monitoring (PM1, PM2) to see the needs of the school. If students fall below grade level/ELA Decision Tree, they will be placed in Reading Horizon Tier 2 or Tier 3 Intervention. Those students will be invited to after-school tutoring in which we will utilize the Measuring Up books.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00