

Grannemann Elementary

Annual Title 1 Meeting
August 22, 2024



2324 REDMAN ROAD

St. Louis, MO 63136



314) 953-4250

Our Agenda



Title 1 Overview

Our Mission and Vision

Our Goals

2023-2024 School Year Progress

Title 1 Participation Programs & Services

Parent Involvement Policies & Updates

Upcoming Family Events

Our Team

Questions & Answers



What is Title 1?

Under the Elementary and Secondary Education Act, Title 1:

- Provides financial assistance to local schools with high numbers or high percentages of children that qualify for free/reduced lunch.
- Was established in order to ensure that all children meet challenging state academic standards



Our Mission and Vision

Mission



The mission at Grannemann Elementary is to provide the best educational environment for our students by implementing the most effective and proven strategies so every student grows socially, emotionally, and academically.

Vision



Our vision at Grannemann is to provide a safe learning environment in which each student is valued, challenged to achieve their goals, and encouraged to become lifelong learners who are college and career ready citizens.

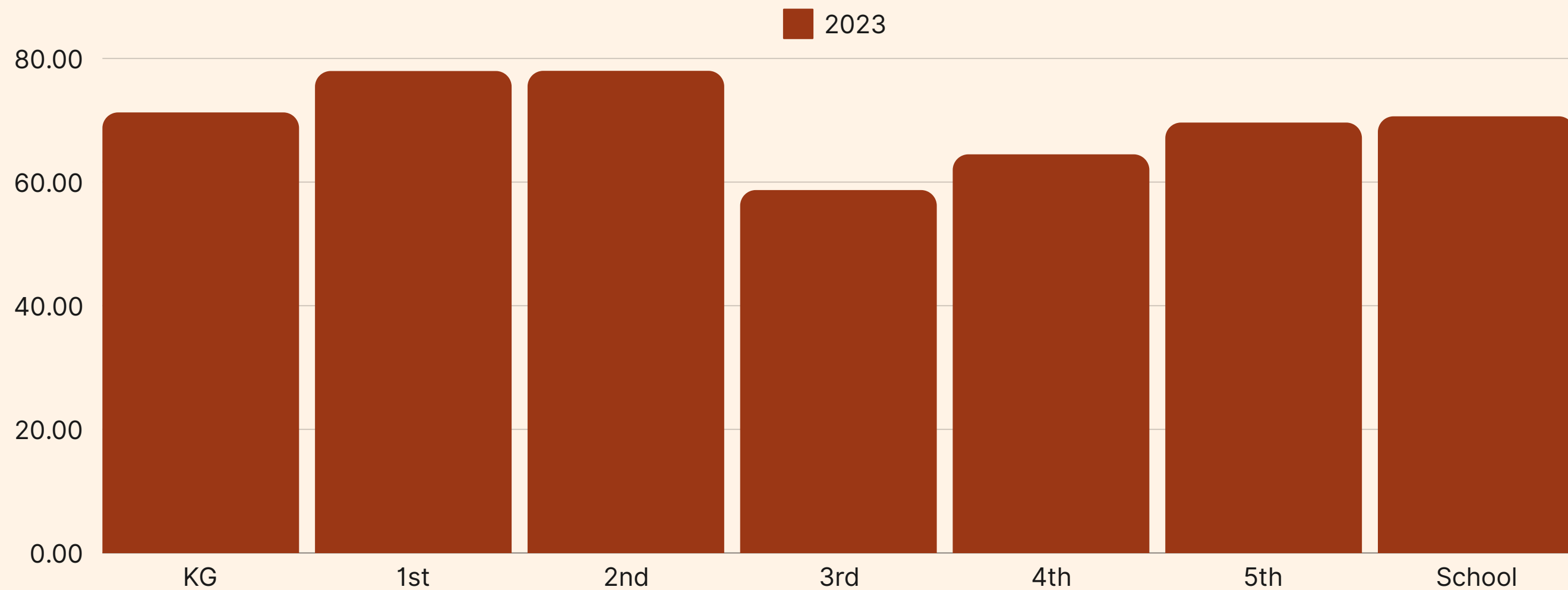


Missouri Assessment Program (MAP) Testing

- MAP testing will be held each spring for 3rd-5th grade students. 5th grade students.
- All students are tested in English Language Arts (ELA) and Mathematics.
- 5th grade students ONLY are tested in Science.
- Performance Level Descriptors: Below Basic, Basic, Proficient, and Advanced outline general characteristics of student skills and knowledge for each level.

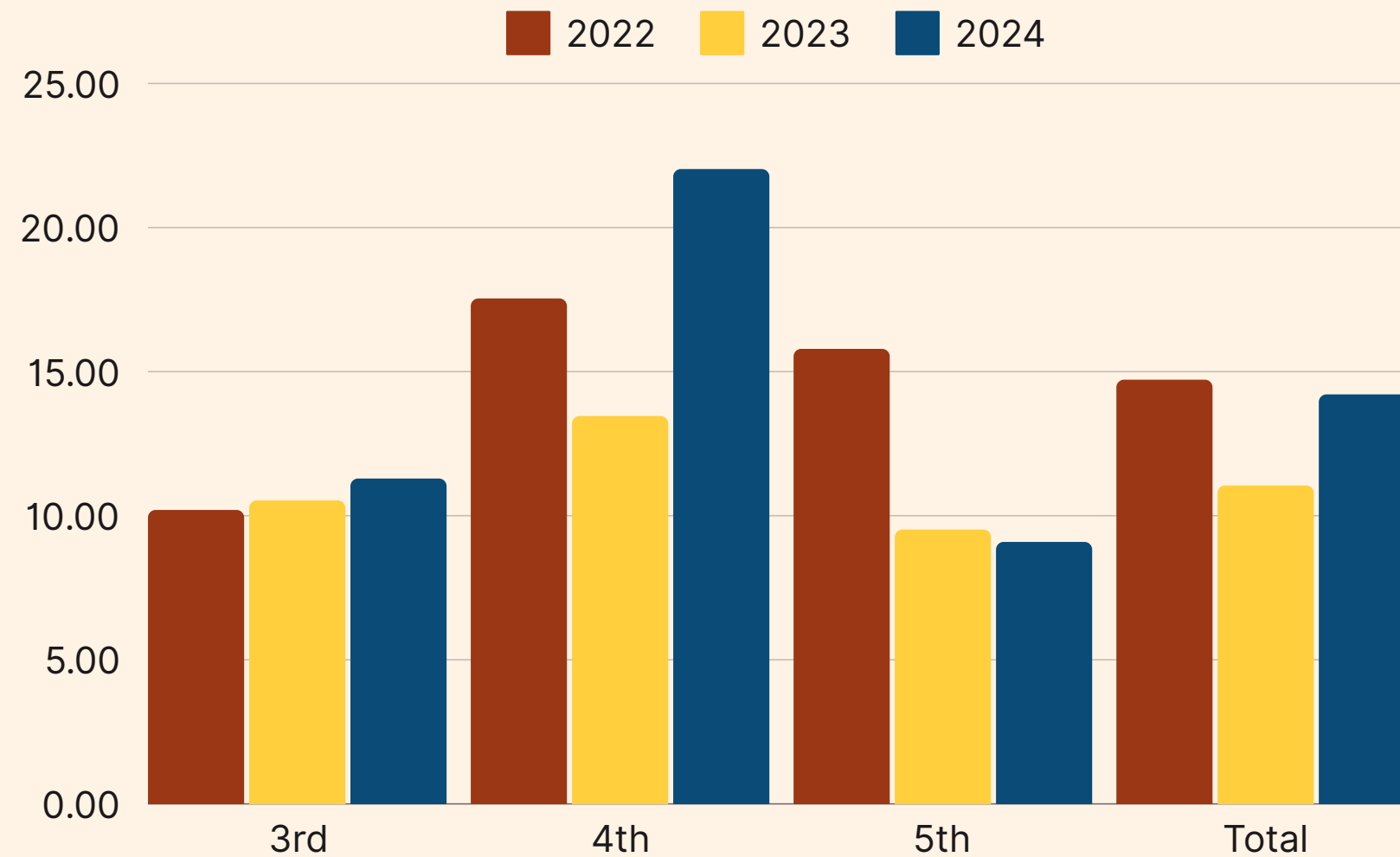
Attendance

90% of students attending school 90% of the time



Our Progress

English Language Arts (ELA)
% Advanced/Proficient



2024 4th Grade
Advanced/Proficient

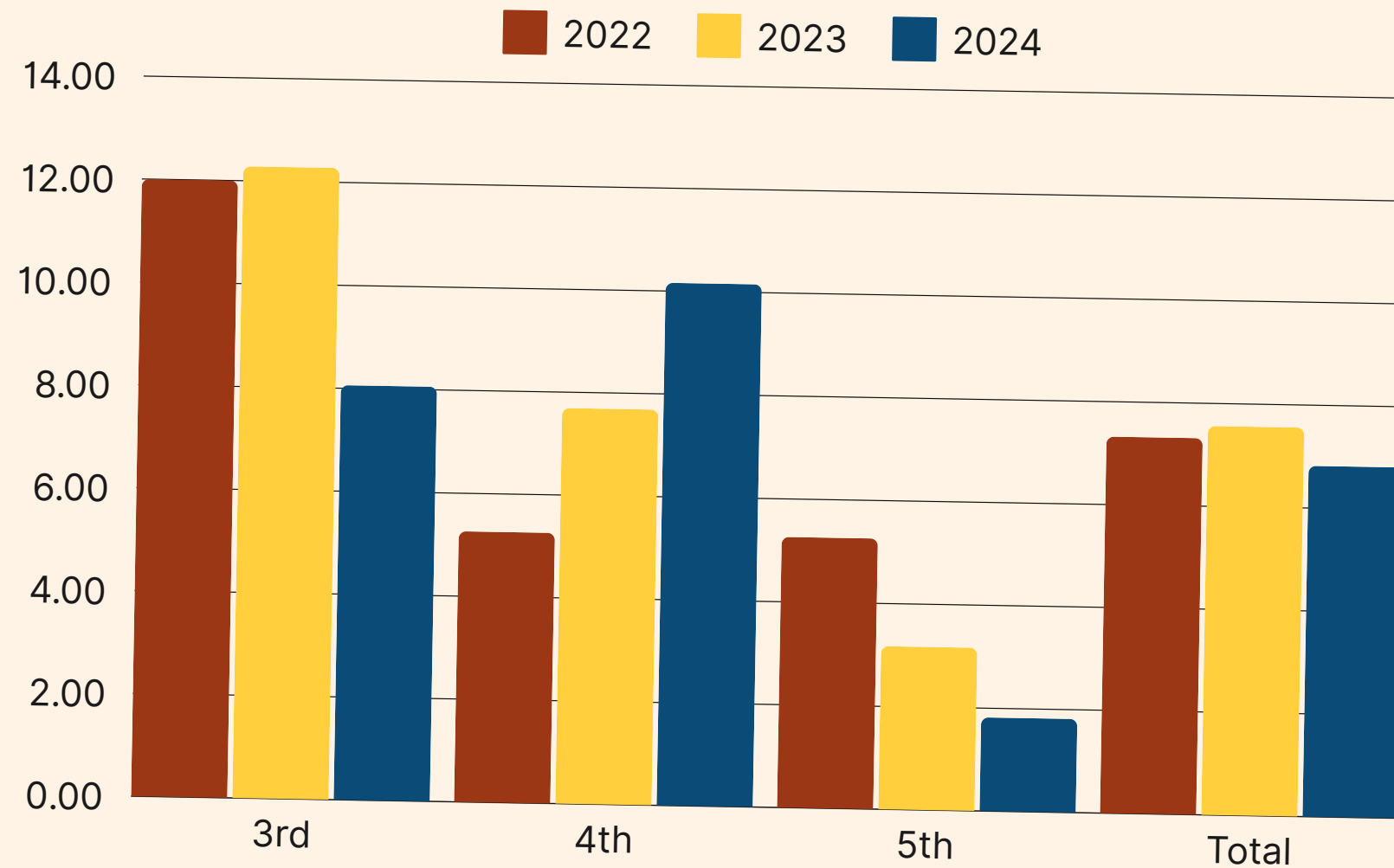
+8.57%

3rd - 5th Grade
2022 to 2024
Advanced/Proficient

14.72% to 14.21%
-.51%

Our Progress

Mathematics
% Advanced/Proficient



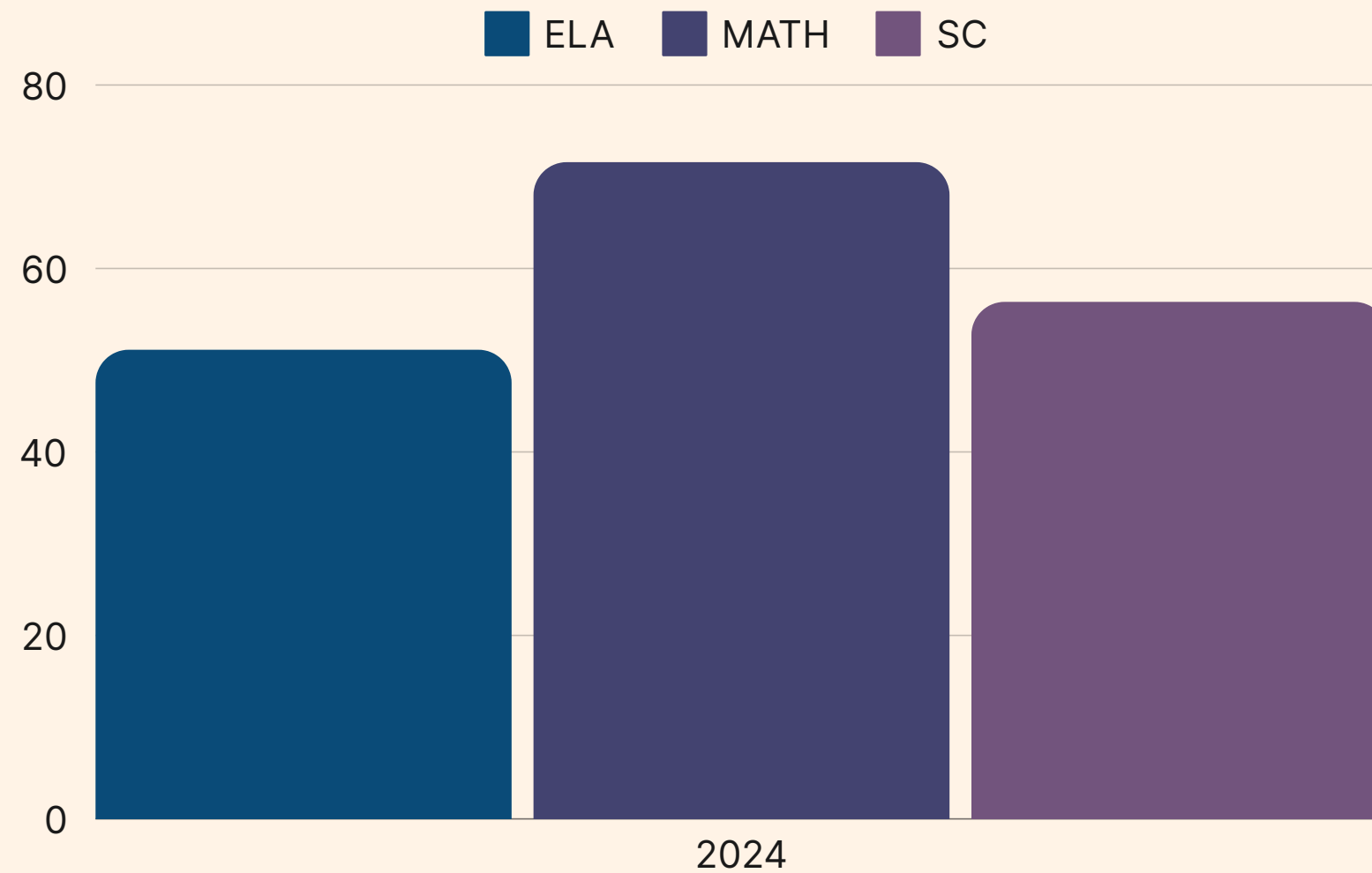
2023 Advanced/Proficient
4th Grade **+2.47%**

3rd - 5th Grade
2022 to 2024
Advanced/Proficient

7.32% to 6.82%
-.51%

Below Basic

2024



Our goal is to decrease the number of students in each content area by 15%

Our School Improvement Goals

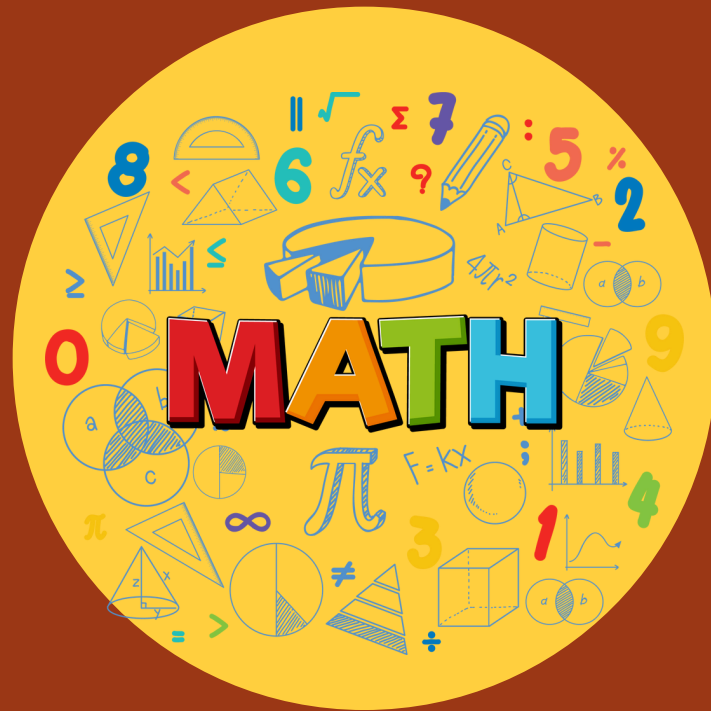


Goal # 1

If we utilize the data-based decision making process with a focus on the Science of Reading, Early Literacy (Phonological Awareness, Phonics & Language Comprehension) Reading Comprehension, Writing and Literacy Across Content Areas our students will enjoy reading and writing while increasing achievement on MAP - ELA by 15% and the number of students reading at or above grade-level as measured by our Benchmark Assessments during the 2024-2025 school year.

- 3rd = 26.29% or 16 students
- 4th = 37.03% or 21 students
- 5th = 24.09% or 11students
- Total = 29.21% or 48 students

Our School Improvement Goals



Goal # 2

If we teach the Investigations curriculum with fidelity and the EMI model we will provide ample opportunity to differentiate instruction in mathematics. While doing so if we emphasize the joy of mathematics and focus on supporting staff to support students, with perseverance, sense-making, engaging in rich dialogue, understanding the relevance of the math they are exploring, justifying their reasoning and critiquing the reasoning of others, the percentage of students scoring in the proficient and advanced range will increase by 15% as measured by MAP - MA, embedded Investigations assessments and EMI benchmarks during the 2024-2025 school year.

- 3rd = 23.06% or 14 students
- 4th = 25.16% or 15 students
- 5th = 16.82% or 9 students
- Total = 23.6% or 38 students

Our School Improvement Goals



Goal # 3

If we expand our programming for PBIS, maintain partnerships with families, implement universal expectations, improve customer service and support, incorporate restorative practices and decrease out-of-school days, then positive student behaviors will increase as evidenced by a 5% decrease in out-of-school suspensions and over the next three years increase proportional attendance by 5% each year.

Title 1 Funding

Home School Communicators

Family & Community Events

Instructional Guide

Math Interventionist

Field Trips

Before & After School Programs

Instructional Resources & Materials

Professional Development & Support



How will you learn about your child's progress?

- Parent-Teacher Conferences
- School and District Assessment Scores
- Bi-Quarterly Progress Reports
- 10-week Report Cards
- Individualized Education Plan (IEP) Goals
- MAP Testing

Upcoming Events



Early Dismissal
September 20th
School Day Ends @ 1:50PM

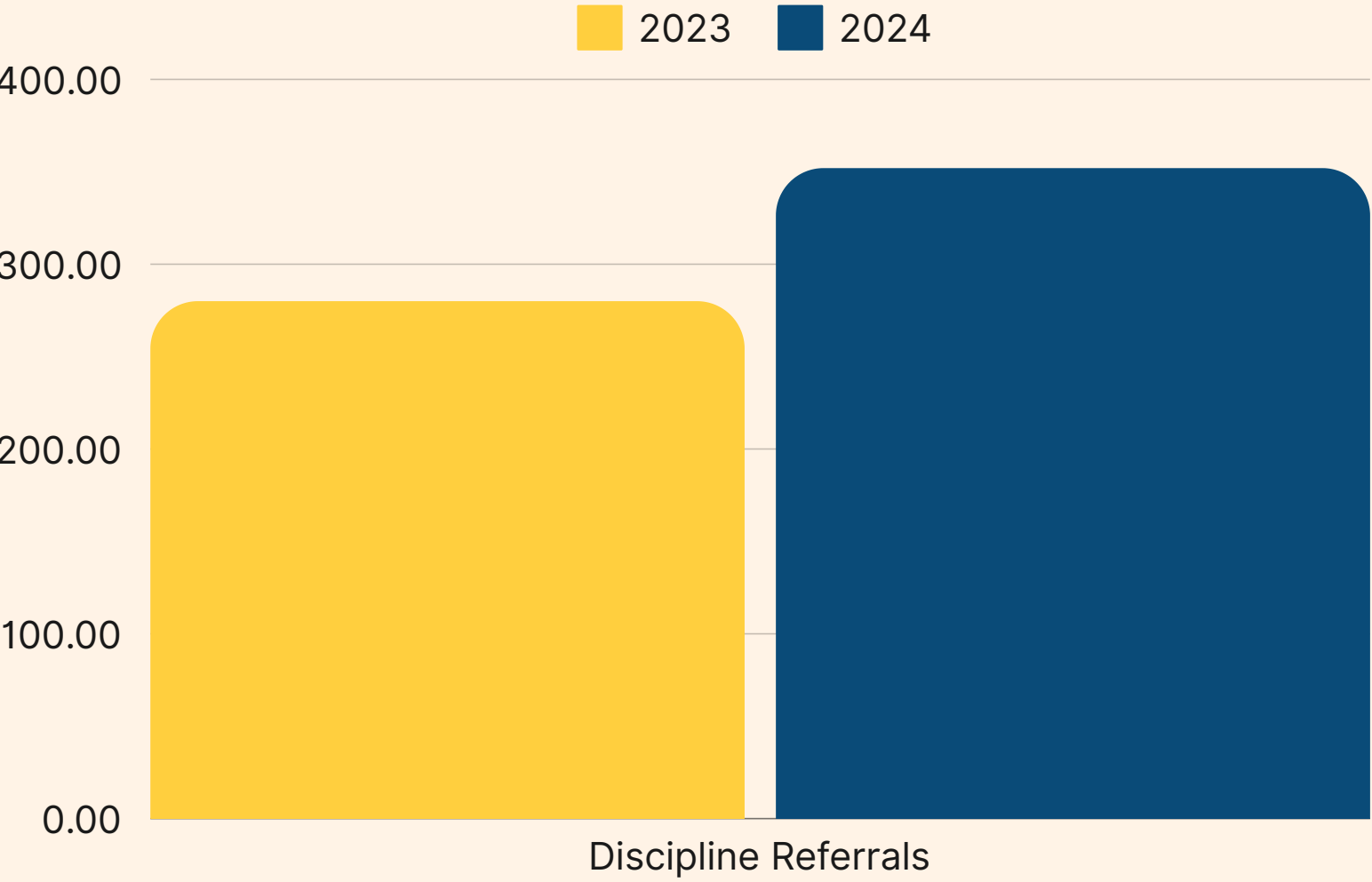
Grandparent's Day
September 13, 2024

Bobo's Pizza Fundraiser
August 21 - September 4

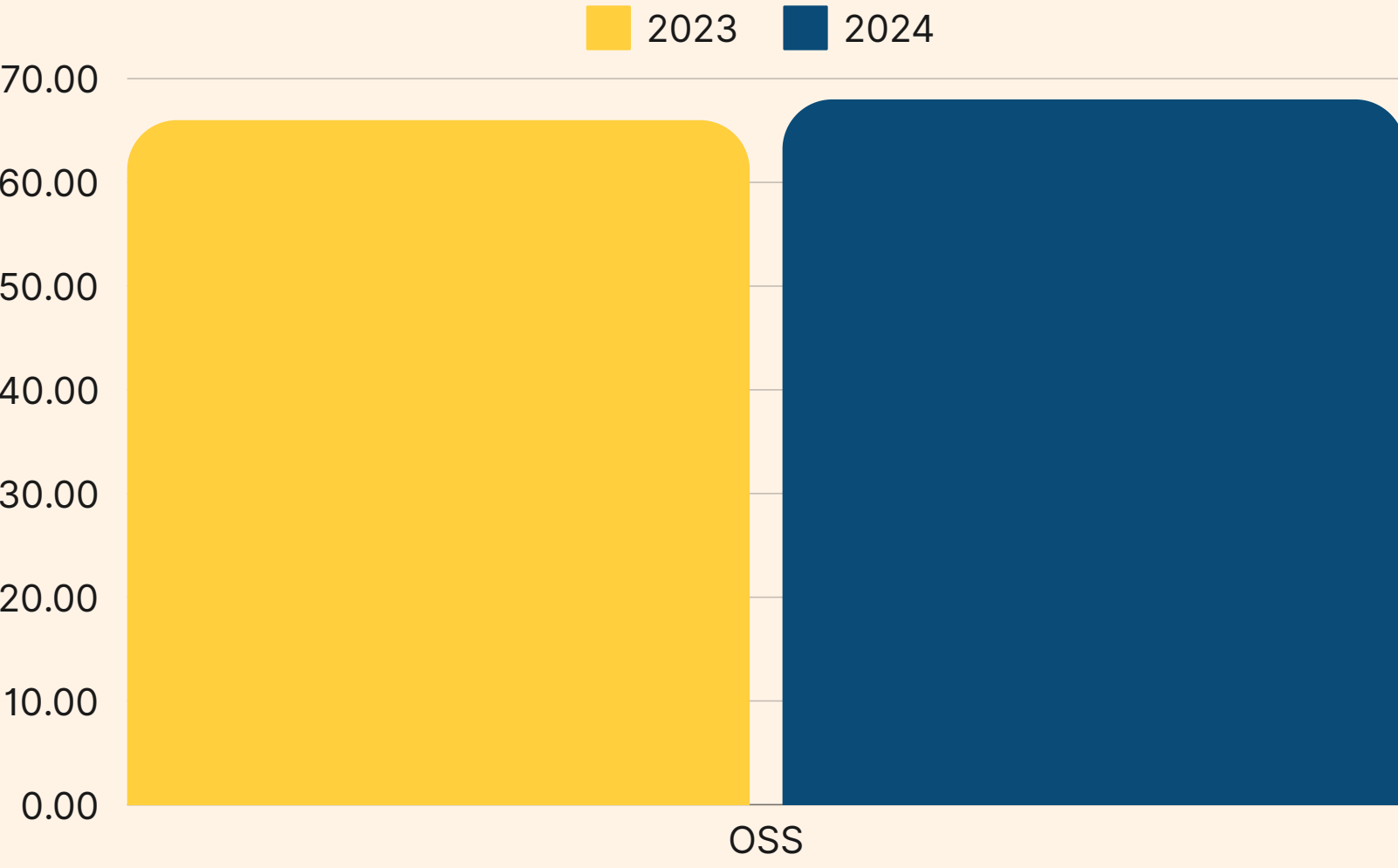
Family Fall Carnival & Trunk or Treat
October 17 6-8pm

Quarter 1 Parent-Teacher Conferences: *
October 23 - 25
*dates subject to change

Office Referrals



Number of OSS



Discipline Data Trends starting in 2022

- Disruptive Behavior and Physical Aggression were the top misbehaviors.
- 5th grade had the most referrals in the past three years.
- Classroom, Hallways, Playground and Grounds are the most common places for misbehaviors to occur.
- 5th grade has had the most referrals over the last two years.
- OSS by the month
Sept:3 Oct:11 Nov:5 Dec:4 Jan:5 Feb:10 Mar:10 Apr: 12 May: 8

Hazelwood School District Cell Phone Policy

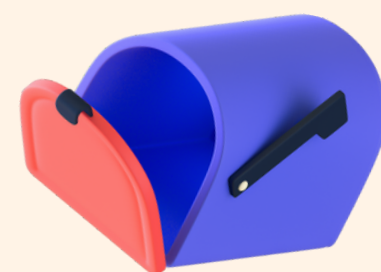
- All Cell Phones should be out of sight.
- Cell Phones and other electronic devices not issued by the school misuse is defined as the use of any item that can be used to communicate, play music and/or record information in either written, pictorial or video form.
- K-8 If a student brings a cell phone or electronic device to school, it is to be placed out of sight from the beginning to the end of the instructional day.
- Recording video of discipline infraction will cause discipline for the person recording and confiscation of device for possible deletion.
- Cell Phones and other electronic devices are brought at your own risk.

Physical Aggression, Bullying and Cyberbullying

- Physical Aggression is defined as one or more students engaging in physically aggressive behavior.
- Fighting is defined as conflict to which both parties have contributed to physically. Students are expected to seek non-violent solutions to solve disputes.
- Bullying is defined as repeated, purposeful, deliberate and negative exclusion of a student by an individual or group, in person or through any multi-media tools.
- All incidents of the aforementioned infractions will be handled accordingly.
- A SEL team composed of a Counselor, Home School Communicators, Interventionist, Interventionist Aide and a Social Worker provide Tier 2 and Tier 3 support.



Connect with us.



Email us

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Call us

314-953-4250 (main office)



[Why Our Community Loves Grannemann](#)