

John G. Dupuis Elementary School

1150 W 59TH PL, Hialeah, FL 33012

<http://jgd.dadeschools.net>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | B* | C | C |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for John G. Dupuis Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty and staff of John G. DuPuis Elementary School are committed to providing all students with quality instruction and social/emotional skills enabling them to master the essential competencies and knowledge necessary to meet the challenges of the 21st Century.

b. Provide the school's vision statement.

John G. DuPuis Elementary School will successfully reach and teach all our students through effort and determination.

2. School Environment

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

Instructional personnel provide opportunities, through classroom projects, to learn about students' cultures. These projects provide opportunities to build relationships between teachers and students.

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

Providing a safe learning environment for the students of John G. DuPuis Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The Rethinking School Discipline Collaboration site is reviewed with faculty and staff and best practices are shared. The school reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs. In addition, the School Counselor teaches the students the Core Values and plans activities throughout the year on Values Matter Miami using nearpod.

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

All staff members follow the Roadmap to Progressive Discipline and the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Each teacher has designed their individual Classroom Management Plan.

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

The School Counselor consistently addresses specific needs requested by the teacher and visits those classrooms to provide support. The School Counselor also provides individual/group counseling with students and utilizes the Roadmap to Progressive Discipline.

3. Early Warning Systems

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

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

The administration and student services team monitors student attendance regularly. Letters are sent home to parents of students who are exhibiting excessive absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

All staff members follow the Roadmap to Progressive Discipline and the Code of Student Conduct.

Students receiving a Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics receive additional intervention during school hours and are provided with before and after school tutoring. Saturday Academy is also offered from January 2017 - April 2017.

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

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 |
| Attendance below 90 percent | 10 | 10 | 11 | 13 | 13 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 2 | 5 | 6 | 1 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Level 1 on statewide assessment | 2 | 10 | 19 | 0 | 7 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|----|---|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 3 | 14 | 7 | 14 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

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

General education teachers provide intervention for students, collect data, collaborate with other staff and provide information about core subjects. Data will be used to guide instructional decisions for all students and to adjust delivery of curriculum and instruction to specific needs of students. Maria Fleitas, Reading Coach, provides assistance to teachers regarding data-based instructional planning and supports the implementation of Tier I and Tier II intervention plans, i-Ready, and oversees the before and afterschool tutoring program.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/346350>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Collaborative conversations/communication is key to sustaining a successful business partnership in the community. John G. DuPuis Elementary School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Our Community partners are: Zoo Miami, Carnival Foundation, Youth Crime Watch of Miami- Dade County, Kiwanis, City of Miami - Do the Right Thing, and Lowes. By working together we recognize students achievement and promote character education development through our Student of the Month Celebrations, Perfect Attendance Recognition, Honor Roll Assemblies, Most Improved Recognition and Let's Read Program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Nunez, Lourdes | Principal |
| Betancourt, Idalis | Assistant Principal |
| Fleitas, Maria | Instructional Coach |
| Wantana, Vassana | Teacher, K-12 |
| Rodriguez, Ibis | Teacher, K-12 |
| Tirado, Paula | Teacher, K-12 |
| Martinez, Sissi | Teacher, K-12 |
| Hendrickson, Nancy | Teacher, K-12 |
| McCall, Lisa | Teacher, K-12 |

b. Duties

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

Administrators: Monitors academic and behavior data through data chats and grade level meetings, gathers and analyzes data to determine professional development for faculty as indicated by student intervention and academic needs, holds monthly team meetings, maintains communication with staff as well as updating them on procedures, ensures commitment and allocates resources, hires teachers and coaches who share the common goal of improving instruction for all students, and mentors team members who will work to build staff support, internal capacity, and sustainability over time. Ensures that the School Improvement Plan is being implemented with fidelity.

General Education Teachers: Provides intervention for students in the first level (core), second level (supplemental) and third level (intensive), collects data, collaborates with other staff and provides information about core subjects. Data will be used to guide instructional decisions for all students and to adjust delivery of curriculum and instruction to specific needs of students. Ensures that the School Improvement Plan is being implemented with fidelity.

Maria Fleitas, Reading Coach - Provides guidance on the Comprehensive Reading Plan; Common Core, District Pacing guides, technical assistance to teachers regarding data-based instructional planning and supports the implementation of Tier I and Tier II intervention plans and ensures that the School Improvement Plan is being implemented with fidelity.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

MTSS/Rtl is an extension of John G. DuPuis' Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, and prevention of student failure through early intervention.

John G. DuPuis Elementary School's MTSS/Rtl Leadership Team is composed of: the Principal, Assistant Principal, Reading Coach, ELL Teacher, EESAC Chairperson, School Psychologist, and School Counselor. The MTSS/Rtl team addresses student learning based on analysis of data. The MTSS/Rtl team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/Rtl is being implemented with fidelity and that assessment of MTSS/Rtl skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/Rtl is implemented and will communicate with parents regarding school based MTSS/Rtl plans and activities.

The roles of the ESE (SWD) teacher and the School Psychologist are:

Jennifer Gotor, Exceptional Student Education (SWD) Teacher – Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Solange Fernandez, School Psychologist, Russela Bernal, School Counselor, and Ofelia Diaz, Social Worker – Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions in the first level (core), second level (supplemental) and third level (intensive), the student service team will continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success. Ensures that the School Improvement Plan is

being implemented with fidelity.

Title I, Part A

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to our school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), (Ana Martinez) conducts home visits, plan parent activities and assist parents daily. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Our Reading Coach, (Maria Fleitas) develops, leads, and evaluates school core content standards/ programs; identifies and analyses existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Maria Fleitas identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Parents participate in the design of the school's Parent Involvement Plan (PIP), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Efforts are made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); and special support services to special needs populations such as homeless and ELL students.

Title III

Services are provided through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners at John G. DuPuis Elementary School. Funds are used to supplement and/or enhance the Before and After School Tutorial programs at John G. DuPuis Elementary.

Title X- Homeless

Russela Bernal, school counselor is the liaison for John G. DuPuis Elementary School.

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the

rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- The District Homeless Liaison and Ms. Bernal (School Counselor) participate in community organization meetings and task forces as it relates to homeless children and youth.
- The counselor is trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor.
- Training and technical assistance for elementary counselors, administrators and teachers is also a component of this program.

District Policy Against Bullying and Harassment - teachers teach the mandatory five lessons

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- John G. DuPuis Elementary School implements 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

Nutrition Programs

- John G. DuPuis Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

John G. DuPuis Elementary School has one Pre-K ESE Reverse Mainstream Program that services students with special needs and utilizes general education students as role models. John G. DuPuis has three Head Start classrooms on campus for three and four year olds.

In order to facilitate the transition from Pre-K to Kindergarten, time is set aside for students in all Pre-K programs to visit the Kindergarten classrooms.

John G. DuPuis Elementary School also offers ongoing opportunities for feeder pattern schools to visit our Kindergarten Program.

Health Connect in Our Schools -

John G. DuPuis Elementary has a registered nurse, Melissa Thawley (shared between schools) and a Licensed Practitioner Nurse, Ashley Palonka.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- John G. DuPuis Elementary is staffed by a School Social Worker (shared between schools- Ofelia Diaz), a Nurse (shared between schools) and a full-time Health Aide.

- HClOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometry exams conducted at our school via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Lourdes Nunez | Principal |
| Wantana Vassana | Teacher |
| Tania Recino | Teacher |
| Maria Cao | Teacher |
| Lisette Franco | Teacher |
| Francisco Porrata | Teacher |
| Annie Washington | Education Support Employee |
| Jason Pritchard | Business/Community |
| Julio Priede | Business/Community |
| Victor Betancourt | Business/Community |
| Jamie Melendez | Parent |
| Jose Gonzalez | Parent |
| Gladys Sola | Teacher |
| Vicki Mills | Teacher |
| Melissa Arias | Student |
| Raynel De la Paz | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

Data indicates that the strategies listed on last year's school improvement plan were met with fidelity. The SAC met and reviewed the data which indicated that the strategies listed on the SIP were met with fidelity.

b. Development of this school improvement plan

School Advisory Council (EESAC) has worked in the development of this SIP. School Advisory Council (EESAC) will meet on September 21, 2016 to finalize the plan and will continuously meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of EESAC funds to support the School Improvement Plan goals.

c. Preparation of the school's annual budget and plan

The projected use of school EESAC funds \$2,500.00 to be used to purchase supplemental instructional materials to support School Improvement goals for Reading, Mathematics and Science.

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

School Improvement funds were utilized to purchase supplemental materials to support and enhance the transition to Florida State Standards by providing opportunities to demonstrate mastery. Instructional materials were purchased for Reading (\$2,116.80) and in Science (\$500.00).

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

Yes

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Nunez, Lourdes | Principal |
| Betancourt, Idalis | Assistant Principal |
| Fleitas, Maria | Instructional Coach |
| Hendrickson, Nancy | Teacher, K-12 |
| Martinez, Sissi | Teacher, K-12 |
| McCall, Lisa | Teacher, K-12 |
| Rodriguez, Ibis | Teacher, K-12 |
| Sola, Gladys | Teacher, K-12 |
| Tirado, Paula | Teacher, K-12 |
| Wantana, Vassana | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives from the LLT this year include:

- including representation from all curricular areas on the MTSS/RTI
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

As a result, our school will be able to:

- Increase the total percent of students meeting high standards of learning in Reading
- Increase the achievement level of those students falling in the lowest 25 percentile in the area of reading

D. Public and Collaborative Teaching

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

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

All content area teachers collaborate with the instructional coaches and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the instructional coaches assist in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs.

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

The administration will recruit and retain highly qualified, certified-in-field, effective teachers to the school by continuously providing research based programs and aligning professional development that assist teachers in being effective in the classroom.

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

Ms. Franco (teacher mentor) demonstrates outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas. Ms. Franco will assist Ms. D. Garcia (first year teacher) in gaining knowledge in the curriculum areas by meeting with her once a week. Planned activities involve depth of knowledge (rigor), higher order thinking skills, curriculum, technology, research based programs, discipline, policies and increasing parental involvement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

District Pacing Guides and State Item Specifications are reviewed during collaborative planning session to ensure that core instructional programs and materials are aligned to Florida's standards.

b. Instructional Strategies

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

During collaborative planning sessions, instructional coaches debrief with content area teachers to provide updated data based on classroom assessment. The data is analyzed and students are grouped into differentiated instruction groups. The purpose of the differentiated instruction groups is to correct the deficiency through small group instruction.

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

Strategy: After School Program

Minutes added to school year: 1,500

After school tutorial program for reading, mathematics and science.

Strategy Rationale

Based on the i-Ready Diagnostic Test (AP3) Reading Assessment, there is a need to provide students with intervention programs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

I-Ready Data will be collected monthly to analyze and to determine effectiveness in reading, mathematics, and science. Walkthroughs will be conducted to monitor the program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four-year old children.

John G. DuPuis Elementary School houses approximately 54 students from ages 3 to 4 in the Head Start Program. In addition to the Head Start program offered on campus, John G. DuPuis Elementary School has one Pre-K ESE Reverse Mainstream Program that services students with special needs and utilizes general education students as role models.

In order to facilitate the transition from Pre-K to kindergarten, time is set aside for students in the Pre-K program to visit the kindergarten classrooms. John G. DuPuis Elementary School also offers ongoing opportunities for feeder pattern schools and private schools to visit our kindergarten program throughout the year.

At John G. DuPuis Elementary School, all incoming students are assessed upon entering kindergarten in order to gather individual and group needs. All students are assessed within the areas of Basic Skills/School Readiness, Oral language/Syntax, Print/Letter Knowledge, and Phonological

Awareness/Processing. Kindergarten students are assessed on the FLKRS. Core kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice, observations, continuous feedback and independent practice of all academic and social emotional skills identified.

Student service personnel will provide kindergarten teachers with effective strategies for social skills instruction and will assist teachers with positive reinforcement of pro-social behavior.

Screening tools will be re-administered throughout the year in order to determine if instruction/intervention programs need to be changed based on learning gains. Students' strengths and weaknesses will be examined to further assess students' achievement. Social skills checklist will be implemented to address pro-social behavior in kindergarten.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G087728

Targets Supported **1b**

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | |
| AMO Math - All Students | |

Targeted Barriers to Achieving the Goal **3**

- There is a need for teachers to master the content and deliver instruction with rigor and purpose.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Wonders, Wonders Foundation Skills, Wonder Works, iReady, Reflex Math

Plan to Monitor Progress Toward G1. **8**

District Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.

Person Responsible

Lourdes Nunez

Schedule

Quarterly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Agendas; sign-in log during Data Chats

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G087728

G1.B1 There is a need for teachers to master the content and deliver instruction with rigor and purpose. 2

B233242

G1.B1.S1 Effective planning and instructional delivery. 4

S246172

Strategy Rationale

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

Action Step 1 5

Provide a professional development based on effective planning using an instructional framework and resources aligned to student needs.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Sign in log, classroom walkthroughs

Action Step 2 5

Plan for instruction using an instructional framework and student data in order to align resources.

Person Responsible

Lourdes Nunez

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Sign-in log, classroom walkthroughs

Action Step 3 5

Conduct coaching cycles and model components of the instructional framework and/or the use of resources during small group instruction. Support will be provided during planning sessions.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs

Action Step 4 5

Identify and utilize classrooms for observational purposes in order to demonstrate effective implementation of instructional components.

Person Responsible

Idalis Betancourt

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs

Action Step 5 5

Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Conduct classroom walkthroughs to ensure the instructional delivery reflects the instructional framework within the plans and aligned resources are readily available and being utilized during small groups. Observe modeled lessons and exchange feedback between instructional support and teachers to ensure teachers are fully supported.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs, teacher's lesson plans

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

Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused and aligned to the students.

Person Responsible

Lourdes Nunez

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Follow-up collaborative conversations with the Administrative Team and Instructional Coaches based on classroom walkthroughs.

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

Collaborative conversations held during common planning times.

Person Responsible

Lourdes Nunez

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Sign in logs, agendas

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|--------------------|-------------------------------|---|--------------------|
| 2017 | | | | | |
| G1.MA1 M332432 | District Assessment Data will be collected and reviewed throughout the year to determine progress... | Nunez, Lourdes | 9/26/2016 | Agendas; sign-in log during Data Chats | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M332430 | Collaborative conversations held during common planning times. | Nunez, Lourdes | 9/26/2016 | Sign in logs, agendas | 6/2/2017 weekly |
| G1.B1.S1.MA1 M332431 | Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused... | Nunez, Lourdes | 9/26/2016 | Follow-up collaborative conversations with the Administrative Team and Instructional Coaches based on classroom walkthroughs. | 6/2/2017 daily |
| G1.B1.S1.A1 A319159 | Provide a professional development based on effective planning using an instructional framework and... | Nunez, Lourdes | 9/26/2016 | Sign in log, classroom walkthroughs | 6/2/2017 weekly |
| G1.B1.S1.A2 A319160 | Plan for instruction using an instructional framework and student data in order to align resources. | Nunez, Lourdes | 9/26/2016 | Sign-in log, classroom walkthroughs | 6/2/2017 monthly |
| G1.B1.S1.A3 A319161 | Conduct coaching cycles and model components of the instructional framework and/or the use of... | Nunez, Lourdes | 9/26/2016 | Classroom walkthroughs | 6/2/2017 daily |
| G1.B1.S1.A4 A319162 | Identify and utilize classrooms for observational purposes in order to demonstrate effective... | Betancourt, Idalis | 9/26/2016 | Classroom walkthroughs | 6/2/2017 weekly |
| G1.B1.S1.A5 A319163 | Administrative team will attend PD and ensure full participation of staff and engagement in... | Nunez, Lourdes | 9/26/2016 | Classroom walkthroughs, teacher's lesson plans | 6/2/2017 daily |

V. Professional Development Opportunities

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

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

G1.B1 There is a need for teachers to master the content and deliver instruction with rigor and purpose.

G1.B1.S1 Effective planning and instructional delivery.

PD Opportunity 1

Provide a professional development based on effective planning using an instructional framework and resources aligned to student needs.

Facilitator

Ms. Idalis Betancourt, Ms. Maria Fleitas

Participants

Teachers

Schedule

Weekly, from 9/26/2016 to 6/2/2017

PD Opportunity 2

Plan for instruction using an instructional framework and student data in order to align resources.

Facilitator

Ms. Idalis Betancourt, Ms. Maria Fleitas

Participants

Teachers

Schedule

Monthly, from 9/26/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | Provide a professional development based on effective planning using an instructional framework and resources aligned to student needs. | \$0.00 |
| 2 | G1.B1.S1.A2 | Plan for instruction using an instructional framework and student data in order to align resources. | \$0.00 |
| 3 | G1.B1.S1.A3 | Conduct coaching cycles and model components of the instructional framework and/or the use of resources during small group instruction. Support will be provided during planning sessions. | \$0.00 |
| 4 | G1.B1.S1.A4 | Identify and utilize classrooms for observational purposes in order to demonstrate effective implementation of instructional components. | \$0.00 |
| 5 | G1.B1.S1.A5 | Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Conduct classroom walkthroughs to ensure the instructional delivery reflects the instructional framework within the plans and aligned resources are readily available and being utilized during small groups. Observe modeled lessons and exchange feedback between instructional support and teachers to ensure teachers are fully supported. | \$0.00 |
| Total: | | | \$0.00 |