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# John G. Dupuis Elementary School

1150 W 59TH PL, Hialeah, FL 33012

<http://jgd.dadeschools.net>

## Demographics

**Principal: Lourdes Nunez**

Start Date for this Principal: 7/21/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (59%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# John G. Dupuis Elementary School

1150 W 59TH PL, Hialeah, FL 33012

<http://jgd.dadeschools.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">91%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The faculty and staff at 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.

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

Our vision is to provide relevant learning experience that foster life-long curiosity and enable ALL students to achieve their full academic, personal, and civic potential.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Nunez, Lourdes	Principal	Promote a positive learning culture for all stakeholders, provide effective instructional programs and apply best research based practices to student learning. In addition, manage the organization, operations, finances, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe learning environment. Monitor the success of all students in the learning environment; continuously look for new innovative ideas to motivate all the faculty, staff, students and parents. Build leadership capacity within the school and positively promote the school through the website, community events and through social media.
Betancourt, Idalis	Assistant Principal	Assist my principal in promoting a positive learning culture and in providing effective instructional programs. Assist my principal in monitoring the success of all students in the learning environment; aligning the curriculum, instruction and assessment processes to ensure students are successful academically and socially. Assist my principal in building leadership capacity within the school and positively promote the school.
Balcazar, Alice	Teacher, K-12	Provides intervention for students in the Tier I, Tier II and Tier III, 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.
Pritchard, Chris	Teacher, K-12	Provides intervention for students in the Tier I, Tier II and Tier III, 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.
Franco, Lissette	Teacher, K-12	Provides intervention for students in the Tier I, Tier II and Tier III, 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.
Fleitas, Maria	Instructional Coach	Provides guidance on the District Pacing guides, technical assistance to teachers regarding data-based instructional planning and supports the implementation of Tier II and Tier III intervention plans and ensures that the School Improvement Plan is being implemented with fidelity.
Martinez, Sissi	Instructional Coach	Provides guidance on the District Pacing guides, technical assistance to teachers regarding data-based instructional planning, collaborates with staff

Name	Position Title	Job Duties and Responsibilities
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and ensures that the School Improvement Plan is being implemented with fidelity.

**Demographic Information**

**Principal start date**

Wednesday 7/21/2021, Lourdes Nunez

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

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

18

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

410

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

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

1

**Demographic Data**

**Early Warning Systems**

**2021-22**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	50	61	66	77	69	0	0	0	0	0	0	0	366
Attendance below 90 percent	7	13	15	13	10	8	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	6	4	10	0	0	0	0	0	0	0	0	20
Course failure in Math	0	0	6	2	4	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	1	11	40	31	20	14	0	0	0	0	0	0	0	117

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	8	5	6	5	0	0	0	0	0	0	0	26

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	7	8	2	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 7/21/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	48	65	79	89	70	82	0	0	0	0	0	0	0	433
Attendance below 90 percent	11	13	15	10	9	20	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	5	12	2	11	0	0	0	0	0	0	0	32
Course failure in Math	0	2	5	4	7	14	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	4	6	9	7	14	0	0	0	0	0	0	0	41

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	3	7	8	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	62%	57%	64%	62%	56%
ELA Learning Gains				61%	62%	58%	59%	62%	55%
ELA Lowest 25th Percentile				61%	58%	53%	49%	59%	48%
Math Achievement				67%	69%	63%	71%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				62%	66%	62%	60%	64%	59%
Math Lowest 25th Percentile				43%	55%	51%	53%	55%	47%
Science Achievement				55%	55%	53%	59%	58%	55%

**Grade Level Data Review - State Assessments**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	49%	64%	-15%	58%	-9%
Cohort Comparison		-59%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	67%	1%	62%	6%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-68%				
05	2021					
	2019	59%	65%	-6%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady was used as the progress monitoring tool to compile the data listed below for ELA and Mathematics for all grade levels. For Science in fifth grade, the mid year assessment was used. The report containing the results was obtained from the SIP dashboard on PowerBi and analyzed by the Leadership Team.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.5%	28.6%	42.9%
	Economically Disadvantaged	24.1%	29.1%	43.6%
	Students With Disabilities	40.0%	30.0%	60.0%
	English Language Learners	7.7%	15.4%	38.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.8%	37.5%	51.8%
	Economically Disadvantaged	27.3%	38.2%	50.9%
	Students With Disabilities	30.0%	40.0%	50.0%
	English Language Learners	46.2%	30.8%	46.2%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.7%	47.6%	55.6%
	Economically Disadvantaged	40.4%	45.6%	54.4%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.7%	33.9%	46.0%
	Economically Disadvantaged	31.6%	37.5%	47.4%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.2%	61.8%	74.0%
	Economically Disadvantaged	43.8%	61.1%	74.0%
	Students With Disabilities	12.5%	43.8%	56.3%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.0%	36.0%	63.6%
	Economically Disadvantaged	12.3%	35.2%	64.4%
	Students With Disabilities	6.3%	31.3%	50.0%
	English Language Learners	0	0	0

<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.1%	45.3%	54.0%
	Economically Disadvantaged	41.0%	45.9%	56.7%
	Students With Disabilities	36.4%	27.3%	18.2%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.7%	43.8%	58.7%
	Economically Disadvantaged	31.1%	44.3%	60.0%
	Students With Disabilities	9.1%	36.4%	36.4%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.8%	46.1%	46.7%
	Economically Disadvantaged	37.5%	45.8%	46.5%
	Students With Disabilities	31.6%	42.1%	42.1%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.8%	50.0%	64.0%
	Economically Disadvantaged	34.3%	50.0%	63.4%
	Students With Disabilities	15.8%	42.1%	52.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	24.0%	0
	Economically Disadvantaged	0	24.0%	0
	Students With Disabilities	0	17.0%	0
	English Language Learners	0	0	0

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	42		41	32		26				
ELL	53	49	50	51	40	25	38				
HSP	56	46	39	54	41	12	46				
FRL	57	46	41	54	39	19	46				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	48	67	44	48	54	25				
ELL	56	60	63	70	57	45	48				
HSP	60	61	61	67	61	41	55				
FRL	59	62	60	66	61	41	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	40	36	47	50						
ELL	56	52	45	65	58	52	38				
HSP	63	58	49	71	60	53	61				
FRL	64	59	50	72	61	55	59				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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



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

The school i-Ready Diagnostic results from AP1 to AP3 show an increase in the achievement gap widening from 3rd to 5th grade in both ELA and Math.

All ELA Subgroups Achievement in i-Ready increased except for fifth grade who remained stagnant at 46.1%.

All Math Subgroups Achievement in i-Ready increased across grade levels 3rd through 5th.

In 2021 our Math FSA scores decreased 13 percentage points from 67 percent to 54 percent in grade levels 3-5 as compared to 2019.

In 2021 our ELA FSA scores decreased 4 percentage points from 60 percent to 56 percent in grade levels 3-5 as compared to 2019.

### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

In 2019 our SWD Math subgroup learning gains decreased by at least 2 percentage points as compared to 2018.

In 2019 our ELL Math subgroup learning gains decreased by at least 1 percentage points as compared to 2018.

In 2019 our Hispanics subgroup Science scores decreased by at least 6 percentage points as compared to 2018.

In 2021 our ELA learning gains decreased 14 percentage points as compared to 2019.

In 2021 our ELA learning gains in L25 decreased 19 percentage points as compared to 2019.

In 2021 our Math learning gains decreased 22 percentage points as compared to 2019.

In 2021 our Math learning gains in L25 decreased 26 percentage points as compared to 2019.

In 2021 our Science scores decreased by 8 percentage points as compared to 2019.

The i-Ready AP3 scores in grades K-2 indicated 20 percent of students in Kindergarten, 56 percent in first grade, and 45 percent in second grade are nonproficient.

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

We have focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our subgroups. We will also use strategies that focus on scaffolding and intervention for lower performing students.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

ELA learning gains in L25 in SWD subgroup increased from 36 percentage points in 2018 to 67 percentage points in 2019.

ELA learning gains in L25 in ELL subgroup increased from 45 percentage points in 2018 to 63 percentage points in 2019.

ELA learning gains in L25 in Hispanic subgroup increased from 49 percentage points in 2018 to 61 percentage points in 2019.

ELA learning gains in L25 in Free/Reduced Lunch subgroup increased from 50 percentage points to 60 percentage points.

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

Instructional focus calendars were implemented as a planning tool and instruction was guided by iReady data and data chats.

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

Teachers will present concepts at different levels of complexity, collaborative data chats will be held every nine weeks, and DI will be implemented with fidelity.

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

Job-embedded professional development will be offered to teachers as needed and coaching cycles will be implemented individually with teachers to support specific needs (ongoing).

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

Classroom walk-throughs will be conducted with fidelity. Extended learning opportunities and interventions will be provided as well as STEAM-based clubs.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the data reviewed, the drop in ELA in our learning gains and learning gains in L25 subgroups highlight a need to increase proficiency in English Language Arts. In 2021 our ELA scores decreased by 4 percentage points from 60 percent to 56 percent in grades 3-5 as compared to 2019. The i-Ready AP3 scores in grades K-2 indicated 20 percent of students in Kindergarten, 56 percent in first grade, and 45 percent in second grade are nonproficient. We will provide the scaffolding necessary for students to access grade-level content in order to make progress and move towards proficiency.

**Measurable Outcome:** If we successfully implement differentiated instruction, then our subgroups will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:** The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. The data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

**Person responsible for monitoring outcome:** Lourdes Nunez (lourdesnunez@dadeschools.net)

**Evidence-based Strategy:** Our school will focus on the evidence-based strategy of data-driven instruction. Data-driven instruction will assist in accelerating proficiency as it is a systematic approach of instruction to meet the students' needs.

**Rationale for Evidence-based Strategy:** Data-driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, lesson plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

8/31-10/11: Provide professional development based on effective planning using an instructional framework and resources aligned to students needs.

**Person Responsible** Maria Fleitas (mefleitas@dadeschools.net)

8/31-10/11: Plan for instruction using an instructional framework and student data in order to align resources.

**Person Responsible** Maria Fleitas (mefleitas@dadeschools.net)

8/31-10/11: Conduct coaching cycles and model components of the instructional framework and/or the use of resources during small group instruction.

**Person Responsible** Maria Fleitas (mefleitas@dadeschools.net)

8/31-10/11: Assessment data will be collected and reviewed throughout the year to determine progress toward goal.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

11/1-12/21: Identify and utilize classrooms for observational purposes in order to demonstrate effective implementation of instructional components.

**Person Responsible** Maria Fleitas (mefleitas@dadeschools.net)

11/1-12/21: Observe modeled lessons and exchange feedback between instructional support and teachers to ensure teachers are fully supported.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

1/31-4/29: Conduct classroom walkthroughs to ensure the instructional delivery reflects the instructional framework within the plans.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

1/31-4/29: Provide support during planning sessions.

**Person Responsible** Maria Fleitas (mefleitas@dadeschools.net)

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Based on the data reviewed, the drop in mathematics in our SWD, ELL, and Hispanics subgroups highlight a need to increase proficiency in mathematics. In 2021 our Math learning gains decreased 22 percentage points from 62 percent to 40 percent as compared to 2019. Also, in 2021 our Math learning gains in L25 decreased 26 percentage points from 43 percent to 17 percent as compared to 2019. We will provide the scaffolding necessary for the subgroups to access grade-level content in order to make progress and move towards proficiency. Acquiring mathematics proficiency is essential for future STEAM related fields and preparing students for the 21st century.

**Measurable Outcome:** If we successfully implement differentiated instruction, then our subgroups will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments.

**Monitoring:** The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. The data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth.

**Person responsible for monitoring outcome:**

Lourdes Nunez (lourdesnunez@dadeschools.net)

**Evidence-based Strategy:**

Our school will focus on the evidence-based strategy of data-driven instruction. Data-driven instruction will assist in accelerating proficiency as it is a systematic approach of instruction to meet the students' needs.

**Rationale for Evidence-based Strategy:**

Data-driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, lesson plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

8/31-10/11: Provide professional development based on effective planning using an instructional framework and resources aligned to students needs.

**Person Responsible** Sissi Martinez (mrsmartinez@dadeschools.net)

8/31-10/11: Plan for instruction using an instructional framework and student data in order to align resources.

**Person Responsible** Sissi Martinez (mrsmartinez@dadeschools.net)

8/31-10/11 Topic Assessment data will be collected and reviewed throughout the year to determine progress toward goal.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

8/31-10/11: Conduct coaching cycles and model components of the instructional framework and/or use of resources during small group instruction. Support will be provided during planning sessions.

**Person Responsible** Sissi Martinez (mrsmartinez@dadeschools.net)

11/1-12/21: Identify and utilize classrooms for observational purposes in order to demonstrate effective implementation of instructional components.

**Person Responsible** Sissi Martinez (mrsmartinez@dadeschools.net)

11/1-12/21: Observe modeled lessons and exchange feedback between instructional support and teachers to ensure teachers are fully supported.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

1/31-4/29: Conduct classroom walkthroughs to ensure the instructional delivery reflects the instructional framework within the plans.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

1/31-4/29: Collaborative conversations will be held during common planning times.

**Person Responsible** Sissi Martinez (mrsmartinez@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the targeted element of student attendance. Through our data review, we noticed student absences in 16-30 absences increased from 9 percentage points from 2019 to 19 percentage points in 2020. We recognize the need to tailor our attendance initiatives and improve in making connections with families to ensure attendance is consistently high.

**Measurable Outcome:** If we successfully implement the targeted element of student attendance, our students will receive quality instruction that will contribute to improve student outcomes. With consistent student attendance incentives, our absences will decrease 5 percentage points by June 2022.

**Monitoring:** The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will plan regular student incentives to promote consistent student attendance. The Leadership Team will monitor individual students who have consistent truancy and connect with them to encourage attendance efforts.

**Person responsible for monitoring outcome:** Idalis Betancourt (ibetancourt@dadeschools.net)

**Evidence-based Strategy:** Within the targeted element of student attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

**Rationale for Evidence-based Strategy:** Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

**Action Steps to Implement**

8/31-10/11: Provide opportunities for collaborative teacher/parent conferences.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

8/31-10/11: Provide opportunities for the school social worker to support the families of students with attendance issues.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

8/31-10/11: Provide opportunities for the student service team to continue to provide counseling on truancy to parents.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

8/31-10/11: Conduct collaborative conversations among the student service team and administrative team.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

11/1-12/21: Provide opportunities for teachers to conduct individual conferences with students.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

11/1-12/21: Implement a schoolwide incentive program encouraging student attendance.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

1/31-4/29: Conduct classroom walkthroughs to monitor effectiveness of incentive program.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)

1/31-4/29: Close monitor and report student absences.

**Person Responsible** Idalis Betancourt (ibetancourt@dadeschools.net)



**#4. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale:** Based on our qualitative data, we want to use the targeted element of Instructional Leadership Team. We want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

**Measurable Outcome:** If we successfully implement the targeted element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

**Monitoring:** The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas.

**Person responsible for monitoring outcome:** Lourdes Nunez (lourdesnunez@dadeschools.net)

**Evidence-based Strategy:** Within the targeted element of Instructional Leadership Team, we will focus on the evidence-based strategy of involving staff in important decisions. By involving teachers in the decision making process, we hope to increase the feeling of shared leadership.

**Rationale for Evidence-based Strategy:** Involving staff will assist in integrating the talents of teachers within the building to carry out the vision and mission. Throughout this process, the Leadership Team will create buy in and bring creative and innovative solutions to the forefront.

**Action Steps to Implement**

8/31-10/11: Administrative team, Instructional Coaches, and teachers will engage in collaborative conversations monthly.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

8/31-10/11: Develop a monthly schedule for the Leadership Team and Grade Level Chairs to conduct walkthroughs with fidelity, provide feedback and to share best practices.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

8/31-10/11: Provide self-selected professional development options which feature classroom teachers as experts.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

8/31-10/11: Encourage and promote school spirit and pride through activities.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

11/1-12/21: Identify teacher leaders that work cooperatively with others to share best practices on resources that achieve tangible goals.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

11/1-12/21: Challenge and energize teachers by involving them in the decision making process.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

1/31-4/29: Empower teachers to be innovators and risk-takers.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

1/31-4/29: Implement a teacher to teacher best practice mentoring program.

**Person Responsible** Lourdes Nunez (lourdesnunez@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The school did not report any incidents last school year. The school will provide opportunities for students to engage in individual/group counseling. Teachers will be provided opportunities to implement the school-wide discipline plan.**

### Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported by activities that highlight their proficiency in meeting grade level expectations. These will include celebrating students and staff success by emphasizing accomplishments and collaboration during announcements and faculty meetings. We will provide a monthly newsletter to communicate with stakeholders of current and upcoming school events. We will provide opportunities for both staff and students to develop ongoing feedback and suggestions to school leaders to schedule informal conferences with them.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselor (our school Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and moral boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with student, parents, and families.

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
<b>Total:</b>			<b>\$0.00</b>